

## Terms of Reference

<b>Assignment:</b>	<b>Implications of Climate Change on Education in Sierra Leone</b>
<b>Duration:</b>	5 months
<b>Supervisor:</b>	Senior Programme Manager for Sierra Leone
<b>Consultant type:</b>	A consultant with 5 years+ experience and skills in contextual analysis, and situational data collection. Technical knowledge of both the climate and education sector theory, evidence, and approaches. Strong knowledge of Sierra Leone, with fluency in English and excellent written skills. Krio desirable.
<b>Submission deadline:</b>	Proposals should be submitted by <b>11<sup>th</sup> December 2022</b> with the subject line " <i>Implications of Climate Change on Education in SL</i> ", to <b>Abdulai Conteh (abdulai.conteh@epg.org.uk)</b>
<b>Key steps in the application process:</b>	Clarification questions should be submitted by <b>5<sup>th</sup> December 2022</b> to <b>Sarah Rank (s.rank@epg.org.uk)</b>  Responses will be circulated by <b>6<sup>th</sup> November 2022</b>  Deadline for Submission of Proposals: <b>11<sup>th</sup> December 2022</b>

### 1. Background and Rationale

The impact of human-induced climate change is being felt across the globe. It is leading to weather and climate extremes and affecting human society and development - especially among global majorities within the global south, who have contributed least to emissions and environmental degradation. Consequently, climate change is exacerbating key drivers of poverty, such as food and water scarcity, lost livelihoods, human conflict, and restricting access and quality of education. Yet the reverse of these are all necessary precursors to ending poverty. (For more see [GCA State and Trends in Adaptation Report 2022 - Chapter on Education](#))

Education is also an essential tool to mitigate the impact of the climate crisis by enhancing climate literacy and promoting behaviour changes necessary to adapt to global warming and extreme weather patterns. However, investments are needed to facilitate curriculum changes that will mainstream learning on environmental justice issues. (For more see: [Framing the challenge: Education and the climate-environment emergency | Blog | Global Partnership for Education](#))

The Ministry of Basic and Senior Secondary Education (MBSSE) in Sierra Leone is conscious of the growing global evidence that is pointing to a worrying relationship between families losing their incomes, their food and water sources, or being displaced from their homes, and a children's continued access to education. Without a reliable income, parents can't always afford to send their children to school and often keep them home to help to grow food, look after livestock or earn money. When water is scarce, children – who are usually responsible for collecting it – need to walk further to find it, often resulting in missed school, or less time for homework or play. When flooding occurs schools and homes are destroyed causing major disruptions to infrastructure and access to schools. In the long term, this loss of education perpetuates the cycle of poverty for children.

## 2. Goals and objectives of the landscaping

Following discussions between EPG and the MBSSE, it has been agreed that to inform policy actions an initial landscaping assessment is needed that will capture the following elements:

- i) What is the current impact that climate change is causing on the education system in Sierra Leone (covering: infrastructure, access, and quality)?
  - a. Are there specific groups that are more vulnerable to the risks posed by climate change and their on-going access/quality to education?
- ii) What is the current state of climate change knowledge within the education system Sierra Leone (covering MBSSE officials, education workforce, students, and parents)?
  - a. Is the problem recognised and acknowledged?
  - b. Are their mitigation and adaptation actions already being applied?
    - i. Is Climate Change included within core curriculum taught within schools?
  - c. What are the gaps, vis-à-vis levels of knowledge, policy, functions of the system supporting policy action and infrastructure?
  - d. What is the capacity and readiness of the education system to do more?
- iii) Which existing policies (if any) are directing a response to climate change in Sierra Leone?
  - a. Which existing policies (if any) provide any specific direction for the education system?
  - b. Reflecting on the recently held COP 27 Summit summarise the key COP 27 outcomes, mapping which are specifically relevant to policy work in SL (incl. where the SL Government made any specific public commitments), and drawing out if any have implications for work in the education sector in SL.

The above 3 pieces of work should then feed into a policy recommendation briefing paper, including outlining key steps that need to be taken to build towards: i) policy approval; and ii) policy implementation.

## 3. A collaborative and consultative process

The consultant will be required to collaborate with MBSSE and other education stakeholders to obtain the needed information from those with lived experience. This will be done with oversight and facilitation by EPG. **The total time available to complete this work is 5 months.** The final deliverable is a completed and validated report to be submitted to MBSSE by EPG.

## 4. Consultant responsibilities

Specific responsibilities include:

- Facilitated by EPG to undertake initial conversations with both MBSSE leadership and FCDO to ascertain their specific interests for this assessment.
- Initial literature review and consultation with key experts to capture current thinking and evidence related to the issue of climate change, the implications for education, and approaches being applied to adapt the effect.
- **By week 4 submit an inception report** including:
  - i) Findings of the literature review.
  - ii) Explain how you will apply current knowledge within the sector to the assessment.
  - iii) Outline the approach and steps to be taken to complete the assessment.
  - iv) Share a framework for how you will present the assessment findings within the final report

- Working with EPG to plan for consultations with key education stakeholders.
- Obtain all relevant policy documents for review from Government.
- Lead on analysis and drafting of recommendations
- Retain regular contact with EPG and provide briefing updates on the progress of the work against agreed deliverables.
- Submit **first draft of report** to EPG staff by the **1<sup>st</sup> May 2023**. In put feedback and comments from EPG staff, MBSSE and FCDO.
- Facilitated by EPG undertake a validation of the report with key education stakeholders
- Incorporate final comments to the report and **submit final draft by 31<sup>st</sup> May**

EPG will support in addressing bottlenecks as they arise and will lead on keeping key stakeholders within the MBSSE and their funders aware of progress.

### **5. Required qualifications and special knowledge**

The commissioned consultant should ensure they can demonstrate the following:

- At least 5 years of relevant working experience undertaking research and landscape assessments, linking and informing policy development processes.
- Advanced knowledge of the education sector, ideally with a deep undertaking of the contextual nuances within Sierra Leone.
- Technical knowledge of climate change theory, evidence, and approaches
- Strong writing and conceptual skills, with ability to communicate complex issues in a succinct and user-friendly manner.
- Extensive knowledge of the literature, resources related to the topic of education and climate change.
- Demonstratable relevant network that can be tapped into to inform the relevance and validity of the report.

### **6. Tender process**

Based on the quality of the proposal and the competency of the consultant, they will be selected through a competitive selection process.

The proposal should include the following:

- a. Overview of the consultant submitting the proposal, demonstrating how you meet the criteria for selection through qualifications, experience and demonstrated work successes.
- b. Project proposal outline, including the proposed methodology, activities and delivery timeframes.
- d. Budget for the proposed deliverables, which will also be a criterion for selection of the successful candidate.

### **7. Budget**

In the proposal, the consultant should prepare and submit a comprehensive accompanying budget. Mode and timing of the payments to the consultant will be decided jointly between the consultant and the EPG.

### **8. Timelines and deliverable schedule**

The available timeframe for this work is 5 months taking place between January 2023 to May 2023. The indicative activities, allocation of inputs (days) and deadlines will be discussed and finalised with the consultant following confirmation of their selection and included within a final service contract

