INVITATION TO BID FOR CONSULTANCY

1	Title of Consultancy	TERMS OF REFERENCE FOR SOMALIA/SOMALILAND EDUCATION SECTOR TEACHERS' SITUATIONAL ANALYSIS
2	SCI Contracting Office	Save the Children Somalia/land Country Office
3	Period of Consultancy	The duration of the assignment will be **45 calendar days**, inclusive of travel days and weekends
4	Consultant type required	**Consultancy Firm/Individual consultant**
5	Responsibility for Logistics arrangements and Costs	Save the children will pay the consultant fee in a lump sum and will not reimburse any incurred costs during the assignment. The consultant will cover their own Logistical arrangements, costs; including food, accommodation, local transport and all cost associated with data collection work and whole activities.
6	Taxation Provisions	The consultancy firm/Consultant shall be responsible for all taxes arising from the consultancy in line with the local Tax regulations applicable at the SCI contracting office.
7	Travel requirements	The consultancy firm/Individual will cover all travel costs (tickets) and arrange local travel to field sites.
8	Security requirements	The consultancy firm/individual will comply with standard of Save the Children Security procedures, including the completion of SCI online security training (applicable to international consultants) prior to travel to Somalia in case needed.
9	Professional quality and Expertise	The following are the minimum requirements for the Consultant Firm/individual to be considered for carrying out the assignment. ● At least a post-graduate university degree (master's or equivalent) in Education or any other relevant/related field. ● Minimum of 8-10 years of relevant professional experience in research and studies focusing on education ● Conducting studies in the field of Education particularly in relation to Teacher Professional Development/teacher education. ● Previous work experience on Teacher Education Related assessments or Research. ● Leading socio-economic research, evaluations or consultancy work in Somalia/Somaliland that is sensitive to the local context and culture. ● Managing and coordinating a range of government, non-government, community groups and academic stakeholders ● Experience conducting study in humanitarian contexts ● Strong written and verbal skills in communicating technical and/ or complex findings to non-specialist audiences (especially report writing and presentation skills) ● A track record of open, collaborative working with clients
	KEY PROFESSIONAL STAFF REQUIREMENT	
	Description	**Minimum Qualification and professional experience**
	Teachers Situational Study Expert/Technical Team Lead	● Minimum of 8-10 years of relevant professional experience in research and studies focusing on education particularly teacher professional development ● Conducting studies in the field of Education particularly in relation to Teacher Professional Development/teacher education

- Strong background and experience in data collection and evidence-based analysis with the use of digital aided platforms/tools.
- Demonstrable experience in conducting similar assignments in Somalia. Knowledge of local context is highly preferred
- demonstrated ability to produce clear, compelling, and succinct analytical reports from multiple sources that inform quality programming.
- Excellent communication and report writing skills.

11   EVALUATION CRITERIA
The proposals submitted by consulting companies will be evaluated based on the following criteria:

	Essential Criteria	Pass/Fail
1	The Bidder and its staff agree and Sign to comply with SCI policies embedded below at this ITB. The Bidder is to download below listed items, read, understand and sign off appropriate section in below. a) Terms & Conditions of Bidding b) Supplier Sustainability Policy and the included mandatory policies	**Pass/Fail**
3	A valid Certificate of Registration from the relevant Ministry of Commerce in Somalia/land. _**NB: This is only applicable to firms and not individual consultants.**_	**Pass/Fail**
4	A valid Tax Compliance Certificate the relevant ministry of Finance/Revenue Authority in Somalia/land. _**NB: This is only applicable to firms and not individual consultants.**_	**Pass/Fail**
	Capability Criteria (Technical Evaluation):	
5	Detailed technical proposal with clear understanding of the TOR and Methodology of how the consultant intends to conduct assignment with detailed work plan, clear milestones, methodologies, data analyses plan including any software to be used for analysis. This to be evaluated based on: (a) **Overall quality, clarity, organization and relevance of the technical proposal document – (20 marks max.)** (b) **The level of work plan detail and how it is related to the proposed methodology - (10 marks max.)**	**30 marks**
6	Two Copies of the previous similar reports relevant to the subject matter. (**15 marks** – with each similar report being awarded 5 marks)	**10 Marks**
7	Submit official and genuine signed official bank statement from 1st August 2024 to 30th September 2025.	**15 Marks**

