JOB TITLE	
Consultant – Study on Climate Change Impacts on the Education Sector for CSESI Project (Somaliland)	

REPORTING TO Ziad Mamo	**LOCATION** Remote/Various
REPORTING TO POSITION Climate Change and Education Technical Advisor	**BUDGET** Approx. 15000-19500 USD

CHILD SAFEGUARDING

As part of these responsibilities consultant will support the establishment of child safeguarding systems, promote a culture of keeping children safe, and ensure that potential harm to children (by our own staff and/or as a result of how we do our work) is identified and addressed on an ongoing basis. The post holder should report and respond to interventions as determined by position related responsibilities identified in the SCA Child Safeguarding Policy and Code of Conduct.

INTRODUCTION

The Climate Smart Education System Initiative (CSESI) was launched in early 2023 by the Global Partnership for Education (GPE) in partnership with Save the Children, UNESCO Education for Sustainable Development Section and UNESCO-IIEP and is implemented in around 35countries. The initiative seeks 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. This involves developing scalable models for this integration and fostering collaboration across all levels to create an environment conducive to building resilience among children and within the education sector.

CSESI aims to support the Ministry of Education and Science (MoES) in Somaliland to build a resilient, inclusive, and sustainable education system that is responsive to climate change risks and challenges. Somaliland's education system is governed by the Education Act (XEER LR.77/2018) and the National Education Policy (SLNEP 2015–2030), which align with the country's Vision 2030 roadmap emphasizing quality, equitable education and environmental protection. The National Climate Change Policy (2023) identifies education as a priority area for climate action, but education sector policies currently lack integrated climate considerations. As the MoES reviews these policies, this provides a key window for CSESI to generate and use evidence to integrate climate resilience across planning and policy frameworks.

ROLE

To provide the MoES in Somaliland, with data on the current and projected impacts and risks of climate change on the education sector that inform the development of policies, tool and guidelines across all seven domain areas of the CSEI project:

   I. Evidence-based policies and planning

  II. Cross-sector and internal coordination

 III. Access to climate finance

 IV. Climate data and evidence for education planning

  V. Safer and greener infrastructure

 VI. School safety and educational continuity

VII. Curricula, pedagogy and teacher training

The final deliverable is a report in English that will outline what schools and school communities will expect to experience as a result of climate change in all climatic zones of Somaliland.

MAIN RESPONSIBILITIES / Scope of Work

33 Lincoln Square South
Carlton VIC 3053

Telephone 1800 760 011
info@savethechildren.org.au
www.savethechildren.org.au

Member of International
Save the Children Association
Member of ACFID

Save the Children Australia
ACN: 008 610 035

Note:

- **Consultants are requested to apply only for Part A, while Part B is included for reference purposes only and to provide context on how the results of Part A will be used in the wider process.**
- **Part A will be implemented by the selected consultant, and the outputs from Part A will inform and feed into the activities listed under Part B.**
- **Part B will be implemented separately by a national consultant. Applicants should therefore focus their proposals and budgets exclusively on Part A.**

Part A: Scope of work:

1. Compile and analyze the best available climate data from the Horn of Africa and Somaliland, with historical and projected data, relevant to the country's geographical areas that are most vulnerable, particularly climate hotspots.
2. Overlay climate data with education-related data, including school location data, infrastructure conditions, and Education Management Information Systems (EMIS) data (with support from Save the Children and MoES).
3. Develop a series of relevant maps bringing together climate impacts and risks on the education sector (i.e. school buildings/assets) combined with climate hazards e.g. heat map, flood map, cyclone map etc.

Part B Scope of Work:

Using the above three inputs developed from Part B such as climate maps, undertake the following:

4. Assess likely impacts of key climate hazards such as drought, extreme rainfall, floods, extreme heat, cyclones, and high winds (driven by increasing temperatures, increased wind speed and erratic rainfall), on:
    a. School infrastructure and access to education.
    b. Teaching and learning continuity.
    c. Teachers' development and training needs.
    d. Student well-being and attendance, with a focus on vulnerable groups, including girls and children with disabilities.
    e. Education outcomes.
5. Apply gender equality, disability and social inclusion lens to assess the differentiated needs based on climate impacts, risks and vulnerabilities of school children. Highlight how climate impacts disproportionately affect girls, boys and other vulnerable learners (e.g., through early marriage, child labor, school dropout)
6. Policy Gap Analysis: assess the extent to which existing education policies and plans address climate resilience.
7. Identify critical gaps in climate and education data—such as missing geographic coverage, outdated datasets, or lack of gender-disaggregated information—and provide concrete recommendations for how these gaps can be addressed. This includes advising on practical steps for integrating improved datasets into MoES planning tools (e.g., EMIS, school mapping platforms, risk assessment frameworks).

