Greening Resilient Opportunities for Education in Iraq (GROW)

Annex Activity 9: Economic and Financial Analysis for Iraq

Terms of Reference

Accredited Entity: Save the Children Australia

Version: 3

Position Title	ECONOMIC AND FINANCIAL ANALYSIS FOR IRAQ SPECIALIST AS PART OF GCF FEASIBILITY STUDY / PROJECT DESIGN TEAM
Level of Effort (days):	21 person-days
Period of Performance:	March-May 2026
Country(s) of Performance:	Iraq (remote)
Supervisor:	Save the Children Iraq Bid Lead
Activity:	Greening Resilient Opportunities for Education in Iraq (GROW)

Background

Iraq is ranked 5th globally for risk to water and food security and extreme heat[i], and sits in the top 20 most affected countries from extreme weather[ii]. Iraq is experiencing hazards of heatwaves, dust and sandstorms, reduced river flows, water scarcity and intensifying floods, driven by rising temperatures, heat extremes, and variable rainfall. The impacts to the education systems and communities result in: disrupted learning through sub-optimal classroom conditions and school closures, damaged infrastructure, gendered and people with disabilities (PwDs) inequalities due to WASH hygiene and health, and increased absenteeism of both students and teachers, setting the learning agenda backwards. These escalating hazards compound non-climate drivers such as social vulnerability, demographic pressure, governance challenges, and energy fragility[iii]. The education sector is particularly exposed to climate shocks due to under investment, and without adaptation, risks to safe, inclusive, and continuous education for 10.7 million children will result in increased climate vulnerabilities. Alongside these challenges, education's role in climate resilience and justice has been overlooked. Weak coordination, limited technical capacity, lack of gender, disability and social inclusion, and inadequate climate finance flows hinder climate risk response and integration into education systems.

Yet, education can protect children's rights in a changing climate and during climate hazards[9], build knowledge for adaptation and future jobs, demonstrate sustainable practices, and embed resilience into school communities and systems at national and sub-national levels.

In response to these challenges, Save the Children Australia (SCA) in collaboration with the Iraqi government, has developed an innovative and ambitious concept with the aim to increase the climate resilience of the Iraqi education sector and to safeguard children's right to education through a systemic approach across schools, school communities, and governance. This is based on scaled up implementation of the Comprehensive School Safety Framework (CSSF)[1] with a focus on addressing the climate drivers impacting the education sector.

The project will achieve this goal through four components: (1) climate-resilient and inclusive infrastructure; (2) institutionalising inclusive climate-informed school level planning and management systems; (3) climate resilience knowledge and skills building; and (4) strengthened enabling environment (policies, capacity, and financing).

The **paradigm shift goal statement** is:

> ***IF*** Iraq's education sector invests in climate-resilient and inclusive school infrastructure; institutionalises climate-informed school level management and planning; equips students, teachers, education staff and school management with resilience knowledge and skills; and embeds climate resilience into education policies, planning, and financing,
>
> ***THEN*** schools and their communities will reduce vulnerability to key climate drivers and hazards, while ensuring safe, inclusive, and continuous learning for all children,
>
> ***BECAUSE*** systemic strengthening across facilities, school communities, and governance will enable the education sector to anticipate, absorb, and adapt to climate shocks, safeguard children's right to education, and demonstrate a scalable model for national replication and long-term resilience.

This goal will be achieved through four Components, with their respective outputs:

Component 1 (Outcome 1): Climate-resilient and inclusive primary and secondary school infrastructure reduces risks from extreme heat, water scarcity, floods and flash rainfall, and dust/sandstorms, while demonstrating a scalable model for replication.

> *Output 1.1* Climate-resilient, safer and inclusive school infrastructure standards are adopted and applied.
>
> *Output 1.2* School facilities are climate-resilient, safer, and more inclusive.

Component 2 (Outcome 2): Schools implement inclusive, climate-informed management and planning systems that safeguard students and staff, and ensure continuity of learning during climate-related shocks and stress.

> *Output 2.1* Climate-informed management, planning and continuity systems are established and effective.
>
> *Output 2.2* Children, schools and school communities lead climate adaptation actions.

Component 3 (Outcome 3): Students, teachers, and education staff apply knowledge and practical skills in climate adaptation and resilience.

> *Output 3.1* Climate adaptation and resilience is embedded in national teacher training and materials.
>
> *Output 3.2* Teachers and students equipped with practical skills for climate adaptation and resilience.

Component 4 (Outcome 4): National and local education systems strengthen enabling policies, institutional capacity, and financing mechanisms to integrate climate resilience into education planning and delivery.

> *Output 4.1* Climate-resilient standards and practices are mainstreamed into national/subnational education policies, budgets, and systems.
>
> *Output 4.2* Education sector climate finance and coordination mechanisms are established and linked to national and international platforms.

