



Federal Government of Somalia

Roadmap for Implementing Education Adaptation Activities Under Somalia's National Adaptation Plan (2026–2030)

Ministry of Environment and Climate Change
June 2026



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The Ministry of Environment and Climate Change (MoECC) was established in August 2022 with the goal of protecting, conserving, and restoring Somalia’s environment. The ministry plays a key role in shaping and implementing environmental policies that promote sustainable development, ensuring a healthier and more resilient environment for the Somali people. The MoECC is committed to leading efforts in environmental protection through good governance, strategic partnerships, and sustainable practices that will benefit both present and future generations. The MoECC leads the country’s efforts on climate change, including coordinating the implementation of plans and strategies, facilitating capacity development, and tracking progress.

About NAP Global Network

The NAP Global Network was created in 2014 to support developing countries in advancing their NAP processes, and help accelerate adaptation efforts around the world. To achieve this, the Network facilitates South-South peer learning and exchange, supports national-level action on NAP formulation and implementation, and generates, synthesizes, and shares knowledge. The Network’s members include individual participants from more than 170 countries involved in NAP processes. Financial support for the Network has been provided by Austria, Canada, Germany, Ireland, the Netherlands, the United Kingdom, and the United States. Additional support has been provided by the ClimateWorks Foundation. The Secretariat is hosted by the International Institute for Sustainable Development (IISD). For more information, visit www.napglobalnetwork.org.



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Executive Summary

Somalia is one of the most climate-vulnerable countries in the world, experiencing increasing frequency and intensity of droughts, floods, and other extreme weather events that affect livelihoods, infrastructure, and public services. The education sector is particularly vulnerable to these impacts, as climate-related hazards damage school infrastructure, disrupt access to education, and undermine learning continuity. These effects disproportionately impact girls, internally displaced persons, children with disabilities, and learners from pastoralist communities. Climate shocks place additional pressure on an already fragile education system characterized by overcrowded classrooms, limited numbers of qualified teachers, and inadequate school infrastructure, including insufficient water, sanitation, and hygiene facilities. Strengthening the resilience of the education sector is therefore both an educational and a climate adaptation priority.

In 2025, the Federal Government of Somalia published the *National Adaptation Plan of Somalia (2026–2030)* (NAP), which identifies priority adaptation actions across multiple sectors. Within the NAP, education is recognized as a critical cross-cutting enabler of climate resilience, supporting climate awareness, adaptive capacity, and long-term societal transformation. The present roadmap document provides a practical framework for operationalizing the education-related adaptation actions identified in the NAP. Specifically, this roadmap has the following aims:

- identify priority actions and implementation timelines for education adaptation, integrating gender equity and social inclusion considerations;
- clarify institutional roles, responsibilities, and coordination mechanisms for implementation; and
- identify key enabling requirements, including financing, and monitoring, evaluation, and learning (MEL).

The roadmap is organized around five strategic pillars: (1) curriculum integration, and learning and teaching systems; (2) climate-resilient school infrastructure; (3) education in emergencies and learning continuity; (4) community awareness and informal climate education; and (5) training for communities and local actors. These pillars are derived from the education-related adaptation priorities outlined in the NAP and were further refined through a desk review and two national stakeholder consultation workshops. For each pillar, the roadmap identifies priority actions, indicative timelines, lead institutions, and confirmed and potential implementation partners.

In addition, the roadmap outlines the institutional and coordination arrangements necessary to support implementation. It recommends strengthening and formalizing the existing Climate Change and Education Taskforce as the primary coordination mechanism for overseeing the implementation of education adaptation activities under the NAP. The roadmap also presents indicative financing requirements, based on estimates developed during the NAP process, and identifies priority MEL needs to support effective implementation, accountability, and adaptive management.

The roadmap further highlights complementary work to be undertaken for the education sector through the Climate Smart Education Systems Initiative, including developing a climate change

adaptation strategy and preparing a climate finance landscape and roadmap to strengthen access to climate finance and support long-term implementation of education adaptation priorities.

Overall, this roadmap provides a practical foundation for moving from planning to implementing education adaptation activities under Somalia's NAP. By strengthening institutional coordination, enhancing climate resilience across the education system, and promoting inclusive and climate-responsive learning opportunities, the roadmap aims to safeguard education outcomes and support continuity of learning for all children and young people in the face of recurring climate, environmental, and fragility-related shocks.

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Acronyms and Abbreviations

CSESI	Climate Smart Education Systems Initiative
CSO	civil society organization
EiE	education in emergencies
ESSP	Education Sector Strategic Plan
FMS	Federal Member States
GESI	gender equity and social inclusion
IDPs	internally displaced persons
IMTCCC	Inter-Ministerial Technical Committee on Climate Change
INGO	international non-governmental organization
MEL	monitoring, evaluation, and learning
MoECC	Ministry of Environment and Climate Change
MoECHE	Ministry of Education, Culture and Higher Education
MPWR&H	Ministry of Public Works, Reconstruction and Housing
NAP	national adaptation plan
NDC 3.0	Somalia’s third generation nationally determined contribution
NGO	non-governmental organization
NTP	National Transformation Plan
SoDMA	Somalia Disaster Management Agency
TVET	technical and vocational training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
WASH	water, sanitation, and hygiene

1.0 Introduction and Purpose

Somalia is one of the most climate-vulnerable countries in the world, with increasing frequency and severity of droughts, floods, and extreme weather events affecting livelihoods, infrastructure, and public services (Ministry of Environment and Climate Change [MoECC], 2025a). The education sector is particularly vulnerable to climate impacts, which interrupt schooling and damage education infrastructure, with climate-induced displacement further disrupting learning for children. This exacerbates existing challenges within an already fragile education system, such as overcrowded classrooms, a lack of qualified teachers, and weak and inadequate school infrastructure, including insufficient water, sanitation, and hygiene (WASH) facilities (Geneva Global Hub for Education in Emergencies Technical Working Group, 2025). These impacts disproportionately affect children and youth with disabilities, girls, and other vulnerable populations, including internally displaced persons (IDPs) and pastoralist communities.

Climate vulnerability in Somalia is exacerbated by prolonged conflict and insecurity, which have weakened legitimate institutions and reduced the capacities and resourcing available to respond to climate change. Climate change impacts can also increase conflict over resources and displacement (Directorate of Environment and Climate Change, Office of the Prime Minister, 2022). In fragile and conflict-affected contexts such as Somalia, climate shocks (e.g., droughts and floods) interact with insecurity to erode coping capacity, disrupt livelihoods, and intensify displacement, creating mutually reinforcing cycles of vulnerability. Conflict constrains access to land, water, and markets while weakening institutions, meaning climate impacts translate more rapidly into food insecurity and humanitarian crises (World Bank, 2022; United Nations Development Programme, 2024).