Note: This information will assist the MoES in all aspects of education planning from infrastructural retrofitting, school managing to ensure education continuity or reduce school dropouts and what to teach children and learners to equip them for the changes to come. It will also inform what children should be taught about in school. Given that girls face higher risks of school dropouts, early marriage, and child labor during climate crises, the study also will outline gender disparities in climate education planning.

33 Lincoln Square South
Carlton VIC 3053

Telephone 1800 760 011
info@savethechildren.org.au
www.savethechildren.org.au

Member of International
Save the Children Association
Member of ACFID

Save the Children Australia
ACN: 008 610 035

Methodology
- Desk review of the best available climate and education data sources, including peer-reviewed studies, grey literature, EMIS, existing reports, and relevant analyses.
- Use of GIS tools and spatial analysis to produce visual overlays (e.g. heat maps) that demonstrate geographic variations in climate risk and school exposure.
- Conduct field visits and Key informant interviews (KIIs) with key stakeholders including Ministry of Education and Science (MoES), Ministry of Public Works, Land and Housing (MoPWL&H), National Disaster Preparedness and Food Reserve Authority (NADFOR), Meteorological department, Ministry of Environment and Climate Change (MoECC), Ministry of Labour Social Affairs and Family, Ministry of Finance & Economic Development, Ministry of Water Resource, Ministry of Livestock and Rural Development, Education Sector Committee members, education partners, including civil society, local leaders, climate experts, and selected school communities to validate assumptions

CORE BEHAVIOURS/ DELIVERABLES

Outputs/Deliverables for Project	Description	Month 1				Month 2				Month 3		
		1	2	3	4	1	2	3	4	1	2	3
Inception Report	Includes a methodology, work plan, data sources, and stakeholder engagement plan	X	X	X								
Draft Study Report	Includes preliminary analysis, heatmaps, and findings				X	X	X	X	X	X		
Final Report, and a team presentation	Incorporates feedback and includes final heatmaps, summary of findings by climatic zone, gender analysis, and recommendations for policy integration. Cleaned and annotated climate/education data sets; GIS shapefiles (from Part A); metadata documentation										X	X

QUALIFICATIONS & EXPERIENCE
- University degree in education, development, environmental science, environmental science, natural resources management, climate change, environmental education or related field.
- Proven experience in climate modelling (including downscaled), GIS and remote sensing Software and mapping, data set extraction and management and provision of final files in an accessible and visually appealing format. (*Note: this relates to **Part A***)
- Minimum 5 years of experience in education sector analysis, planning, environment, climate change policies, strategies, or M&E in Somaliland or the Horn of Africa
- Demonstrated experience of climate change knowledge as it relates to the education sector
- Strong understanding of local policy context and stakeholder landscape
- Strong understanding of gender equality, disability and social inclusion, and insight into the role that structural issues play in terms of representation
- Experience working with MoES, MoECC or similar government agencies.

Language Requirements:
- Fluency in English is required.

- Fluency in Somali is highly preferred.

Proven Experience:

- Demonstrated experience in conducting similar assessments in the education or climate change sectors.
- Experience working in fragile, conflict-affected, or low-resource settings is an advantage.
- Familiarity with Somaliland's institutional, policy, and education landscape is strongly preferred.

Examples of Relevant Work:

- Applicants should provide at least two examples of previous assignments related to climate change analysis, education policy, or risk assessments.
- Sample deliverables (e.g., reports, maps, policy briefs) are encouraged as part of the application package.

GOVERNANCE

Activity	Budget
Commission a study on the impacts of climate change on the education sector and children's learning	19,500 USD

Team Composition and Roles
- Liaison with local stakeholders, data gathering, validation interviews
- Integration of local knowledge and school-level context
- Support by Save the Children – Somaliland Office:
  - Facilitate access to EMIS and school data in coordination with the MoES
  - Stakeholder coordination and logistics
  - Technical and operational backstopping

Working Conditions, Reporting, and Supervision
The consultant team will report to Save the Children Somaliland, MoECC and MoES. Regular check-ins will be scheduled throughout the assignment. The consultant should work closely with line ministries (MoECC and MoES)

Duration
Total duration: 3 months (from contract signature to final deliverables).
This includes time for data collection, analysis, stakeholder consultations, final report writing, and final task meeting.

33 Lincoln Square South
Carlton VIC 3053

Telephone 1800 760 011
info@savethechildren.org.au
www.savethechildren.org.au

Member of International
Save the Children Association
Member of ACFID

Save the Children Australia
ACN: 008 610 035