

Climate Change & Education Technical Advisor

Position Description

Reporting to:	Project Team lead	Work location:	Home based with high speed internet and easy access to an international airport (ideally in East or West Africa)
Department:	International Programs	Budget holder:	To be determined
Team:	Climate Change Division	Direct reports:	To be determined

Save the Children

Our Vision: We seek to be the leader in delivering humanitarian support and development assistance to children.

Our Purpose: To inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

Background

Save the Children is the world's largest independent, secular child rights development organisation, delivering emergency and long-term development programs to support children, and campaigning for better practices and policies for children. Established 100 years ago in the UK, it now comprises of 29 national organisations working together to deliver programs in more than 120 countries under the Save the Children International (SCI) banner. Save the Children builds partnerships with communities, civil society, governments, and the private sector to avoid duplication and ensure high-quality programs are delivered as efficiently as possible.

Climate Change Division

The Climate Change Division (CCD) was established within Save the Children Australia in 2020 to support the Save the Children global movement expand its climate change action and drive a strategy for growth and impact for the world's most climate vulnerable children. Central to that strategy has been Save the Children Australia's accreditation to the Green Climate Fund (GCF). Currently there is a portfolio of 10 projects under development and / or implementation in Africa, Asia and the Pacific. Our first large scale climate project with a focus on the education sector is in the Solomon Islands and is scheduled to begin in mid-2023. Alongside a large portfolio of Locally Led Adaption and climate and health projects the CCD is supporting the GPE deliver their Climate Smart Education System Initiative in 20 countries in partnership with UNESCO and UNESCO-IIEP for which these roles are being hired.

The Climate Smart Education System Initiative

The Climate Smart Education Systems, Strategic Capability Initiative was launched by the Global Partnership for Education in June 2023 and seek to enhance countries' capacities to mainstream climate change adaptation and environmental sustainability into education sector plans, budgets and strategies as well as to enhance education ministry capacity for cross-sectoral coordination on climate and environment-related policy and programming. Save the Children were selected alongside UNESCO and UNESCO's International Education Planning institute (IIEP) to deliver this technical assistance project across 20 countries in Africa, Asia and the Small Islands Developing Strategies (SIDS).

Role Purpose

The Climate Change Technical Advisors will support the delivery of the Climate Smart Education Systems, Strategic Capability Initiative. The invite is broadly divided into 3 phases. The first is the development of a costed Technical Assistance Workplan with and for the Ministries of Education in the project countries.

The second is to deliver these workplans. The third and final stage is the monitoring, evaluation and close out of the technical assistance activities.

The scope work in each country will cover the following areas and be undertaken by a cross disciplinary team of UNESCO, UNESO IIEP and save the Children staff and constants:

1. Evidence-based policies and planning addressing climate change impacts.
2. Cross-sector and internal coordination of climate change impacts on education.
3. Access to climate financing to address the impacts of climate change on education.
4. Climate data and evidence for education planning as an integral part of Education Management Information Systems (EMIS).
5. Safer and greener school infrastructure.
6. School safety and educational continuity management for climate change impacts.
7. The integration of climate change into curricula, pedagogy and teacher training.

The post holders will work in close coordination and collaboration with the wider project team and play a leading role in a select number of the countries of focus along with a dedicated country focused team.

Through this role Save the Children aims to deliver a high quality, high impact technical assistance project for selected countries. By doing this we aim to make children safer and more able to adapt to the impacts of climate change in their communities as a cornerstone of their ability to fulfil their rights.

Key Areas of Accountability

LEADERSHIP & COORDINATION

- Play a key and active role in the initiatives 'Project Coordination group' supporting:
 - The development of templates, resources, and project delivery tools.
 - The technical harmonisation of the delivery of the project across countries.
 - The oversight and quality assurance of project inputs and outputs.
- Anticipate and address challenges and potential bottle necks in project delivery working in close coordination with all members of the Project Coordination Group and the Global Coordination Group overseeing the project.

