

## Terms of Reference

Consultancy to Develop a Research-into-Action Brief on urban environments for children with disabilities

Assignment	<p>Writing a Research-into Action Brief on children with disabilities in urban environments for the Research Series '<a href="#">Cities for Children and Youth</a>' of the Global Alliance – Cities4Children. The brief will include:</p> <ul style="list-style-type: none"> <li>• A review of key barriers and challenges experienced by children with disabilities in urban environments particularly in low to middle-income countries with a focus on poor urban children and children living in slums and informal settlements,</li> <li>• Identification and description of successful examples of interventions, practices, programs and policies that have addressed these challenges and removed barriers</li> <li>• Identification of key actors and stakeholders contributing to removing barriers in a safe and sustainable way</li> <li>• Key policy and programmatic recommendations for enabling rights respecting environments for urban children with disabilities.</li> </ul>
Location of assignment	Remote based work
Employer	Save the Children / Global Alliance - Cities4Children
Type of contract	Short-term Consultancy
Rate	5000 Euros
Application Process	<p>Applications will be received on a rolling basis. Applicants must have demonstrated expertise and knowledge in reviewing literature on children with disabilities and writing research and policy briefs. Interested applicants should send their CV along with an email which explains how their experience makes them the right person to write this brief for us.</p> <p>Please send applications to <a href="mailto:info@cities4children.org">info@cities4children.org</a></p>

## Background

The Global Alliance - Cities4Children, led by Save the Children, comprises 27 member organizations and has been established to tackle the challenges faced by children living in urban areas, especially those impacted by discrimination and inequalities. The mission of the Alliance is to strengthen global coordination, increase knowledge, and advocate for child rights to be firmly embedded in the urban agenda so that the rights of all children are protected and realized.

As part of this effort, the Global Alliance - Cities4Children has supported the development of a series of Research-into-Action briefs on urgent issues facing children and youth in urban environments such as [air pollution](#), [child malnutrition](#), [provision of water sanitation and hygiene services](#). The purpose of each Research-into-Action Brief is to provide a concise summary of research findings for practitioners on a range of topics and to present recommended evidence-based action.

According to a recent report by UNICEF (2021)<sup>1</sup> there are nearly 240 million children with disabilities in the world. Most of these children live in low-and middle-income countries in Asia and Africa. Due to a range of factors such as stigma and discrimination, lack of early diagnosis and intervention, lack of appropriate care, facilities and targeted investment children with disabilities perform much worse on developmental and rights-based indicators as compared to children without disabilities. For example, children with disabilities are 34 per cent more likely to be stunted, 49 per cent more likely to have never attended school, and 32 per cent more likely to experience severe corporal punishment as compared to children without disabilities.

The Convention on the Rights of Persons with Disabilities<sup>2</sup> which was adopted in 2006 and ratified by 186 countries requires that nations must ensure that children with disabilities realize their full rights and freedoms equal to other children, have programs and policies with their best interests in mind, and gives voice to children with disabilities on matters that concern them (Article 7). It also calls on nations to ensure that children with disabilities can access transportation, public spaces, institutions and work environments, information and communications technologies and systems on equal basis with others (Article 9) and are protected from all forms of abuse and violence, both within and outside homes (Article 16).

Childhood is increasingly experienced in urban areas. In 2018, 55% of the world's population was living in urban areas and this will increase to 68% by 2050, adding an additional 2.5 billion people to urban areas. An estimated 60% of urban residents will be below 18 years old in 2030. Most of this change (approx. 90%) is taking place in Asia and Africa where local governments are unable to meet demands for housing, infrastructure and services. As a result, an estimated 350 – 500 million children in cities around the world are growing up in slums and informal settlements.

Urban poor contexts, such as slums and informal settlements, which are characterised by overcrowding, cramped housing, narrow lanes, lack of access to adequate water, sanitation and hygiene facilities, time-poor caregivers dependent on a cash economy for their daily needs all present further challenges to children with disabilities and their caregivers. Barriers to mobility, participation and services risks further exclusion and isolation for children with disabilities and thus prevents independent living later in life. It also increases risks for harm, abuse, trafficking and accidents.

In the context of a rapidly urbanising and unequal world, this research brief should provide an analysis of the quality of life of children with disabilities living in urban settlements detailing the challenges and barriers they experience and how these effect their rights to survive and thrive and live a life of independence and dignity. The brief should also identify laws, regulations, policies, programs and projects that have enabled the realization of rights for children with disabilities and building on these good practices provide actionable advice to practitioners and lawmakers.

## Scope of Work

The brief:

- should be no longer than 8 pages in Word
- should be written in plain English

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<sup>1</sup> *United Nations Children's Fund, Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities, UNICEF, New York, 2021*

<sup>2</sup> <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

- should follow the style guide for authors (a separate document)
- will undergo an academic as well as practitioner review.