8	Experience in conducting similar assignments related to the subject matter as proven experience. This to be evaluated based on: a) **Prior experience in design and development in teachers' situational analysis, teachers' professional development - (10 Marks)** b) **Two CVs for the proposed technical team detailing qualifications and experience (10 Marks)** c) **Cover letter introducing the company, outlining their technical expertise and interest for the assignment including their technical suitability. (5 marks max).** d) **Updated Company Profile (Optional)**	25 Marks
	Commercial Criteria (Financial Evaluation):	
9	Detailed financial proposal with budget breakdown including all expenses, fees, and taxes. $$\left\{ \frac{100\% \; x \; Lowest \; bid \; value}{Current \; value \; bid} \right\} x \; 0.20$$	20 marks
	Total	**100 marks**

Note: For the technical analysis, <u>**a company must pass the essential criteria and score 60% and above on the capability**</u> to be considered in the next evaluation process and the ultimate decision will be based on interview performance.

1 1	**Application Procedure**	● Interested consultant (s) who meet the consultancy requirements are requested to submit their bid and each application package should include the above required minimum requirements. Applications can be submitted by: **Protected Email box below** ● Email should be addressed to Somalia.Tenders@savethechildren.org ● Should you need any clarifications please direct your queries to Somalia.procurement@savethechildren.org and expect responses within maximum of two working days. ● Note – this is a sealed tender box which will not be opened until the tender has closed. Therefore, do not send tender related questions to this email address as they will not be answered. The subject of the email should be **TERMS OF REFERENCE FOR SOMALIA/SOMALILAND EDUCATION SECTOR TEACHERS' SITUATIONAL ANALYSIS** ● All attached documents should be clearly labelled so it is clear to understand what each file relates to. ● Emails should not exceed 15mb – if the file sizes are large, please split the submission into two emails. ● Do not copy other SCI email addresses into the email when you submit it as this will invalidate your bid. All applications MUST be submitted on or before the closing date below to be considered for the assignment. **Only shortlisted Candidates will be contacted.**
1 2	**Closing date for Applications**	Interested consultants shall submit their applications through the above procedures on **or before 22nd October 2025.**

We, the Bidder, hereby confirm we compliance with the following policies and requirements:

Policy	Policy / Document	Signature
Terms & Conditions of Bidding	[PDF] 1. Terms & Conditions of Biddir	
Supplier Sustainability Policy and the included mandatory policies	Click Here to Access	

We confirm that Save the Children may in its consideration of our offer, and subsequently, rely on the statements made herein.

Signature: ……………………………………………………

Name: ……………………………………………………

Title: ………………………………………………

Company: ………………………………………………

Date: ………………………………………………

SOMALIA/SOMALILAND EDUCATION SECTOR TEACHERS' SITUATIONAL ANALYSIS

TERMS OF REFERENCE

Introduction

Save the Children has worked in Somalia/Somaliland for the last 73 years and currently has over 700 staff across 14 field offices. SCI's long operational presence, large geographical footprint, and good community acceptance and good will has meant an in-depth understanding of the humanitarian and development complexities of operating in such a volatile operating environment, as well as well-established and positive working relationships with key stakeholders, including the Somali/land Government, donors, NGOs, civil society and the communities themselves. During this long and uninterrupted humanitarian service across Somalia/Somaliland , Save the Children, through our education programs, expanded access to, and improving quality of education to millions of children by providing Basic formal education, Alternative Basic Education (ABE) to reach marginalised children, especially children from nomadic and pastoral communities; and Education in Emergencies (EiE) through Temporary Learning Spaces to ensure children displaced by conflict and natural disaster can continue their education.

In the bid to improve the quality of education for Somalia/Somaliland children, Save the Children, together with other humanitarian actors have also provided systematic short term, and long term pre-service and in-service teachers trainings. Even if the capacity of the respective Ministries of Education and the teachers training Institutions are still evolving and bouncing back after the long years of civil wars and different crises, Save the Children, trained and supported teachers across our programs, and most of these teachers are teaching in schools across the country. These trainings were provided in partnership with different teacher training institutions across the country, and different organizations, and the teachers were certified and acknowledged by the MOE at the end of those in-service or pre-service trainings.

Follow-up tasks

Questionnaire Feedback Collection: Coordinate and share written feedback and comments on the tools from the country office colleagues by today. Mohammad Yousuf, Michael, Ibrahim, Doctor Adam to provide their feedback by today- Arays to follow up

Village Level Model Sharing: Upload the village level model to SharePoint or share it in a way that colleagues can access and use it for children's understanding before parent interaction. Professor Amy

Curriculum Harmonization Discussion: Organize a separate discussion between the design team and university team to harmonize the design interface and ensure complementarity between the village model and existing curricula. (Abdullahi, Michael, Mahmoud Yousuf, university team, design team)

Ethics Review Update: Provide an update on the ethics review and clarify any revisions or additional information required once the survey option and intervention plan are finalized. Professor Amy

Teacher Training Budget Clarification: Confirm the budget line and responsibility for teacher training costs and communicate the outcome to the relevant parties by email if needed. Aster, and Fartoun.

Problem statement

Although Thousands of teachers have been trained and supported by Save the Children across the country, about 60% of the primary schoolteachers still remain untrained (Somaliland and Puntland ESSPs, 2017-2021). And even though a vast number of teachers have received training, they are still struggling in the classrooms with limited structured support and mentorship. This suggests that most of the teachers at the primary school level have poor pedagogical skills, and that learners in primary schools are exposed to poor child/learner unfriendly instructional methods. Poor instruction has implications on quality and learning outcomes. Following the introduction of the new outcome-based primary school curriculum with syllabi, most teachers have not been put through refresher courses nor support and follow up in the classrooms to orient them with the pedagogical dynamics for the delivery of the new curriculum.

Poor teacher motivation still remains a big challenge at primary school level, mainly because of poor or no remuneration. Currently the government is able to pay just about 60% of primary school teachers. This has caused irregular attendance by teachers; high teacher attrition/turnover rates; and situations where teachers take up two jobs. This is where a teacher is employed by the respective Ministries of Education at federal, state and regional levels; as a teacher for either primary or secondary school. Because of low or no remuneration, teachers take upside appointments in private schools, while still maintaining the government appointments. Some of the teachers have, however, abandoned teaching for other professions. This compromises the teacher's performance and commitment.

There is also a general lack of female teachers in primary schools. Currently, less than 30% of teachers in SCI-supported schools are female. Female teachers' presence in schools has several positive impacts on promoting girls' education, such as enhanced intake, retention, regularity, reduced dropouts, sexual abuses, and exploitation against girls in schools. As girls' enrolment and retention is crucial, and to prevent girls from dropping out of school, female teachers who serves as role models and can encourage girls' education is important. Despite several interventions/incentives' programs encouraging female teacher recruitment, female teachers' number remains very low in urban and rural areas. Thus, further research on this issue's root causes will lead to realistic reform recommendations advised by evidence.

The MOE (Federal, Puntland, and Somaliland) in conjunction with different organizations and donors have supported the capacity building and professional development efforts for in-service teachers through different kinds of targeted training in different sub-thematic areas like child centred pedagogy, inclusive education, DRR, PSS, etc. The challenge, however, is that it is difficult to ascertain the extent of application

by the teachers. How and to which degree teachers are applying the new skills in the classrooms, if they need support or not, type of support given, frequency and method, and if they are improving or not from after being trained is unknown. Thus, improved documentation within this area is needed.