PROJECT IMPLEMENTATION

- Play a leading role in the inception phase and design and development of the recommendation to government in selected countries.
- Undertake in-country fact finding and consultation visits.
- Engage with the Local Education Groups (LEG) in coordination with the county team.
- On country inception trips lead on the following areas:
 - Access to climate financing to address the impacts of climate change on education.
 - Safer and greener school infrastructure.
 - School safety and educational continuity management for climate change impacts.
- On country inception trips support on the following areas:
 - Evidence-based policies and planning addressing climate change impacts.
 - Cross-sector and internal coordination of climate change impacts on education.
 - Climate data and evidence for education planning as an integral part of Education Management Information Systems (EMIS).
 - The integration of climate change into curricula, pedagogy and teacher training.
- Promote meaningful child participation into the consultations and design program offers.

CAPACITY BUILDING

- Actively contribute to capacity building and increasing the knowledge and understanding of climate change and education for both Save the Children country staff and Ministry of Education staff.
- Share experience and learning as the project is implemented with the other country teams.
- Mentor and guide country office staff participating in the project.
- Ensure strong complementarities and cross learning throughout the project.

- Support knowledge development and exchange across countries and teams.

HEALTH, SAFETY, SECURITY and RISK MANAGEMENT REQUIREMENTS

- Be a role model for safety and security, including complying with all safety instructions and training given at the workplace.
- Act in a safe manner at all times, including complying with all safety instructions and training given at the workplace.
- Participate in, and contribute to, health and safety awareness and improvements.
- Report all incidents, injuries and potential hazards in a timely manner.
- Be aware of, and consider, the risks associated with your team's everyday work and ensure appropriate mitigation measures are applied.

CHILD PROTECTION AND SAFEGUARDING

- Maintain a child safe environment at the workplace and safeguard children's rights, acting in the best interests of children at all times.
- Comply with the Child Safeguarding Code of Conduct and child safeguarding and protection policies and standards ([click here to view further details](#))
- Demonstrate the highest standards of behaviour towards children in both your private and professional life.
- Never abuse the position of trust that comes with being a part of the Save the Children family.
- Maintain a safe and positive relationship at all times when working with children and young people.
- Respond to any concerns for the safety or wellbeing of a child in a program in accordance with internal reporting processes.

Candidate Profile

In order to undertake the role successfully, the candidate should possess the following attributes:

SKILLS/ABILITIES

- Ability to problem-solve, multi-task, determine priorities, take initiative, and work independently and in multi-cultural settings.
- Strong interpersonal, oral and especially written communication skills, including strong public speaking skills and experience.
- Demonstrated strategic planning skills, along with monitoring and evaluation experience.
- Ability to focus analysis at a sector level.
- Ability to influence & negotiate with a range of diverse stakeholders.
- Rapport building, networking & relationship building abilities.
- Proven project management skills.
- Fluency in written and spoken English and / or French.
- High levels of computer proficiency including MS packages and good writing skills

KNOWLEDGE/EXPERIENCE

- Over 5 years of experience of designing and delivering climate change, DRR, resilience and Education programs, preferably in a management role.
- Proven track record for the successful implementation of climate change, DRR, resilience and Education programs
- Knowledge and experience in working with Ministries of Education on diagnostic and or analytic work.
- Expertise in climate change, risk reduction and resilience in education
- Experience in program design of technical assistance projects
- Experience in representation with national governments, international bodies, and / or donors
- Experience designing and leading trainings and capacity building exercises for diverse target audiences (partners including governments, country office staff, headquarters staff, others).
- Initiative, flexibility and ability to work independently as well as in a team.
- Willingness to work in challenging and sometimes insecure physical environments and capacity to work effectively in those environments.

QUALIFICATIONS/ACCREDITATIONS

- Tertiary qualification in International Development, Education, Social/Political Science or relevant and/or related discipline or equivalent work experience

Reporting to: Various

Work Location: Home based

Classification TBC

Level:

Driver's No

Licence

Required:

Direct Reports: To be determined

Travel: Yes, up to 50%

Assets: Laptop

Working with Yes

Children Check: