**INVITATION TO BID FOR INDIVIDUAL LOCAL CONSULTANCY**

**Save the Children International (SCI) Somaliland program hereby invites interested individual local consultants to bid for the consultancy assignment detailed below**

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| 1 | **Title of Consultancy** | **Terms of Reference for consultancy for** **Integrating Climate Change into Primary School Curriculum, Pedagogy, and Teacher Training in Somaliland.** |
| 2 | **SCI Contracting Office** | Save the Children in Somaliland  |
| 3 | **Period of Consultancy** | Total duration will be 60 working days  |
| 4 | **Consultant type required**  | Experienced and relevant **Local Individual Consultants** (Consultancy Company is not applicable). **Two individual local consultants are required in this assignment (one being curriculum specialist and other climate change expert).**  |
| 5 | **Responsibility for Logistics arrangements and Costs** | Save the children will pay the fee for the local individual consultants in a lump sum and will not reimburse any other costs incurred during the assignment. The consultants will cover their own Logistical arrangements costs; including food, accommodation, local transport, insurance and all cost associated with data collection work. |
| 6 | **Taxation Provisions** | The consultants shall be responsible for all applicable taxes related to the consultancy services, in accordance with local tax regulations at the SCI contracting office will apply and shall be withheld by SCI.  |
| 7 | **Travel requirements**  | Save the Children will cover travel cost outside Hargeisa for the purpose of this consultancy.  |
| 8 | **Security requirements** | The consultants will comply with the standard of Save the Children Security procedures.  |
| 9 | **Consultant’s Experience Requirement:** | This consultancy assignment will focus exclusively on Integrating Climate Change into Primary School Curriculum, Pedagogy, and Teacher Training in Somaliland. Applications are invited from qualified ***individual local consultants*** with proven expertise in education, climate change, and have contextual understanding of Somaliland’s institutional landscape. |
| 10 | **KEY PROFESSIONAL REQUIREMENT** |
|  | **Minimum Qualifications and professional experience** |
| A. | **Education expert (curriculum specialist) – local consultant one** |
|  | * Advanced degree (Master or PHD) in Education, Curriculum Development, or related field.
* At least 7–10 years of experience in curriculum design, teacher training, or education reform.
* Demonstrated expertise in education curriculum, teacher education and trainings.
* Prior experience in developing participatory teaching and learning materials. Prove of documents developed which is similar to this assignment.
* Familiarity with Somaliland or Horn of Africa education context.
* Strong facilitation and workshop design skills.
* Excellent English writing and communication skills (Somali language fluency added advantage).
* Commitment to gender equality and inclusive pedagogy.
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| B. | **Climate Change Expert/specialist – local consultant two** |
|  | * Advanced degree (Master or PHD) in Environmental Studies, Climate Change, or related field.
* At least 7–10 years of experience in developing climate or environmental education materials and trainings.
* Demonstrated expertise in climate change education, disaster risk reduction, or environmental education.
* Prior experience in developing participatory teaching and learning materials. Prove of documents developed which is similar to this assignment.
* Familiarity with Somaliland or Horn of Africa education context.
* Strong facilitation and workshop design skills.
* Excellent English writing and communication skills (Somali language fluency added advantage).
* Commitment to gender equality and inclusive pedagogy.
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| 11 | **EVALUATION CRITERIA**The proposals submitted by consultants will be evaluated based on the following criteria: |
|  | The following award criteria will be used during the evaluation of the technical proposals.

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| **Description** | **Possible Score** |
| **Compliance with consultancy requirements:*** Responsiveness of the technical proposal to ToR.
* Methodology and techniques to be applied well stipulated
* Clear description of tasks in their Scope of Work
 | **20** |
| **Consultant Qualification and Experience:*** Qualifications and general experience of the consultant demonstrating specific experience in conducting similar assignments, particularly in Somaliland/Somalia within the past five to seven years, with reputable organizations.