Enabling Teachers

With the Enabling Teachers approach (endorsed as a common approach November 2019), children will benefit from **more competent teachers, teaching effectively, every day.** The *Enabling Teachers* common approach is centered around a professional development course and system strengthening. The *course* boosts teachers' competencies: *system strengthening* creates an enabling environment that helps them teach well and continue to improve. The approach is not content-specific, and it can be applied whether a project is supporting the teachers to improve their own literacy competencies, teaching secondary mathematics, or supporting the wellbeing of children in the early years. The course emphasis is on helping teachers gaining mastery over a realistic number of competencies during an academic year, and with providing the teachers with the support that they need.

Save the Children's *Enabling Teachers* programs are guided by five <u>evidence-based</u> principles to ensure that programs have the most impact:

| Start with teachers' professional & wellbeing needs within their context | Measure teachers' progress against a Competency Framework | Support different types of continuous teacher professional development | Partner with education leaders to support teachers' professional development and wellbeing | Partner to strengthen policy and systems that enable teachers to thrive as professionals |

Elements of Enabling Teachers are being implemented in Somalia/Somaliland such as principle 3 especially. However, there is lack of information of the overall picture, principle 1, knowing and documenting the teachers' professional and well-being needs.

Moreover, a limited number of studies in Somalia/Somaliland have examined the barriers and constraints that obstruct women's recruitment. This study will advise on the proper strategies needed to encourage women to be teachers. Secondly, a friendly equitable working environment will enable female teachers to retain their jobs; hence this study will provide insights into the policies reforms needed to create a working environment in favor of female teachers.

Objective of the study

Save the Children intends to do an analytical study on the general situation of teachers across Somalia/land, particularly, targeting the public schools SC is supporting. The objective of the study is to analyze and assess teachers' basic needs, professional development needs, socio-economic factors and other critical factors affecting teacher well-being and motivation. Additionally, this study will specifically

study the working environment of female teachers and assess whether there is gender friendly environment in school or not; what are the problems facing female teachers socially and financially within schools and at their households.

The information collected will be applied to better plans and implement for future teacher interventions, have a holistic and strategic plan for how to work with teacher's countrywide and share the impact findings.

Specific objectives

1. To collect and analyse data on the demographic characteristics, qualifications, and geographic distribution of teachers in Somalia/Somaliland, identifying key gaps in staffing across rural and urban areas, gender disparities, and underserved regions.

2. To assess the **current state of pre-service and in-service training programs for teachers**, including the availability, quality, and effectiveness of professional development opportunities in enhancing teaching capacity in Somalia/Somaliland. Focus on both formal teacher education and on-the-job training, identifying gaps in skills or curriculum relevance and recommending solutions for improving teacher competencies.

3. To examine the **working conditions, remuneration, job security, and overall well-being of teachers**, including how these factors impact teacher retention, morale, and performance. Incorporate qualitative aspects, such as job satisfaction and mental health, while also addressing physical resources like school infrastructure, availability of teaching materials, and classroom environments.

4. To **review existing education policies, regulatory frameworks, and institutional supports that influence teacher recruitment, retention, and career progression**, highlighting areas for policy reform or strengthening. Aims to evaluate the effectiveness of current policies and identify policy gaps that hinder the development and retention of a skilled teaching workforce.

5. To investigate the **impact of conflict, displacement, and insecurity on teachers' ability to perform their duties,** focusing on how these factors affect teacher availability, mobility, and performance in affected regions. Highlight specific challenges faced by teachers in conflict zones and areas affected by internal displacement, including safety concerns, school closures, and disruption in teaching activities.

6. To **analyse gender dynamics within the teaching profession,** focusing on the representation of female teachers, barriers to their entry and progression, and the impact of these factors on education outcomes for girls. Address systemic challenges that limit the participation of women in the teaching profession, and how these disparities may contribute to broader issues of gender inequality in Somali education.

7. To **explore the factors influencing teacher motivation, satisfaction, and retention**, including economic, social, and institutional elements that either encourage or discourage long-term commitment to the profession. This objective should encompass both tangible (salary, benefits, working conditions) and intangible (recognition, career development opportunities) motivators that affect teacher performance and retention.

8. To assess the **role of non-governmental organizations, community-based initiatives, and international agencies in supporting teacher training, well-being, and professional development in Somalia/Somaliland**. Explore how non-state actors contribute to teacher capacity-building and what opportunities exist for public-private collaboration to improve teacher outcomes.

Study Matrix

Objective	Study Questions
1. Assess Teacher Demographics and Distribution	a. What are the demographic characteristics (age, gender, disability qualifications) of teachers in Somalia/Somaliland? b. How are teachers distributed across urban and rural areas, and what disparities exist in teacher distribution? c. What is the gender balance among teachers, and how does it vary across regions? d. Which regions or areas face the most significant shortages in qualified teaching staff?
2. Evaluate Teacher Training and Professional Development	a. What pre-service and in-service training programs are available to teachers in Somalia/Somaliland, and how accessible are they? b. How do teachers perceive the quality and relevance of the training programs they receive? c. What gaps exist between the current training programs and the skills needed for effective teaching in Somali schools? d. How can professional development initiatives be enhanced to better address the needs of teachers? e. What mechanisms exist for on-the-job training and mentorship, and how effective are they in building teaching capacity?
3. Analyze Working Conditions and Teacher Well-being with more focus on female teachers	a. What are the key working conditions for teachers, including salary, job security, workload, and access to teaching resources? b. How satisfied are teachers with their current working conditions, and what factors most influence their job satisfaction? c. How do working conditions impact teacher retention rates, particularly in rural or conflict-affected regions? d. What are the mental health and well-being challenges faced by teachers in Somalia/Somaliland, and how do these affect their performance? e. How adequate are school infrastructures and resources (e.g., classrooms, teaching materials) in supporting teachers?
4. Identify Policy and Institutional Frameworks	a. What education policies currently govern teacher recruitment, retention, and career progression in Somalia/Somaliland? b. How effective are these policies in ensuring a sufficient and qualified teaching workforce? c. What gaps exist in current policies, and how do these gaps hinder teacher development and retention? d. What institutional supports are in place to advocate for teachers' rights and professional development?
5. Understand the Impact of Conflict and Displacement on	a. How has ongoing conflict and displacement affected the availability and mobility of teachers in Somalia/Somaliland?

	Teachers with more focus on female teachers	b. What challenges do teachers face in conflict-affected or displaced communities, particularly concerning safety, job security, and workload? c. How does conflict impact school operations, teacher morale, and the ability of teachers to perform their duties? d. What strategies have been effective in supporting teachers working in conflict zones or displacement-affected regions?
6.	Examine Gender Issues and Equity in the Teaching Profession	a. What is the current gender composition of the teaching workforce, and how does it vary across regions and school levels? b. What barriers prevent female from entering the teaching profession or advancing in their careers? c. What challenges do female teachers face in their work environments (e.g., harassment, lack of facilities, cultural norms)? d. How does the presence or absence of female teachers' impact education outcomes, particularly for girls? e. What policies or programs could promote greater gender equity within the teaching profession?
7.	Determine Teacher Motivation and Retention Factors with focus on female teacher	a. What are the primary motivators for teachers in Somalia/Somaliland, and how do these differ based on region, gender, or school type? b. How does salary and remuneration affect teacher motivation and retention? c. What non-financial incentives (e.g., recognition, career progression) are most valued by teachers? d. What factors contribute to teacher turnover more specifically to female teachers, and what strategies could improve retention, especially in remote areas?
8.	Examine the Role of Non-State Actors in Teacher Support	a. What roles do non-governmental organizations (NGOs), community initiatives, and international agencies play in supporting teachers in Somalia/Somaliland? b. How effective are the programs and interventions implemented by non-state actors in improving teacher capacity and well-being? c. What are the key challenges and opportunities for collaboration between public institutions and non-state actors in teacher development? d. What lessons or best practices can be learned from non-state initiatives to enhance teacher support and professional growth?

Geographical Scope of the study

Geographically, this study will be conducted across the entire Somalia/ Somaliland (Somaliland, Puntland, and the Southern states of Somalia-Federal). The study will be conducted in regions and districts where SCI has been implementing education programs and projects.

Thematically, all the education projects, including the GPE and NORAD will be covered in the study. They will contribute to the study in terms of budgets and staff to support the data collection.

Target group

The following groups will be included in the study sample:

Target group	Criteria	Justification
Teachers (Primary target group)	Sample should be representative of teachers in all SCI supported schools. - Ensure representation of teachers in rural and urban areas - male and female teachers (to analyse the gender disparities). - Female and aspiring teachers	
School administrators (Head Teachers/ Principals) CECs	- representation of schools in rural and urban areas - Sample should be representative of schools in all SCI supported schools.	- School leaders have a clear understanding of teacher staffing needs, qualifications, working conditions, and professional development opportunities. - They can provide insights into how policies and programs are implemented at the school level.
Students	- A sample of students in the sampled schools.	- While the primary focus is on teachers, gathering input from students and parents can provide a different perspective on the impact of teacher quality, gender dynamics, and the educational environment.
Ministry of Education Officials (Federal and Regional)	- Officials responsible for teacher recruitment, training, and policy development.	- gain insights into national and regional strategies, regulatory frameworks, and existing gaps in support for teachers.
Policy Experts	- Experts who are familiar with Somalia's education system and policy frameworks	- to provide an analysis of current policies, gaps, and opportunities for reform.
Teacher Training Institutions and Colleges	- representatives from institutions involved in pre-service and in-service teacher training programs. - Aspiring male and female teachers	- to assess the quality, relevance, and accessibility of these programs. - Specifically target female teachers and women interested in entering the teaching profession to understand barriers, challenges, and support needed to increase female participation in teaching, especially in rural and underserved areas.
Professional Associations, Education clusters NGOs (TSs, and Education program managers)	- Target NGOs, community-based organizations, and international agencies involved in teacher support, capacity-building, and education in Somalia/Somaliland.	- These actors can provide insights into non-state interventions and their impact on teacher development. - associations can offer insights into the advocacy efforts, rights, and professional challenges of teachers, as well as gaps in policy that affect teacher well-being and retention.

METHODOLOGY

The study shall adopt both qualitative and quantitative methods to collect information from both primary and secondary sources. At the beginning of the process, the consultant and relevant SC staff should conduct meeting(s) to further discuss and agree on the methodology and approach. It is envisaged that the following methods will be applied:

Secondary data review (desk review)

The consultant in collaboration with SC CO will identify secondary data for review (research, evaluations, government policies and so on relevant to the project) to derive perspectives, lessons and good practice from other regions in responding to the teacher professional development phenomena and programs that have been implemented to address it at a global, region and country level (Somalia/Somaliland). These will include but not limited to:

- The consultants will review records, policies, and documents to ascertain different aspects of teachers' status.
- Existing relevant research/initiatives /programmes
- Resources provided for under the TPD common approach
- Review relevant documents from the MOEHS (including the policy, EMIS data, etc.)

Primary data collection and tools

The study will use different methods and approaches deemed fit to elicit the right responses and get valid and reliable information. Some of these methods will include conducting key informant interviews with head teachers and education officials. Questionnaires surveys will be developed and administered to teachers to get their opinion and thoughts on different aspects of their work and profession. The study will also involve use of FGDs with a group of teachers providing additional key information on their work.

Data collectors will visit SCI supported/targeted schools and will have face-2-face interviews with individual teachers from the sampled schools in the target schools.

The following are some possible tools. All tools used should be gender-sensitive and where children are involved, child-friendly. The tools should be tested before use and reviewed and approved by SC before commencing any data collection activities.

- Key informant interviews with key stakeholders that are knowledgeable on the teacher professional development phenomena as well as actions that have been taken or are being taken to address it
- Observations
- Individual interviews with teachers, students
- Collection of some case studies to provide descriptive information about the situation of teachers in Somalia/Somaliland.

Based on the above recommendations and experience from conducting similar research, the consultant shall propose the most appropriate data collection methods which will be discussed and agreed upon with Save the Children prior to commencing the study.

Sampling

The consultant shall adopt an appropriate sampling method that will allow correct conclusions about the study population. The sampling methodology and size will be agreed together by SC and the consultant. SC should in all cases review and decide whether to approve any further modifications or changes made.

SC will provide the list of SCI supported schools including the number of teachers in those schools. This will form the sampling frame and the clusters for sampling. The table below shows the distribution of the teachers in SCI supported schools.

State	No. of schools	Average No. of Female Teachers	Average No. of Male Teachers	Average number of teachers per school	Projected No. of Female Teachers	Projected Number of Male Teachers	Total Number of Teachers
Benadir	5	6	12	18	30	60	90
Galmudug	10	3	7	10	30	70	100
Hirshabele	10	3	10	13	30	100	130
Jubaland	10	3	10	13	30	100	130
Puntland	10	3	8	11	30	80	110
Somaliland	15	3	8	11	45	120	165
Southwest	15	3	11	14	45	165	210
	75	24	66	90	240	695	935

Analysis, debrief and reporting

It is critical that a debrief is given of main preliminary findings to key Save the Children at the end of the study so that there is an opportunity to reflect on and discuss the findings. Once the draft report has been prepared, the consultant should present the findings to Save the Children before the final report is prepared. Save the Children will also share written comments before the report is finalized.

Dissemination of findings

After finalization of the study, the consultant should share the main findings with key staff at the country office level. Dissemination of the findings with the relevant stakeholders and research participants will be carried out by the staff in an appropriate audience way.

EXPECTED DELIVERABLES

This study will serve as a crucial tool for policy formulation, teacher development, and advocacy. It will provide a comprehensive understanding of the state of teachers in Somalia/Somaliland, enabling stakeholders to make informed decisions that ultimately contribute to a more effective, equitable, and sustainable education system.

It is anticipated that the following will be realized:

1. Study reports (overall report and one specific for Somaliland) that will be shared with all the stakeholders to improve teachers programming in terms of professional competency

development, motivation and retention. The plan will have clear set of recommendations to improve on programming.

2. Advocacy reports with SMART strategic objectives and activities

Specific Deliverables/Milestones

Deliverable / Milestones
The Consultant is contracted and commences work
The Consultant will submit an **inception report*** in line with the template provided. Once the report is finalized and accepted, the evaluator/researcher Consultant must submit a request for any change in strategy or approach to the study manager or the steering committee.
Final data collection tools (in the report language): ▪ Survey instrument ▪ Data collection mechanism
A Draft Study **Report (**overall report and one specific for Somaliland) A consolidated set of feedback from key stakeholders will be provided by Save The Children within 1 week of the submission of the draft report. The focus will be on: ▪ Summary of interim findings ▪ Any emerging program issues or risks (if applicable) ▪ Any changes that have had to be made to the study design (if applicable) ▪ Key tasks for the next stage of the study and any proposed refinements or changes to methodology (if applicable)
Data and analyses including all encrypted raw data, databases and analysis outputs
Final Study Reports (overall report and one specific for Somaliland) incorporating feedback from consultation on the Draft Study Report
Knowledge translation materials: ▪ PowerPoint presentation of Study findings ▪ Evidence to Action Brief – Advocacy Reports (overall report and one specific for Somaliland)

STUDY MANAGEMENT

The consultancy will be supervised by a consultant that comprises of Teacher Professional Development Technical Specialist, Research Manager and Education MEAL Coordinators within the Save the Children. Regular communication and reporting mechanisms will be established to ensure transparency and accountability throughout the consultancy process.