The education sector is among the most severely affected by climate change in Somalia. The country's education system is increasingly shaped by recurrent and compounding climate shocks, particularly droughts and floods, which disrupt access to learning, damage school infrastructure, and undermine learning continuity. Many schools, especially in rural, pastoral, and riverine areas, are located in zones highly exposed to these hazards. Recent evidence indicates that floods disrupted education for approximately 900,000 children, displaced around 175,000 children, and damaged at least 733 schools, while drought affected more than 2.4 million school-aged children and contributed to widespread school closures (Ministry of Education, Culture and Higher Education [MoECHE], 2026).

Alongside climate change, conflict-related disruptions constrain access to education. In 2025, Somalia was among the 10 countries with the highest numbers of crisis-affected children out of school (Geneva Global Hub for Education in Emergencies Technical Working Group, 2025). Climate-induced displacement and economic vulnerability increase the risk of child marriage (United Nations Children's Fund [UNICEF], 2025), which impacts school enrolment for girls (Geneva Global Hub for Education in Emergencies Technical Working Group, 2025). Unequal access to education can also exacerbate tension between groups. However, conflict-sensitive education can contribute to peacebuilding, promoting safety, resilience, and social cohesion (Global Coalition to Protect Education from Attack, 2017).

The Federal Government of Somalia developed the *National Adaptation Plan of Somalia (2026–2030)* (NAP), which identifies priority adaptation actions across multiple sectors. Education is recognized as

a cross-cutting enabler of climate resilience, supporting awareness, adaptive capacity, and long-term societal transformation (MoECC, 2025a). Education systems play a critical role in building climate literacy, supporting disaster preparedness, and strengthening community resilience to climate shocks.

This roadmap translates the NAP's education-related adaptation actions into a practical implementation framework, outlining priority interventions, institutional roles, coordination arrangements, and other implementation needs such as the financial resourcing required and monitoring, evaluation, and learning (MEL) needs for the period 2026–2030. The roadmap builds on national policies, sector strategies, and ongoing initiatives such as the Climate Smart Education Systems Initiative (CSESI) and the Education Sector Strategic Plan (ESSP) (MoECHE, 2022).

1.1 Education Sector Adaptation Strategy in the NAP

In Somalia's NAP, the education-related strategic goal is to "Increase awareness and knowledge on climate change adaptation across all sectors," and the specific objective under this goal is to "Integrate climate change adaptation in education and community practices" (MoECC, 2025a, p. 74).

To deliver this strategic goal and objective, the NAP identifies three actions:

- integrate climate change adaptation into formal school curricula;
- conduct community outreach campaigns on adaptation practices; and
- deliver specialized training to farmers, pastoralists, and youth groups on locally led adaptation.

The NAP identifies education as playing a critical role in promoting awareness and capacity strengthening across communities, increasing knowledge of sustainable practices, and empowering children and youth as the next generation of climate-resilient citizens (MoECC, 2025a).

1.2 Strategic Objective of the Roadmap and Its Link to Somalia's NAP

The strategic objective of this roadmap is to provide a clear implementation framework for education-related adaptation actions identified in Somalia's NAP. It identifies additional priority areas emerging from the desk review and stakeholder consultations and shows how these align with and strengthen the education actions detailed in the NAP in support of a more climate-resilient education system, continuity of learning, and inclusive access to education during climate-related shocks (MoECC, 2025a).

This roadmap provides the following concrete guidance:

- It identifies priority actions and implementation timelines, building on the education activities identified in Somalia's NAP and embedding gender equity and social inclusion (GESI) considerations in these actions.
- It clarifies institutional roles and coordination mechanisms for implementation of the identified priority actions.

- It identifies other implementation needs for further development, such as financial resourcing and MEL needs.

Recognizing that the successful delivery of a climate change curriculum in formal schooling relies on climate-resilient school infrastructure, trained teachers, and educational continuity management, this roadmap notes several intersecting “pillars” of actions that are required for the successful delivery of the education activities in Somalia’s NAP for further planning and development. These pillars are discussed in detail in section 4.

2.0 Roadmap Methodology

This roadmap was developed through a structured and comprehensive analytical process that combined a desk review of key national policies, a national consultation workshop, institutional analysis, and an assessment of current implementation progress within Somalia's education and climate sectors. The desk review examined key national frameworks, including the NAP for 2026–2030, the National Climate Change Policy, Somalia's third nationally determined contribution, the ESSP, the *National Transformation Plan (NTP) 2025–2029*, and the CSEI, to ensure alignment with existing national priorities and strategies. The analysis focused on identifying policy alignment, institutional roles, coordination mechanisms, implementation gaps, and priority actions necessary to operationalize education-related adaptation activities under the NAP. This included a review of how GESI dimensions were addressed (or overlooked) in education activities in the NAP and in overlapping activities or commitments relating to NAP education commitments. It also examined existing initiatives and institutional capacities to ensure that the proposed roadmap builds on current national systems and ongoing programs. Following the desk review, a consultation workshop was convened, bringing together representatives from key line ministries, development partners, civil society organizations (CSOs), and academia to ensure a participatory and inclusive approach.

This first workshop was designed to bring together national and subnational stakeholders to review the education-related adaptation priorities under Somalia's NAP and agree on practical arrangements for their implementation. Its objectives were to present and discuss the findings of the desk-based mapping and review; examine existing education adaptation initiatives and institutional mandates; identify gaps in coordination, governance, financing, and delivery systems; and ensure that GESI and conflict sensitivity were integrated into the implementation approach. The workshop also aimed to generate stakeholder input to strengthen the draft desk review report and provide a shared evidence base for developing a coordinated implementation roadmap.

The outputs from the first workshop directly informed the development of the roadmap by translating stakeholder discussions into concrete priorities, sequencing, institutional responsibilities, and implementation mechanisms. Inputs from plenary discussions and group work were used to define priority education adaptation actions; clarify the roles of MoECC, MoECHE, Federal Member States (FMS), and partners; and identify the coordination structures required to support implementation.

The workshop outputs also shaped the roadmap's focus on decentralized implementation, sustainable financing, monitoring and accountability, GESI and conflict-sensitive programming, teacher capacity development, climate-resilient school systems, community awareness, technical and vocational training (TVET) and green skills, and education continuity during climate-related emergencies. As a result, the roadmap reflects both the evidence generated through the desk review and the practical recommendations agreed by stakeholders during the consultation.

Following the first workshop, the roadmap framework was developed by organizing priority actions into strategic implementation pillars, identifying responsible institutions, and proposing implementation arrangements, timelines, and financing considerations for the period 2026–2030. The roadmap is guided by the following key principles to support effective and inclusive implementation:

- **National ownership:** National ownership is central to the roadmap, with leadership provided by MoECHE and MoECC.
- **Phased implementation:** Implementation follows a phased and prioritized approach, beginning with foundational actions before scaling up interventions.
- **GESI:** The roadmap integrates GESI considerations to ensure equitable benefits for all groups, particularly vulnerable populations.
- **Conflict sensitivity:** A conflict-sensitive and “do-no-harm” approach is applied to ensure that interventions are appropriate for fragile and conflict-affected contexts.
- **Coordination and coherence:** Strong coordination mechanisms are emphasized to leverage existing institutional systems, strengthen coherence, and minimize duplication of efforts.

The proposed roadmap was further refined through a subsequent national validation workshop with relevant stakeholders, including government institutions, development partners, CSOs, academia, and organizations of persons with disabilities, among others, as listed in the appendix to this document. Inputs from the validation workshop were incorporated into the final version of the roadmap, together with additional feedback received from MoECHE, Save the Children, and UNICEF after the workshop. Additional contributions were also provided by other government institutions, including the Ministry of Fisheries and Blue Economy, the Ministry of Agriculture and Irrigation, and the Ministry of Family and Human Rights Development. Some of these inputs were shared orally, including through phone consultations with relevant directors, and were incorporated into the roadmap where appropriate. These contributions helped ensure that the roadmap’s recommendations are practical, nationally owned, and aligned with Somalia’s implementation priorities.

3.0 Policy and Institutional Context: Climate governance alignment with national frameworks

3.1 Climate Governance Relevant to Education

This roadmap does not function as an independent policy document; rather, it serves as an operational framework that translates existing national climate commitments into practical actions for the education sector. It is closely aligned with and guided by Somalia's broader climate policy architecture. Education adaptation under the NAP is supported by and aligned to several key national frameworks:

- **Somalia National Climate Change Policy:** This policy commits to promote the mainstreaming of climate change concerns into education curricula and to put in place mechanisms for ensuring the development of suitably skilled professionals to handle specific technical challenges associated with climate change (MoECC, 2020).
- **Somalia's Third Generation Nationally Determined Contribution (NDC 3.0):** The NDC 3.0 commits to climate education and awareness to build a climate-informed citizenry (MoECC, 2025b).
- **The National Transformation Plan (NTP) 2025–2029:** This plan outlines investments in education infrastructure, curriculum reform, and disaster risk reduction, creating entry points for climate resilience (Ministry of Planning, Investment and Economic Development, 2025).
- **GESI:** Somalia's NAP and NDC 3.0 emphasize the importance of ensuring that women, youth, persons with disabilities, IDPs, and other vulnerable groups are actively included in climate-awareness, adaptation, and resilience-building efforts. This commitment is further reinforced by the NTP 2025–2029, which identifies gender equity, human rights, disability inclusion, and support for vulnerable populations as cross-cutting national development priorities. The NTP specifically calls for mainstreaming gender equity, human rights, and inclusivity across all development policies and programs while empowering women, youth, and persons with disabilities as drivers of national development and resilience. It further prioritizes improving educational access and participation for girls, persons with disabilities, minorities, and marginalized groups through targeted enrolment strategies, inclusive learning environments, assistive devices, and expanded educational opportunities. To align with the NTP, NDC 3.0, and broader national inclusion objectives, future education adaptation interventions should incorporate GESI-sensitive planning, budgeting, implementation, and monitoring mechanisms. This includes collecting sex-, age-, disability-, and displacement-disaggregated data; establishing inclusive participation targets; ensuring accessible and climate-resilient learning environments; strengthening the role of gender and inclusion focal points; and developing targeted measures that address the specific climate-related barriers faced by women, girls, persons with disabilities, IDPs, and pastoralist learners. Such measures would help ensure that education adaptation contributes not only to climate resilience but also to greater social equity and inclusion across Somalia.

These frameworks emphasize climate education, awareness raising, and institutional capacity building to strengthen resilience across sectors (MoECC, 2023, 2025a). The NAP highlights the importance of

integrating climate awareness into education systems to build long-term adaptive capacity and support community-level resilience (MoECC, 2025a).

3.2 Education Sector Governance Relevant to NAP Implementation

The education sector policy framework includes the following items:

- **ESSP:** The ESSP provides the primary delivery architecture for all education initiatives, including climate adaptation. It recognizes the growing impacts of climate-related shocks on education services and promotes stronger preparedness mechanisms, including education in emergencies (EiE) systems (MoECHE, 2022).
- **National Education Policy:** The policy emphasizes education programming to support environmental protection and specifies that curricula include an interdisciplinary module on environmental protection, natural resources preservation, and climate change measures (MoECHE, 2020).
- **Education Strategy: Towards Inclusion—2025–2029:** This strategy notes that refugees, forcibly displaced learners, and IDPs are regularly impacted by drought and floods and that displacement is worsened by climate-related shocks. It emphasizes building resilience through safe, enabling learning environments that include WASH and related facilities for the above-mentioned groups (United Nations High Commissioner for Refugees Somalia, 2025).

These policies and strategies emphasize disaster preparedness, education continuity during crises, and inclusive access to education for vulnerable populations (MoECHE, 2022).

3.3 Summary of Key Findings From the Desk Review

A comprehensive desk review identified that Somalia has a strong policy foundation for education adaptation. Key findings are as follows:

- **Strong policy alignment:** The NAP, ESSP, NDC 3.0, and NTP are mutually reinforcing, providing a coherent enabling environment.
- **Early implementation stage:** Progress to date has focused on planning, coordination, and capacity strengthening, with limited large-scale implementation.
- **Lack of a consolidated strategy:** There is no single, comprehensive education sector climate adaptation strategy to guide operational planning.
- **Informal coordination:** Collaboration between MoECC and MoECHE exists but lacks formal protocols and joint planning mechanisms.
- **GESI and conflict-sensitivity gaps:** Although recognized in policy, these are not systematically operationalized with dedicated indicators, budgets, or accountability.
 - GESI is recognized as a key cross-cutting priority within Somalia's NAP, education policies, and climate frameworks. Somalia has already established gender focal points, gender units, and/or gender advisers across government institutions, reflecting progress in mainstreaming gender within national systems. However, these existing GESI structures are not yet formally linked to the implementation

arrangements for education adaptation activities under the NAP. In addition, although GESI is referenced in policy frameworks, it remains insufficiently operationalized, with limited use of GESI-specific indicators, budgets, institutional accountability mechanisms, and sex- or vulnerability-disaggregated data. The Ministry of Family and Human Rights Development does not currently have a clearly defined role in relation to the education adaptation activities under Somalia's NAP, despite its mandate on gender equity, social inclusion, child protection, and support to vulnerable groups. The desk review therefore recommended defining GESI-specific indicators, budgets, and institutional responsibilities to support more inclusive, gender-responsive, and accountable implementation of education adaptation actions under the NAP.

- The desk review found that conflict sensitivity is a critical consideration for implementing education adaptation activities under Somalia's NAP, given the country's fragile and climate-vulnerable context. Climate shocks such as droughts, floods, and displacement can intensify social tensions and disrupt access to education, particularly in conflict-affected areas. Although conflict sensitivity is recognized in policy frameworks, the review found that it is not yet systematically integrated into implementation arrangements, with limited operational guidelines, accountability mechanisms, and conflict-sensitive planning approaches. The desk review and consultation workshops did not comprehensively examine the role of the Ministry of Interior, Federal Affairs and Reconciliation in relation to education adaptation and climate-conflict sensitivity. However, Somalia's national reconciliation frameworks developed by the Ministry recognize climate change and environmental degradation as key drivers of conflict and social instability in Somalia. These frameworks emphasize the importance of integrating peacebuilding and conflict-sensitive approaches into national systems, including education. In this regard, the frameworks propose the integration of peace and conflict resolution into the national curriculum, strengthening the capacity of educators on peace education, and establishing peace and conflict studies centres to promote social cohesion, resilience, and sustainable peacebuilding (Ministry of Interior, Federal Affairs and Reconciliation, 2024). The desk review therefore recommended embedding do-no-harm principles, vulnerability-based targeting, and social cohesion considerations into all education adaptation interventions, while aligning implementation with EiE systems and local conflict realities.

- **Fragmented financing:** Funding is largely project based and insufficient for national-scale implementation.

This roadmap aims to address some of these identified gaps.

4.0 Education Adaptation Implementation Framework: Pillars, priority actions, and timeline (2026–2030)

This framework provides a structured and integrated approach to implementing education adaptation priorities under Somalia's NAP, organized around five core pillars, priority actions, and a phased indicative timeline. It outlines key interventions across curriculum development/teaching, resilient infrastructure, emergency preparedness, community engagement, and local capacity building, while identifying responsible institutions and strategic partners.

These pillars translate the NAP's education-related actions into operational areas that strengthen climate resilience across the education system. Each pillar identifies the lead institution and confirmed or potential partners, to ensure accountability and coordinated implementation across national and subnational levels.

Pillar 1 directly relates to the first education adaptation activity identified in Somalia's NAP ("integrate climate change adaptation into formal school curricula"). Pillars 2 and 3 support the effective delivery of climate-responsive education through resilient learning environments and continuity of learning during climate-related disruptions. Pillars 4 and 5 directly contribute to the second and third education adaptation activities by promoting community climate awareness and strengthening the adaptive capacities of local actors and vulnerable communities. It is noted that many of the activities in these pillars will need further development and scoping, which will be taken forward by the Climate Change and Education Taskforce and relevant representatives from MoECHE and MoECC, and through the development of a climate change adaptation strategy for the education sector.

4.1 Pillar 1: Curriculum integration, and learning and teaching systems

This pillar focuses on including climate change adaptation and environmental sustainability in Somalia's formal and non-formal education systems. It supports one of the main education-related activities identified in Somalia's NAP. This means making sure that learners gain knowledge and skills on climate change, adaptation, and sustainable development through the curriculum, learning materials, and wider education system. To achieve this, it is not enough to update the curriculum only. Teachers also need the right knowledge, skills, guidance, and teaching materials to deliver climate-related lessons effectively. Schools and learning institutions also need systems that support climate-responsive teaching and learning. Therefore, a central part of this pillar is strengthening teaching and learning systems. This includes building the capacity of teachers so they can understand the updated curriculum and teach it in a practical and meaningful way. By supporting teachers and improving learning systems, curriculum reform can lead to real learning outcomes and help implement the education priorities set out in Somalia's NAP. Proposed activities for Pillar 1 are presented in Table 1.

Table 1. Proposed activities for Pillar 1

Activity	Status ^a	Indicative timeline	Priority term	Lead institutions	Confirmed/potential development partners ^b
Conduct a review of subject-level formal curriculum and sample non-formal programs on climate and sustainable development topics and learning outcomes. ^c	Planned	2026–2027	Short term	MoECHE	UNICEF, United Nations Educational, Scientific and Cultural Organization (UNESCO)
Identify priority climate and sustainable development topics and learning outcomes using the Greening Curriculum Guidance and national policy priorities. ^c	Planned	2026–2027	Short term	MoECHE and MoECC	UNICEF, UNESCO
Develop or update standard inclusive learning materials on priority topics and learning outcomes and translate/adapt them for the Somali context. ^c	Planned	2027–2028	Medium term	MoECHE	UNICEF, UNESCO
Strengthen the capacity of teachers, education administrators, district education officers, and wider education sector actors on climate education, inclusive climate-informed planning, and school preparedness.	Planned	2026–2027	Short term	MoECHE	United Nations (UN) agencies International non-governmental organizations (INGOs) Non-governmental organizations (NGOs) CSOs Private sector
Operationalize the concept note <i>Integrating Climate Action Into the Curriculum in Somalia</i> and mobilize financing for phased implementation.	Funding required	2026–2029	Medium term	MoECHE	UN agencies INGOs NGOs CSOs Private sector

Activity	Status ^a	Indicative timeline	Priority term	Lead institutions	Confirmed/potential development partners ^b
Strengthen teacher capacity to deliver gender-responsive and socially inclusive climate adaptation, sustainability, and resilience education by providing practical school-level teaching support and resources, while standardizing and accrediting climate education modules across pre-service and in-service teacher training programs.	Funding required	2027–2028	Medium term	MoECHE	UN agencies INGOs NGOs CSOs Private sector
Promote teacher networks and knowledge-sharing platforms on climate education and sustainability, ensuring that GESI considerations are embedded in curriculum design, teaching approaches, learning materials, delivery, participation, and monitoring, with specific attention to the inclusion of boys and girls with disabilities.	Funding required	2027–2029	Medium term	MoECHE	UN agencies INGOs NGOs CSOs Private sector

Notes: ^a “Planned” refers to activities where the funding required for the activity is already secured. For planned activities, the timeline refers to the period during which the project is already ongoing, rather than a new or future implementation period. “Funding required” refers to additional activities that will require funding to be secured before they can be implemented. The timeline for these activities is for the commencement of this work, and the full implementation time period will be updated once funding is secured. ^b For planned activities, confirmed delivery partners are included in this column. For activities that require funding, potential delivery partners are included. ^c Through the CSESI.

Source: Author.

4.2 Pillar 2: Climate-resilient school infrastructure

This pillar focuses on strengthening the resilience of school infrastructure and learning environments to climate-related risks such as drought, floods, extreme heat, and storm damage. In Somalia’s context, capital-intensive school infrastructure activities are likely to be medium-to-long term, whereas standards, guidelines, and technical preparation can begin in the short term. Proposed activities for Pillar 2 are presented in Table 2.

Table 2. Proposed activities for Pillar 2

Activity	Status ^a	Indicative timeline	Priority term	Lead institutions	Confirmed/potential development partners ^b
Develop climate and environment guidelines for school infrastructure in Somalia and train sector partners on their application. ^c	Planned	2026–2027	Short term	MPWR&H and MoECHE	Save the Children
Restore and rehabilitate vulnerable schools in climate-prone regions using gender-sensitive and inclusive design principles.	Funding required	2027–2030	Long term	MPWR&H and MoECHE	UN agencies INGOs NGOs CSOs Private sector
Improve the climate resilience of WASH facilities in schools, using gender-responsive and socially inclusive design principles.	Funding required	2027–2029	Medium term	MoECHE and Ministry of Energy and Water Resources	UN agencies INGOs NGOs CSOs Private sector
Install renewable energy solutions, including solar power systems, in schools.	Funding required	2027–2030	Long term	Ministry of Energy and Water Resources and MoECHE	UN agencies INGOs NGOs CSOs Private sector
Design selected schools as safe community shelters during emergencies and displacement events, using gender-sensitive and inclusive design principles, and develop guidelines on how learning disruptions will be minimized when schools are used as shelters.	Funding required	2028–2031	Long term	MPWR&H and Somalia Disaster Management Agency (SoDMA)	UN agencies INGOs NGOs CSOs Private sector

Notes: ^a “Planned” refers to activities where the funding required for the activity is already secured. For planned activities, the timeline refers to the period during which the project is already ongoing, rather than a new or future implementation period. “Funding required” refers to additional activities that will require funding to be secured before they can be implemented. The timeline for these activities is for the commencement of this work, and the full implementation time period will be updated once funding is secured. ^b For planned activities, confirmed delivery partners are included in this column. For activities that require funding, potential delivery partners are included. ^c Through the CSESI.

Source: Author.

4.3 Pillar 3: Education in emergencies and learning continuity

This pillar focuses on protecting learning continuity during climate-related emergencies such as droughts, floods, displacement, and damage to education facilities. Recognizing that climate shocks are a major cause of school disruption in Somalia, the pillar promotes EiE as a key climate adaptation measure to ensure that learners can continue accessing safe, inclusive, and quality education during crises. It broadens education adaptation objectives by strengthening school safety, emergency preparedness, response coordination, and learning continuity systems. Key actions include enhancing coordination among MoECHE, SoDMA, FMS, humanitarian partners, and communities; integrating education into early warning and disaster preparedness systems; developing climate-responsive school contingency plans; establishing temporary learning spaces and rapid response mechanisms; and improving learner tracking for displaced children. The pillar also emphasizes inclusive, gender-responsive, and conflict-sensitive approaches to ensure that vulnerable groups—including IDPs, learners with disabilities, and marginalized communities—are not left behind during climate-related emergencies. Given the strong intersection between this pillar and ongoing EiE mechanisms, activities in this pillar will be further developed based on consultation with the local education group and other relevant education sector actors. Proposed activities for Pillar 3 are presented in Table 3.

Table 3. Proposed activities for Pillar 3

Activity	Status ^a	Indicative timeline	Priority term	Lead institutions	Confirmed/potential development partners ^b
Strengthen EiE systems and coordination mechanisms to include considerations of climate-related emergencies.	Planned	2026–2027	Short term	MoECHE	UNICEF UNESCO Save the Children
Establish temporary learning spaces and rapid education response mechanisms in climate emergency situations.	Funding required	2026–2028	Medium term	MoECHE and SoDMA	UN agencies INGOs NGOs CSOs Private sector
Develop and institutionalize gender-responsive and inclusive school contingency plans for climate disasters, including extreme heat, cyclones and strong storms, land degradation and desertification, coastal erosion, chemical oil spills, and sand dune encroachment.	Planned	2026–2027	Short term	MoECHE and SoDMA	UNICEF Save the Children ^c
Develop early warning linkages and emergency preparedness training for schools and education offices.	Funding required	2026–2028	Medium term	SoDMA and MoECHE	UN agencies INGOs NGOs CSOs Private sector

Activity	Status ^a	Indicative timeline	Priority term	Lead institutions	Confirmed/potential development partners ^b
Expand equitable digital and alternative learning platforms to ensure continuity of education during climate shocks.	Funding required	2027–2029	Medium term	MoECHE	UN agencies INGOs NGOs CSOs Private sector

Notes: ^a “Planned” refers to activities where the funding required for the activity is already secured. For planned activities, the timeline refers to the period during which the project is already ongoing, rather than a new or future implementation period. “Funding required” refers to additional activities that will require funding to be secured before they can be implemented. The timeline for these activities is for the commencement of this work, and the full implementation time period will be updated once funding is secured. ^b For planned activities, confirmed delivery partners are included in this column. For activities that require funding, potential delivery partners are included. ^c Through the CSESI.

Source: Author.

4.4 Pillar 4: Community awareness and informal climate education

This pillar extends education adaptation beyond formal schooling to strengthen public awareness, informal learning, and community engagement on climate adaptation. It directly contributes to the second education activity in Somalia’s NAP by promoting inclusive climate awareness and community-based learning. All climate awareness campaigns, youth engagement activities, and community dialogues will be conflict sensitive. Proposed activities for Pillar 4 are presented in Table 4.

Table 4. Proposed activities for Pillar 4

Activity	Status ^a	Indicative timeline	Priority term	Lead institutions	Confirmed/potential development partners ^b
Conduct national climate awareness campaigns using radio, television, and digital media, with targeted outreach to women and girls, IDPs, persons with disabilities, pastoralists, farmers, and other marginalized groups.	Planned	2026–2028	Medium term	MoECC	Save the Children
Organize school–community events and climate awareness programs.	Planned	2026–2028	Medium term	MoECHE and MoECC	UNICEF

Activity	Status ^a	Indicative timeline	Priority term	Lead institutions	Confirmed/potential development partners ^b
Promote gender-equitable and inclusive youth climate leadership and environmental clubs in schools and communities.	Funding required	2027–2029	Medium term	MoECHE	UN agencies INGOs NGOs CSOs Private sector
Develop community dialogues and participatory learning initiatives on local climate risks and adaptation options, designed to respond to the specific needs of different groups—including women and girls, IDPs, persons with disabilities, youth, children, pastoralist and farming communities, and other marginalized groups—including targeted outreach to groups that may otherwise be excluded.	Funding required	2026–2028	Medium term	MoECC	UN agencies INGOs NGOs CSOs Private sector

Notes: ^a “Planned” refers to activities where the funding required for the activity is already secured. For planned activities, the timeline refers to the period during which the project is already ongoing, rather than a new or future implementation period. “Funding required” refers to additional activities that will require funding to be secured before they can be implemented. The timeline for these activities is for the commencement of this work, and the full implementation time period will be updated once funding is secured. ^b For planned activities, confirmed delivery partners are included in this column. For activities that require funding, potential delivery partners are included.

Source: Author.

4.5 Pillar 5: Training for communities and local actors

This pillar focuses on strengthening the practical adaptation skills of communities and local actors, including farmers, pastoralists, youth groups, and local organizations such as those of women and people with disabilities. It directly contributes to the third education activity in Somalia’s NAP by promoting locally led adaptation knowledge, skills, and partnerships that can be sustained at the community level. Proposed activities for Pillar 5 are presented in Table 5.

Table 5. Proposed activities for Pillar 5

Activity	Status ^a	Indicative timeline	Priority term	Lead institutions	Confirmed/potential development partners ^b
Develop partnerships with local organizations, including women, children/youth, and disabled people’s organizations, and extension services to support decentralized adaptation learning.	Planned	2026–2027	Short term	MoECC	Food and Agriculture Organization of the United Nations United Nations Development Programme
Provide training programs on gender-responsive and socially inclusive climate adaptation practices for farmers and pastoralists.	Funding required	2026–2029	Medium term	Ministry of Agriculture and Irrigation and MoECC	UN agencies INGOs NGOs CSOs Private sector
Support gender-equitable, inclusive and conflict-sensitive youth training programs on green skills, livelihoods, and climate resilience.	Funding required	2027–2029	Medium term	MoECHE and MoECC	UN agencies INGOs NGOs CSOs Private sector
Promote community-based campaigns and awareness raising on climate adaptation initiatives in vulnerable districts.	Funding required	2027–2030	Medium term	MoECC	UN agencies INGOs NGOs CSOs Private sector
Support research, documentation, and knowledge exchange on locally led adaptation practices.	Funding required	2027–2030	Medium term	MoECC	UN agencies INGOs NGOs CSOs Private sector

Notes: ^a “Planned” refers to activities where the funding required for the activity is already secured. For planned activities, the timeline refers to the period during which the project is already ongoing, rather than a new or future implementation period. “Funding required” refers to additional activities that will require funding to be secured before they can be implemented. The timeline for these activities is for the commencement of this work, and the full implementation time period will be updated once funding is secured. ^b For planned activities, confirmed delivery partners are included in this column. For activities that require funding, potential delivery partners are included.

Source: Author.

5.0 Cross-Cutting Enablers

Several cross-cutting approaches are necessary for effective implementation, as outlined below.

5.1 GESI in Roadmap Implementation

Education adaptation must address inequalities affecting women and girls, IDPs, and marginalized communities and recognize their unique knowledge and leadership in adaptation (NAP Global Network & United Nations Framework Convention on Climate Change, 2019). In the roadmap, GESI will be operationalized, not just referenced, and should be treated as a cross-cutting priority across all pillars of the roadmap. This has the following implications.

- Institutionalizing GESI: Designating GESI focal points in MoECHE and FMS education ministries with clear mandates linked to NAP implementation.
- Formalizing the role of the Ministry of Family and Human Rights Development as a member of the Climate Change and Education Taskforce, in recognition of its mandate to promote and protect the rights of women, children, and vulnerable groups. The Ministry will also provide technical support for preliminary gender and social inclusion analysis, review of inclusive approaches, and delivery of GESI-related training for MoECHE, MoECC, FMS institutions, and other stakeholders involved in education adaptation.
- Applying inclusive design: Using gender and social inclusion analyses to design all interventions, from curriculum reform to infrastructure planning.
- Targeted actions:
 - Ensuring outreach campaigns and training programs specifically reach and address the barriers faced by women and girls, IDPs, people with disabilities, pastoralist, farmers, etc.
 - Ensuring the development of training programs and materials on mainstreaming GESI in education adaptation for stakeholders involved on this nexus.
 - Ensuring training programs are inclusive and accessible to women, youth, and marginalized groups.
 - Establishing GESI indicators and targets across all relevant pillars (see section 8 on MEL, below).
 - Ensuring the meaningful participation of marginalized groups, including women, girls, IDPs, pastoralist communities, and persons with disabilities, in planning, implementation, and MEL.
 - Allocating dedicated budgets for gender-responsive and socially inclusive implementation.

5.2 Conflict Sensitivity

Given Somalia's fragile context, education interventions must be conflict sensitive and avoid creating new or exacerbating existing grievances and inequalities. In Somalia's fragile context, a do-no-harm approach is essential. All activities, particularly school construction and community outreach, will use transparent, vulnerability-based targeting criteria, complemented by a conflict analysis, to avoid reinforcing local tensions. There will be a focus on conflict sensitivity, alongside GESI, in the development of education and outreach campaigns, as well as programs targeting youth. Implementation will be closely aligned with existing EiE and humanitarian coordination mechanisms in conflict-affected areas.

The roadmap will consider Somalia's specific conflict dynamics, including protracted insecurity; inter-clan tensions; resource-based disputes over land, water, and pasture; tension from groups of extremists; and climate-induced displacement. Droughts and floods can worsen livelihood pressures, increase competition over scarce resources, and create tensions between displaced populations and host communities, particularly where access to schools, services, land, and water is already limited (Coning et al., 2023; Climate Security Mechanism, 2025). Therefore, education adaptation activities should be based on conflict analysis, inclusive consultation, transparent targeting, and equitable resource allocation, to avoid reinforcing grievances and to support social cohesion.

5.3 Synergies With Other Sectors

This roadmap actively promotes cross-sectoral collaboration to maximize impact and resource efficiency:

- **With disaster risk management (SoDMA):** Ensuring education continuity planning is included as part of national disaster planning and management.
- **With public works:** Ensuring schools are built to be physically resilient to climate shocks.
- **Ministry of Energy and Water Resources, Ministry of Health and Human Services, and WASH partners:** Integrating climate-resilient WASH facilities, school health services, hygiene promotion, and disease prevention measures into schools to protect learners' health and well-being.
- **Ministry of Labour and Social Affairs, TVET institutions, and skills development partners:** Linking school-based learning with green skills, climate-smart livelihoods, and TVET programs to support youth employment and resilience.
- **Ministry of Interior, Federal Affairs and Reconciliation, local authorities, EiE coalitions, and protection/security actors:** Strengthening collaboration to address the links between climate shocks, displacement, livelihood loss, school dropout, and young people's vulnerability to poverty, exploitation, and recruitment by extremist groups. Education can play a key role in climate adaptation by supporting school retention, re-enrolment, safe learning environments, community resilience, and prevention-focused protection efforts. This collaboration should remain centred on safeguarding learners and communities, while avoiding the securitization of schools.

- **The Ministry of Internal Security:** The Ministry, including the Somali Police Force, plays a critical role in supporting EiE by ensuring the safety and protection of schools, learners, and teachers; facilitating safe access to education during crises; contributing to school safety and emergency preparedness planning; promoting community policing around schools; preventing violence affecting educational institutions; and supporting emergency response and evacuation efforts during climate-related disasters, displacement, and insecurity.

6.0 Institutional Arrangements for Implementation and Coordination

6.1 Institutional Roles and Responsibilities for Implementation

Implementation will involve multiple institutions, as outlined in Table 6.