*Note – Save the Children has the right to undertake due diligence to verify the references before award* | **20** |
| **Financial offer:** * Reasonability of the costs presented in the financial proposal.

 | **20** |
| Interview scores | **40** |
| **Total Score** | **100** |

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| 12.  | **Application Procedure** |
| Candidates interested in the consultancy are expected to provide the following documentation:* A technical proposal with a detailed response to the TOR, with specific focus on the scope of work, methodology and timelines.
* Initial work plan and indication of availability
* A financial proposal detailing the daily rate
* At least copy of one report/contract indicting the successful completion of similar assignments by the individual consultant.
* A detailed curriculum vitae (CV) of the consultant with contact details (the CV should include at least three traceable references).
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|  13 | **Closing date for Applications** |
| Interested consultants are requested to submit their BID applications by following the outlined procedures and send their complete proposals to somaliland.procurement@savethechildren.org no later than ***12th October 2025*** at ***11:59 PM.*** |

**Terms of Reference (ToR)**

**Consultancy: Integrating Climate Change into Primary School Curriculum, Pedagogy, and Teacher Training in Somaliland**

**Component: Curricula, pedagogy, and teacher training**

1. **Context and Background**

[The Climate Smart Education System Initiative (CSESI)](https://www.globalpartnership.org/content/climate-smart-education-systems-initiative) was launched in early 2023 by the Global Partnership for Education (GPE) in partnership with Save the Children, UNESCO Education for Sustainable Development Section and UNESCO-IIEP and is implemented in around 35 countries. The initiative seeks to enhance countries’ capacities to mainstream climate change adaptation and environmental sustainability into education sector plans, budgets and strategies as well as to enhance education ministry capacity for cross sectoral coordination on climate and environment-related policy and programming. This involves developing scalable models for this integration and fostering collaboration across all levels to create an environment conducive to building resilience among children and within the education sector.

**1.1 Current key findings:**

* The Ministry of Education and Science (**MoES**) has introduced environmental issues in the curriculum but lacks explicit climate change education.
* Somaliland National Climate Change Policy (2023) calls for renewing curricula to include climate change, aligned with the National Curriculum Framework for Transformation (2022), which prioritises environmental protection.
* The National Environmental Policy (2015) stresses environmental awareness, but funding and implementation remain weak.
* In 2015, 60% of primary school teachers were unqualified, pointing to the urgent need for upskilling. The functionality of the Teacher Service Commission is also unclear.
* Currently, climate change is not explicitly addressed in the curriculum. The 2023 Climate Change Policy presents a critical opportunity to mainstream climate education into curricula, pedagogy, and teacher training to build resilience in future generations
1. **Objectives**

**Overall Objective**

To integrate climate change education into the Somaliland primary school curriculum, pedagogy, and teacher training to strengthen children’s knowledge, resilience, and adaptive capacity.

**Specific Objectives**

* **Activity 2.1**: *Identify opportunities to integrate climate change learning into the primary school Social Studies curriculum, focusing on supplementary teaching and learning materials.*
* **Activity 2.2:** *Enable broad-based input from government and partners to define priority learning on climate change and disaster risk reduction (****DRR****) for children in Somaliland.*
* **Activity 2.3**: *Develop supplementary climate change learning materials and associated teacher training resources, pilot them in schools, and finalize for wider dissemination.*
* **Activity 2.4: Capacity-Building**: Strengthen the institutional capacity of the Ministry of Education and Science (**MoES**) and curriculum writers to continuously integrate climate change into curricula, pedagogy, and teacher training beyond the life of this project.
* **Activity 2.5: Learning Outcomes**: Define climate-related learning outcomes that reflect not only knowledge but also values and competencies, ensuring alignment with the Somaliland National Curriculum Framework for Transformation (2022) at primary education level.
1. **Scope of Work / Key Tasks**

**For Activity 7.1 – Curriculum Review**

* Review the current Social Studies curriculum at primary school level.
* Assess alignment of proposed climate change content with the Somaliland National Curriculum Framework for Transformation (2022) and other relevant national curriculum policies.
* Identify entry points to integrate gender-responsive, age-appropriate climate change content.
* Define a set of priority topics, grades, and learning outcomes for climate change education.
* Ensure integration is guided by international standards and best practices, including the Sendai Framework for Disaster Risk Reduction and UNESCO’s Greening Education in Curriculum framework, to guarantee that climate change education reflects both global and local priorities.