Anticipated adaptation benefits include:

- Decrease in school closures or disruptions.
- Decrease in risk of losses of economic assets.
- Decrease in risk of injuries, poor mental health, compromised wellbeing, and/or loss of life.
- Improved thermal comfort in classrooms leading to better concentration, reduced fatigue, and enhanced student learning outcomes.
- Increased availability of climate-resilient, accessible, and gender-specific WASH facilities in schools.
- Increase in locally-led climate resilience actions taken by schools and school communities, engaging children.
- Increased participation of children in national and local climate decision-making and planning.

GROW, and this study will target two of Iraq's most climate-vulnerable governorates: **Basra and Thi Qar**[11]. Components 2-4 will include the Kurdistan Region of Iraq (KRI) to enable effective scalability. Final selection will be refined and number of governorates reduced during Funding Proposal development through analysis and consultation, considering child poverty, educational vulnerability, other investments, and operational costs and risks.

Primary Objectives of the Consultancy

Save the Children Australia seeks a qualified consultant or consulting firm to undertake an **Economic and Financial Analysis** to inform the GROW project's feasibility study and Funding Proposal.

The consultant will lead the development of the **Economic and Financial Analysis (EFA) for Iraq**, including:

- Preparing a full EFA in line with GCF requirements
- Assessing the economic viability, cost effectiveness, and long term benefits of proposed GROW interventions.-
- Developing replicable EFA models and methodologies suitable for future education climate proposals.-
- Supporting the design team to integrate EFA findings into the Funding Proposal

The analysis will inform the feasibility, efficiency, and effectiveness of the GROW project and strengthen the investment case for climate resilient education in Iraq.

The consultant will work closely with the Design Team Leader and Save the Children staff in Iraq to access data, validate findings, and ensure contextual accuracy.

Detailed Tasks

Guided by the GROW concept note, feasibility study inputs, and consultations with SCA staff and technical specialists, the consultant will undertake the following tasks:

1. Literature Review and Contextual Analysis

- Conduct a review of global and regional literature on economic valuation of climate adaptation in the education sector.
- Review Iraq specific data on climate impacts, education system performance, infrastructure needs, and socioeconomic indicators.-
- Identify appropriate economic parameters (discount rates, shadow prices, benefit categories, etc.) aligned with GCF guidance.

2. Customisation of EFA Methodology for Iraq

- Develop a customised, replicable EFA methodology tailored to the GROW project context.
- Define benefit streams, cost categories, and analytical assumptions relevant to climate resilient education interventions.-
- Ensure alignment with GCF's expectations for Annex 11 (Economic and financial analyses, previously Annex 3) in the full proposal, including quantification of adaptation benefits where feasible.

3. Quantitative Modelling and Economic Analysis

- Develop Excel based EFA models for Iraq, including:-
    - Cost benefit analysis (CBA)-
    - Cost effectiveness analysis (CEA)-
    - Economic internal rate of return (EIRR)
    - Net present value (NPV)
    - Sensitivity analysis
- Estimate economic benefits related to:

    - Reduced heat related learning losses
    - Improved attendance and retention
    - Reduced infrastructure damage
    - Avoided economic losses from climate disruptions
    - Long-term human capital gains
- Integrate climate scenarios and uncertainty ranges into the modelling.

4. Financial Analysis

- Assess financial feasibility, including capital and recurrent cost implications.
- Analyse affordability, sustainability, and potential co-financing opportunities.
- Review financial risks and propose mitigation measures.

5. Drafting of the Economic and Financial Analysis Report

- Prepare a full EFA report in line with GCF requirements, including:
    - Methodology
    - Data sources
    - Model outputs
    - Interpretation of results
    - Sensitivity analysis
    - Limitations and assumptions
- Ensure clarity, transparency, and replicability of all calculations.

6. Contribution to Funding Proposal Sections

- Provide Iraq specific content for:-
    - Section D.6 – Efficiency and Effectiveness
    - Annex 11 – Economic and Financial Analysis
- Ensure consistency with other feasibility study components (technical, ESS, gender, climate rationale).

7. Support to GCF Review Processes

- Respond to questions from GCF's interdivisional review and iTAP.
- Adjust models and narrative based on reviewer feedback.

- Provide ongoing technical advice to the design team throughout the proposal development process.

Outputs/Reports/Deliverables
The expected outputs and deliverables from these tasks are outlined below:

#	Deliverables / Outputs	Estimated Duration
1	Literature review summary and methodological note	3
2	Customised EFA methodology for Iraq	4
3	Excel-based EFA model for Iraq-based EFA model for Iraq	6
4	Draft Economic and Financial Analysis Report (Annex 11)	5
5	Final EFA Report and Section D.6 inputs	3
	Total	**21**

Skills/Qualifications/Experience
Required

- Master's degree in economics, development economics, finance, or related field
- Minimum 7–10 years of experience conducting economic and financial analyses for donor funded projects
- Demonstrated experience preparing EFA for GCF proposals
- Strong understanding of GCF processes, policies, and Annex 11 requirements
- Experience with cost benefit modelling, climate adaptation economics, and human capital valuation
- Excellent written and oral communication skills in English

Desirable

- Experience with education sector economic modelling
- Experience working in the Middle East or fragile contexts
- Familiarity with GCF iTAP and interdivisional review processes
- Arabic language skills