

INVITATION TO BID FOR CONSULTANCY

Save the Children International (SCI) Somalia program hereby invites interested consultants to bid for consultancy to assess, Screen and provide intervention for Inclusive Educational wellbeing for children with disabilities in ECE schools for SC Italy project in Beledweyne.

1	Title of Consultancy	Consultancy to Screen, Assess, and Recommendation for intervention including Assistive Technology needs to strengthen Inclusive Educational wellbeing for children with disabilities in Beledweyne ECE schools for SC Italy project and procure the devices.
2	SCI Contracting Office	Save the Children Somalia Office
3	Period of Consultancy	The Assignment will be 21 days Only.
4	Consultant type required	Individual or Firm.
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 consultants will cover their own Logistical arrangements and costs; including food, accommodation, and local transport, and all cost associated with data collection work and whole activities.
6	Taxation Provisions	Consultant shall be responsible for all Taxes arising from the consultancy in line with the local Tax regulations applicable at the SCI contracting office named above.
7	Travel requirements	The consultant will cover his travel costs (tickets) and arrange local travel to field sites and accommodation. He/she will be expected to provide their own laptop, and other necessary equipment that meet the quality requirements for the assignment.
8	Security requirements	If the consultant is a foreigner, he/she will comply with the standard of Save the Children Security procedures, including the completion of SCI online security training prior to travel to Somalia.
9	Qualification and Experience	To qualify for this assignment, the consultant must have the following mandatory professional experience and knowledge • Advanced university degree or masters in disability inclusive education, or Education related field is a MUST for at least 2-panel experts including a Lead Consultant • Certification/ degree in any branch of Rehabilitative sciences and/or a certification in assessment • At least seven (7) years of experience in special needs educations assessment and interventions • Must have excellent communication skills to interact with students, parents, and educator • Demonstrate experience/expertise in assistive technology (From assessment, selection and recommendations. • Be able to work with students in both one-on-one and group settings, while understanding the abilities and needs of each child • Practical experience in working with children with disabilities in clinical, educational, or community setting • Must be able to employ different techniques such as encouraging, creative, and flexible, with the ability to motivate students and inspire the confidence needed to attempt new tasks. • Understanding the key issues involved in early childhood education, gender dynamics in Somalia • Experience in working in humanitarian, fragile and conflict affected settings is preferred. • Outstanding communication skills, with excellent command spoken and written English and Somali

10	Evaluation Criteria	The consultant must meet the above-required qualifications and experience. Essential - Valid Registration certificate from the ministry of commerce and industry of Federal Government of Somalia. (Yes/No). - Tax Identification Number & Certificate from the ministry of finance of Federal Government of Somalia which is Active. (Yes/No). Technical and Capability 70% - Technical proposal on how the screening, assessment and interventions will be done (30%). - Prior experience in conducting similar assignments about disability and strong experience in disability inclusion (20%) - Individual Profiles including the lead consultant and in line with above mentioned requirements including minimum of three references. (10%) - Clear workplan stating the timelines of the assignment (10%) Financial Proposal 30% Detailed and reasonable financial proposal with budget breakdown. (30%). The consultant should score 70% and above to be shortlisted for an interview. Overall rating out of 100%.
	1. Background Information Many contexts, even where there is political will to provide educational support to children with disabilities, often lack sufficient processes and systems to do so. While overarching teaching strategies, such as universal design for learning, response to intervention, and differentiated instruction, can help all children learn, teachers who understand each child's needs, including the needs of children with disabilities, can better help them learn. Therefore, identification, coupled with targeted follow-up, is essential to promoting quality education for all. Disability and poverty are deeply interrelated factors, and many with disabilities face rampant exclusion from education, the workforce, and social and civic participation. Without identification, a child may struggle to learn to read due to visual acuity problems that are easily correctable with proper eyeglasses. Children with "invisible" disabilities, such as cognitive or emotional impairments, are particularly likely to go unidentified and may be branded as struggling learners, possibly discouraging interest in school, disincentivizing continued investment in education by resource-strapped families, and ultimately leading to school dropout. Indeed, an estimated 90% of children with disabilities are recorded to be out of school in developing countries. The need to prioritize inclusive education beyond the boundaries of the school and classroom is real. A holistic and systematic approach is critical to strengthening technical and institutional capacities of the MOEs to effectively deliver educational services to most of the Disadvantaged groups who include out-of-school children and children with disabilities. There is commitment to Inclusive Education under the broad approach of Child-Friendly Schools (CFS). However, even though the CFS approach can commendably improve teaching practices and attitudes of learners, some barriers are unique to children with disabilities and cannot always be resolved through general improvements alone. There is an overall challenge to the national education system on the means to meet the education needs of children with disabilities and specifically, policy gaps which have not spelt out among other critical aspects, how to adequately address learning and participation needs of students with disabilities; qualifications for special needs education teachers; safety and accessibility of the learning environment for children with special needs. The Ministry of education culture and higher education (MOECHE) has developed and finalized the National Special Needs and Inclusive Education Policy in 2018 and Somalia has ratified the Convention on the Rights of Persons with Disabilities in 2019. However, children with disabilities remain invisible in Somalia and have very limited access to educational opportunities. Children with disabilities face many barriers including an inaccessible physical environment,	