**For Activity 7.2 – Task Team and Priority Setting**

* Facilitate a workshop to identify key climate change and DRR topics for integration, ensuring inclusion of adaptation, impacts, and differentiated effects on girls and boys.
* Draft age-appropriate thresholds for learning (what should be taught at which grade level).
* Document best practices and common pitfalls in climate and DRR messaging for curriculum writers.
* Develop a scalability and replication plan, outlining how the agreed curriculum priorities and approaches can be expanded beyond pilot activities to ensure nationwide adoption and sustainability.

**For Activity 7.3 – Learning Materials and Teacher Training**

* Develop draft supplementary student learning materials and teacher teaching guides, including layout and graphics.
* Conduct a quality assurance peer review of draft materials.
* Pilot the materials in sample schools, gather feedback, and revise accordingly.
* Finalise a comprehensive package of learning and teacher training materials.
* Provide capacity building for MoES curriculum writers on integrating climate content into curricula.
* Explore opportunities to institutionalize the developed training package into teacher training colleges preservice and in-service professional development frameworks.

**For Activity 7.4 – Capacity Building of MoES and Curriculum Writers**

* Strengthen the institutional capacity of the Ministry of Education and Science (**MoES**) and curriculum writers to continuously integrate climate change into curricula, pedagogy, and teacher training beyond the life of this project.
* Provide coaching, mentoring, and practical training sessions for MoES curriculum staff on mainstreaming climate issues into subject reviews and new curriculum development.
* Facilitate knowledge transfer from international expertise to national experts, ensuring sustainability.

**For Activity 7.5 – Defining Climate-Related Learning Outcomes**

* Define climate-related learning outcomes that capture knowledge, skills, values,and competencies for primary education learners.
* Ensure alignment with the Somaliland National Curriculum Framework for Transformation (2022), the National Climate Change Policy (2023), and other relevant education policies.
* Validate proposed learning outcomes with MoES curriculum experts, teacher trainers, and stakeholders to ensure practicality and cultural relevance.
1. **Methodology**

The consultancy should apply a participatory and iterative approach, including:

* Desk review of policies, curricula, and relevant international best practices.
* Technical workshops (“write-shops”) with curriculum writers, task team members, and experts.
* Consultations with teachers, learners, and community representatives.
* Piloting and testing of draft materials in selected schools.
* Integration of gender equality and social inclusion in all activities.
* **The international consultant of this assignment** will work in collaboration with two local consultants: one Curriculum Development Expert and one Climate Change Expert. These local consultants will provide contextual expertise, ensure alignment with local education and climate frameworks, and strengthen capacity transfer to national stakeholders.
1. **Deliverables**
* **Inception Report**: Methodology, detailed workplan, and timeline (within 2 weeks).
* **Curriculum Review Report**: Assessment of current Social Studies curriculum and identified entry points for climate change integration.
* **Task Team Report**: Agreed priority learning topics, age-appropriate thresholds, and DRR/Climate Change messages.
* **Draft Learning & Teacher Training Materials**: Including design, graphics, and teaching guides.
* **Pilot Report**: Findings from testing in schools and recommendations for finalisation.
* **Final Package**: Complete supplementary materials and teacher training package (translated into Somali language) ready for printing and dissemination.
1. **Timeline and Duration**
* **Total Duration**: 11 months
	+ Activity 7.1: 2 months.
	+ Activity 7.2: 3 months.
	+ Activity 7.3: 6 months.
1. **Required Qualifications**
* Advanced degree (Master or PHD) in Education, Curriculum Development, Environmental Studies, Climate Change, or related field.
* At least 7–10 years of experience in curriculum design, teacher training, or education reform.
* Demonstrated expertise in climate change education, disaster risk reduction, or environmental education.
* Experience in developing participatory teaching and learning materials.
* Familiarity with Somaliland or Horn of Africa education context.
* Strong facilitation and workshop design skills.
* Excellent English writing and communication skills (Somali language an advantage).
* Commitment to gender equality and inclusive pedagogy.
1. **Management and Reporting**

The consultant(s) will report to the **Save the Children Somaliland Country Office (CSESI Project Focal Person)**, with technical oversight by the **Task Team** (MoES, MoECC, MoPWL&H, NADFOR).

1. **Logistics and Resources**

Save the Children Somaliland will provide:

* Access to relevant documents and data.
* Logistical support for workshops and stakeholder meetings.
* Coordination with the task team, ministries and partners.