## Structure and some guiding questions for the brief

SECTIONS	DESCRIPTION
Summary	100-150 words. Write a brief summary of the main messages of the brief.
Introduction (Approx. 1 pg.)	Write a general introduction to the topic, and how it relates to children and youth and urban contexts, followed by an outline of the brief.
The Research (Approx. 2 to 3 pages)	<p>This is a summary of the research on the challenges and barriers experienced by children and youth with different disabilities in urban environments and implications for their survival, health, learning, protection, and long-term success in life, including independent living. It is not a comprehensive literature review. Its focus is to identify the main research findings, especially those most relevant for practice. A general overview of the issues can be followed by a more detailed account of the implications for children.</p> <p>The questions below are provided as prompts to guide this summary of the literature. Not all questions need to be addressed. Please use subheadings to break up the text.</p> <ul style="list-style-type: none"> <li>• Why is the realization of rights and wellbeing of children and youth with disabilities in cities an important issue?</li> <li>• How are children with disabilities affected by key urban issues – infrastructure design and use, climate change, disasters, poverty, air pollution, road safety, child protection risks, water access and personal safety?</li> <li>• How are children with disabilities affected in allocation of private and public resources in urban development?</li> <li>• What is the current policy framework on children with disabilities and urban development?</li> <li>• What are the main findings so far in relation to children and youth with disabilities in urban contexts? What are the disagreements? What are the emerging trends? What are the gaps in literature – i.e., what important issues are insufficiently researched and documented?</li> <li>• How are children with disabilities of different age groups - younger children, older children, adolescents, youth - gender and race impacted in city centers/peri-urban areas, large cities/smaller urban centers?</li> </ul>



	<ul style="list-style-type: none"> <li>• How are children with different types of disabilities impacted differently by urban contexts?</li> <li>• How differently are children with disabilities in slums/informal settlements impacted than children in other parts of the city? How about migrant or refugee children with disabilities in cities and towns?</li> <li>• What are the key sources of data about this topic? So, imagine a practitioner in a city wants to know the situation of children and youth with disabilities, where should they go for data (for example hospital records, Census data etc.)? If the data is not available why not? If it is problematic, why so?</li> <li>• To what extent and in which manners are children with different types of disabilities visible and active in community life in urban contexts and does it differ between disability types.</li> </ul> <p>Please make sure to refer to seminal and key publications.</p>
<p><b>Research-Into-Action</b> (Approx. 2 to 3 pages)</p>	<p>In this section, please highlight successful and impactful evidence-based action. This section could address issues such as:</p> <ul style="list-style-type: none"> <li>• What does the current research convey on how children with disabilities in urban areas, particularly slums and informal settlements and can realize their rights?</li> <li>• What are some good practices around including children with disabilities in urban programming efforts?</li> <li>• What are the most effective ways to build on research evidence? What kinds of responses have had a proven impact? Give examples of a project, an organisation, an initiative, or a city where there has been great progress and what they did (you can use a box to clarify)</li> <li>• How can responses build on, capitalize on, existing efforts, partners and partnerships? How can they support local and national governments? How can they contribute to “the big picture”?</li> <li>• Organisations of people with disabilities and supporting organisations: do they have a child/youth focus? What are the most effective ways to collaborate?</li> <li>• Which actors are active in this space as it relates to children with different types of disabilities</li> </ul> <p>Depending on the topic, a case study of a project or policy, photos, graphs or diagrams may also be relevant. As per Save the Children’s child safeguarding policies, please ensure that where case examples, children’s voices, and photographs of children are used, all children are portrayed in a positive, inclusive and dignified manner. For example, avoid using overly upsetting and hopeless imagery of</p>



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	children and places and ensure there is diversity in the children shown. Please make sure informed consent has been obtained for images where children's faces are visible.
<b>Conclusion</b> (Approx. 1 page)	Please provide a summary of the main points discussed in the Brief. This section could also respond to questions such as: <ul style="list-style-type: none"><li>• What are the key recommendations for action?</li><li>• What can be done to achieve impact?</li></ul> How might collaboration between researchers and practitioners and local government advance this topic?
<b>Further Reading (in a box)</b>	If you were to recommend 3-5 key readings for practitioners, what would they be?

DELIVERABLE	PROCESS	TIMELINE*
Outline of Brief providing - brief descriptions of sections and subsections of as per structure provided above; list of key sources of evidence being referenced in the 'Research' section; list of successful and impactful evidence-based actions being referenced in the Research-into-Action section.	To be reviewed by the Alliance Secretariat at Save the Children and one expert in the field.	2 Weeks
1st Draft of Research-into-Action Brief	Editor and academic peer review: 1st draft will be reviewed by the editor and an academic peer reviewer who knows the subject. Comments will then be returned to the author to address and send a 2nd draft.	4 to 6 weeks
2nd Draft of Research-into-Action Brief	Practitioner review: 2nd draft will be reviewed by 2 member organisations of the alliance. Comments will then be returned to the author to address and send a revised draft.	2 weeks
Revised and Final Draft	Final version will be sent to a copy editor which the author will then approve for final formatting. Please highlight some key sentences that you suggest should go in the margins (for emphasis). The author will also provide, where relevant, photographs and images that support the text. See past briefs for examples	2 weeks
Copy edited and Formatted Brief	Brief will be formatted into the alliance's template. The author will provide relevant details for the publication as specified in the Guidance for Authors document such as Author Bio, Keywords, Social Media Handle. The author will review the formatted final version before it is published on the website.	1 week



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\* Timeline refers to the time the author will take to develop and revise the brief once feedback has been provided