Table 6. Description of the role of specific institutions relevant to the implementation of this roadmap

Institution	Role in education adaptation
MoECC	Lead coordination of NAP implementation, climate policy oversight, climate finance mobilization
MoECHE	Lead implementation of education adaptation activities, curriculum integration, teacher training
FMS ministries of education/environment	Implement adaptation activities at state level
Ministry of Family and Human Rights Development	Ensure GESI considerations are integrated into education adaptation planning and implementation
SoDMA	Support disaster preparedness and early warning systems
Ministry of Public Works	Develop climate-resilient school infrastructure
Ministry of Finance	Lead the mobilization of domestic and international public finance, integrate climate adaptation priorities into national budgeting and public financial management processes, and serve as the national designated authority
Ministry of Labour and Social Affairs	Lead integration of green skills and climate adaptation into TVET and youth employment programs
Ministry of Planning, Investment and Economic Development	Align education adaptation with national development planning
Ministry of Agriculture and Irrigation	Lead delivery of climate adaptation training for farmers, pastoralists, and rural youth as outlined in the NAP; collaborate with education and extension systems to integrate climate-smart agriculture practices into community-based learning and non-formal education programs
UN agencies, INGOs	Provide technical support and capacity building, deliver community-based adaptation programs
Global education financing mechanisms	Mobilize and channel financial and technical resources to integrate climate adaptation into education sector plans, budgets, and systems; support coordination and capacity development
CSOs; national and local NGOs; community-based organizations, including women, children/youth, and disabled people's organizations	Engage and contribute to national-level climate adaptation planning and implementation; deliver community-level education adaptation interventions; support inclusion of girls, IDPs, pastoralist communities, and persons with disabilities; facilitate community awareness and feedback
Academia	Curriculum development, research, capacity building

Institution	Role in education adaptation
Private sector	Support delivery of climate-resilient school infrastructure, renewable energy solutions for schools, digital learning platforms, and innovative financing models (e.g., public–private partnerships) for education adaptation

Source: Author.

6.2 Strengthening the Coordination Architecture

Effective implementation requires a formalized coordination mechanism. The existing Climate Change Education Taskforce will be strengthened to perform this function. Its mandate will be to oversee the implementation of this roadmap, resolve bottlenecks, and ensure alignment. This Climate Change Education Taskforce will enable joint planning and regular coordination between MoECHE and MoECC, with a clear reporting structure to the Inter-Ministerial Technical Committee on Climate Change (IMTCCC) and across federal and state levels.

Strengthening the role of the Climate Change Education Taskforce will take a three phased approach. In this first phase, the existing Climate Change Education Taskforce will be strengthened and formally mandated, with co-chairing arrangements between MoECHE and MoECC and representation from key line ministries, FMS education authorities, the Ministry of Family and Human Rights Development, and development partners. The Taskforce will also further circulate this roadmap with the local education group, to collect further information about current and planned work, and in so doing, strengthen alignment and mapping of activities between the climate and education sectors. The immediate output of this first phase will be an operational coordination platform with agreed terms of reference, membership, reporting lines, and meeting schedules. Membership will take into account gender-equitable representation. The intended outcome will be stronger institutional ownership and a clearer basis for joint decision-making across the education and climate sectors.

In the second phase, the Taskforce will lead joint planning and prioritization for the implementation of the roadmap, including agreement on roles and responsibilities, further development and scoping of activities where required, sequencing of priority actions, and alignment with the NAP, sector plans, and budget processes. The main outputs at this stage will include a coordinated annual workplan, a division of responsibilities across institutions, and a shared implementation and monitoring framework. The intended outcome will be improved coherence, reduced duplication, and more effective integration of climate adaptation measures into education sector planning and implementation.

In the third phase, the Taskforce will support implementation oversight, problem-solving, and coordination across federal and state levels, with a clear reporting structure to the IMTCCC. Regular review meetings will be used to track progress, resolve bottlenecks, and identify emerging priorities. The outputs of this phase will include periodic progress reports, updated implementation priorities, and documented follow-up actions. The intended outcome will be more consistent implementation, stronger accountability, and greater continuity in delivering education-related adaptation actions.

Overall, the Climate Change Education Taskforce will serve as the central mechanism for coordination, enabling sustained collaboration between MoECHE and MoECC and ensuring that roadmap implementation is sequenced, accountable, and aligned across institutions and levels of government.

Based on the roadmap implementation period (2026–2030) and the phased approach described above, the time frames presented in Table 7 would be appropriate and consistent with the rest of the roadmap.

Table 7. Phased implementation approach for strengthening the Climate Change Education Taskforce and coordination architecture (2026–2030)

Phase	Outputs	Outcome	Time period
1	<ul style="list-style-type: none"> Operational coordination platform with agreed terms of reference and formal mandate, membership, reporting lines to IMTCCC, and meeting schedules for 2026 and 2027 (membership will include representation from key line ministries, FMS education authorities, the Ministry of Family and Human Rights Development, and development partners) Defined co-chairing arrangements between MoECHE and MoECC Shared roadmap with the local education group to collate further information about current and planned work 	Stronger institutional ownership and a clearer basis for joint decision-making across the education and climate sectors	2026
2	<ul style="list-style-type: none"> Coordinated annual workplan that describes sequencing of priority actions and alignment with other NAP sectoral plans and budget processes Division of responsibilities across institutions Shared implementation and monitoring framework 	Improved coherence, reduced duplication, and more effective integration of climate adaptation measures into education sector planning and implementation	2027–2028
3	<ul style="list-style-type: none"> Periodic progress reports Updated implementation priorities and documented follow-up actions based on regular review meetings 	More consistent implementation, stronger accountability, and greater continuity in delivering education-related adaptation actions	2028–2030

Source: Author.

6.3 Development of a Dedicated Climate Change Adaptation Strategy for the Education Sector

The roadmap will inform a detailed and costed climate change adaptation strategy for the education sector, aligned with the ESSP and NAP. This will provide a long-term operational framework to guide implementation, financing, and monitoring. This strategy will be led jointly by MoECHE and MoECC.¹

¹ Supported by UNESCO’s International Institute for Educational Planning through the CSESI.

7.0 Financing Framework and Resource Mobilization

Estimated investment requirements for education adaptation activities under the NAP are approximately USD 80 million (Table 8). This is based on internal budgeting estimates from MoECC developed through the NAP process (MoECC, 2025a).

Table 8. Estimated resources required for education adaptation activities under Somalia’s NAP

NAP education activity area	Budget (USD million)	Rationale (cost drivers)
Pillar 1. Curriculum integration, and learning and teaching systems	28	Curriculum reform, content development, printing materials, translation, national rollout, nationwide teacher training, training-of-trainers, teaching materials, capacity strengthening
Pillar 2. Climate-resilient school infrastructure	24	School retrofitting, WASH facilities, safe shelters, climate-proofing in flood/drought areas
Pillar 3. Education in emergencies and learning continuity	8	Emergency learning kits, temporary learning spaces, preparedness systems
Pillar 4. Community awareness and informal climate education	12	Media campaigns, outreach, school–community engagement, awareness programs
Pillar 5. Training for communities and local actors	8	Training farmers, pastoralists, youth groups, locally led adaptation skills

Source: MoECC, 2025a.

Aligned to Somalia’s NAP, this roadmap recommends a finance approach that draws upon a mix of domestic funding and international public finance, alongside relevant private sector finance. A non-exhaustive and illustrative list of potential actions and avenues is as follows:

- Integrating adaptation priorities for the education sector into national and sectoral budgets, and increasing domestic budget allocations for climate-resilient education.
- Exploring international climate finance funds such as the Green Climate Fund, the Adaptation Fund, and the Global Environment Facility; multilateral funders for education, such as the World Bank, Global Partnership for Education, and Education Cannot Wait; as well as bilateral donors.
- Promoting private sector and diaspora engagement, which can help mobilize additional resources, expertise, and innovation to support education adaptation. Private sector actors can contribute to climate-resilient school infrastructure, digital learning platforms, renewable energy solutions, and green skills development, and the Somali diaspora can provide financial support, technical expertise, knowledge exchange, and international partnerships. Strengthening collaboration with these stakeholders can diversify financing sources, enhance innovation, and support the long-term resilience of Somalia’s education system.

A blended financing approach will be critical to ensure sustainability and scale. These initial recommendations and financial needs are intended as a starting point for MoECHE and MoECC and do not represent a comprehensive resource mobilization strategy. It is noted that this work will be further developed through the CSESI. Through the CSESI, training on climate finance access for the education sector will be provided to MoECHE and a “climate finance roadmap” for the education sector in Somalia will be developed with stakeholders from both MoECHE and MoECC, to identify opportunities and actions for improved access for climate finance for the education sector, by mid-2026. This will further inform and develop the resource mobilization activities for this roadmap.

8.0 MEL Needs

MoECC will lead the establishment of an adaptation MEL system, and this roadmap notes the need to integrate MEL of the education activities in Somalia's NAP into this MEL system. This could include developing key performance indicators for priority education adaptation actions; establishing baseline data for education adaptation activities and developing targets based on these data to track progress; and ensuring that education is included in periodic evaluations of the NAP.

The roadmap aims to identify MEL needs, rather than develop an integrated MEL framework for the education activities in Somalia's NAP. MEL of education activities within the NAP will draw upon the already existing policy architecture, such as the MEL system for the NAP and the ESSP. As a result, this roadmap has identified the following principles that can be used to underpin this future work:

- MEL of the education activities aims to be aligned with, and integrated into, the MEL system for the NAP process, rather than be a separate, standalone MEL system.
- At a minimum, data will be disaggregated by gender, and where possible, by age, disability, and other factors as well.
- As per the rest of the roadmap, MEL for the education activities will take into account conflict-sensitivity principles.
- MEL will build on existing relevant education and climate data systems.

MEL of these activities will be informed by the climate change adaptation strategy for the education sector (see section 6.3), which will include support to develop operational components of the strategy, through a monitoring and evaluation framework (including gender-responsive indicators). Additionally, the roadmap notes the following needs to support the development of MEL for education activities as part of Somalia's NAP:

- Strengthen data on climate impacts on the education sector. The desk review identified that there are limited disaggregated data on school vulnerability, climate disruptions, and impacts on girls, IDPs, and pastoralists (MoECC, 2025a; MoECHE et al., 2025). The CSESI will contribute to strengthening data, through providing a summary report on climate data needs and gaps and education management information system improvement; revision of the annual school census questionnaire and a summary report describing the main areas of improvement for inclusion of climate-related questions, including gender-responsive recommendations; and the design of an emergency assessment module with the education management information system to enable MoECHE to assess climate-related emergencies affecting schools. This can be used to develop the MEL approach for the education activities in the NAP, as part of the MEL system for the NAP process.
- Establish GESI indicators and targets across all relevant pillars and ensure the meaningful participation of marginalized groups in MEL of education activities.
- Ensuring that education adaptation monitoring and reporting contributes to Somalia's international climate reporting obligations under the United Nations Framework Convention on Climate Change, including NAP progress reporting, thereby ensuring that progress in

strengthening climate resilience within the education sector is reflected in national and international adaptation tracking and learning processes.

9.0 Risk Management and Mitigation

Table 9. Key risks and proposed mitigation measures for the implementation of this roadmap

Risk	Likelihood	Impact	Mitigation
Institutional coordination gaps	Medium	High	Establish a formal coordination mechanism, through the Climate Change and Education Taskforce, with clear terms of reference, defined roles, reporting lines, and regular coordination meetings between MoECC, MoECHE, FMS, and implementing partners.
Limited technical capacity	High	Medium	Provide targeted capacity-building and technical training for national and subnational institutions on climate adaptation planning, GESI mainstreaming, conflict sensitivity, monitoring and evaluation, and climate-resilient education programming.
Insufficient financing	High	High	Develop a costed implementation plan and resource mobilization strategy, while aligning roadmap activities with existing funded programs, government budgets, donor support, and climate finance opportunities.
Infrastructure and learning environment constraints	High	High	Prioritize climate-resilient and inclusive school infrastructure, including safe classrooms, WASH facilities, learning materials, accessibility features, and preparedness measures for droughts, floods, and other climate-related shocks.
Political instability and security constraints	Medium	High	Apply conflict-sensitive planning, conduct local risk assessments, coordinate with FMS and local authorities and community structures, and, where necessary, engage relevant security actors to support safe access to schools and protect education activities.

Source: Author.

10.0 Conclusion

Somalia has established a strong policy foundation for integrating education into climate adaptation planning through the NAP, National Climate Change Policy, and education sector strategies. However, translating these commitments into tangible results requires strengthened institutional coordination, sustainable financing, and enhanced technical capacity across national and subnational levels. This roadmap provides a structured and actionable framework to bridge the gap between policy and implementation. By organizing interventions into five strategic pillars and aligning them with national priorities, the roadmap offers a clear pathway for delivering climate-resilient education systems. Successful implementation will depend on strong leadership from MoECC and MoECHE, effective coordination across sectors, and sustained engagement with development partners, civil society, and local communities. With these efforts, Somalia can build an education system that not only withstands climate shocks but also empowers future generations to contribute to a more resilient and sustainable future.

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Appendix A. National Consultation and Validation Workshop: Institution names and sex-disaggregated participation list

Institution	Male	Female
Action For Environment	1	0
Benadir University	2	0
Climate Resilience and Adaptation Network	1	0
EcoHub Somalia	2	0
Federal Member States	3	2
Formal Education Network for Private Schools	1	0
Greenwatch Trust	0	1
Institute Climate and Environment	1	0
Kalkal Human Rights Development Organization	1	0
Ministry of Agriculture and Irrigation	1	0
Ministry of Education, Culture and Higher Education	3	1
Ministry of Environment and Climate Change	7	5
Ministry of Family and Human Rights Development	0	1
Ministry of Finance	0	1
Ministry of Fisheries and Blue Economy	1	0
Ministry of Health and Human Services	0	1
Ministry of Labour and Social Affairs	1	0
Save the Children	1	0
Somali Association of the Blind	1	1
Somali Center for Climate Change	1	0
Somali Climate Action Platform	1	0
Somali Environmental Forum	1	0
Somali Greenpeace Association	1	0
Somali National Association of the Deaf	0	1
Somali National University	2	0
Somali Teachers Syndicate	1	0
Somali Youth Volunteers Association	1	0
United Nations Children's Fund	2	0
Total	37	14