lack of community awareness, negative attitudes and stigma as well as a lack of assistive devices and mobility aids¹. Girls with disabilities in particular face a double burden due to their gender and disability. The population of children with special needs in the country is unknown. There is a general lack of accurate real-time reliable data on the numbers of children with disabilities, the type of disability and their geographical location. According to recent reports from DANIDA and ECHO funded EIE (Education in Emergencies) actions, enrolment rates were found to lowest for children with disabilities and other disadvantaged groups including girls, rural and refugees. Barriers to access for children with disabilities are considerable and include negative attitudes towards them, unfavorable learning environments without necessary assistive devices, and teachers lacking training on inclusive education. Girls with disabilities face additional barriers in accessing education due to gender stereotypes based on discriminatory and cultural norms such as marginalization, stigma, and the preference for boys to access education. Eliminating all barriers to education including those related to gender, disability and special needs is a priority area in the ESSP.

Project Background

Save the Children Somalia Country Office is implementing the Inclusive Early Childhood Care and Development for a Resilient Future Project, funded by Save the Children Italy, in Beledweyne, Hirshabelle State, Somalia. The project aims to ensure that children with disabilities aged 3 to 8 years, particularly those who have been excluded or delayed in accessing education due to disability-related barriers, have equitable access to quality, inclusive Early Childhood Care and Development (ECCD) services and improved opportunities for holistic development and successful transition into inclusive basic education.

In Somalia, children with disabilities continue to face significant barriers to accessing education, including stigma and discrimination, limited awareness of disability, inadequate identification and referral systems, shortage of trained teachers, inaccessible learning environments, and insufficient availability of assistive devices and support services. These challenges are particularly pronounced in early childhood, resulting in many children entering school late or being excluded altogether. Recognizing these realities, the project adopts an inclusive age range of 3 to 8 years to accommodate children with disabilities who may have missed the opportunity to enroll in ECCD programs at the standard age due to social, economic, environmental, or disability-related barriers.

The project seeks to strengthen the capacities of the broader ecosystem surrounding children with disabilities, including parents and caregivers, Organizations of Persons with Disabilities (OPDs), teachers, community leaders, and School Education Committees (SECs), to effectively identify, document, refer, support, and advocate for children with disabilities. Through community-driven approaches, the project promotes greater awareness of disability rights and inclusive education, while addressing harmful social norms and reducing stigma and discrimination.

A key component of the intervention involves empowering mothers of children with disabilities and representatives of OPDs to lead community outreach and awareness-raising initiatives. These activities will facilitate the identification and functional screening of children with disabilities who are of school-going age but remain out of school. Based on screening outcomes, children will be referred to appropriate inclusive ECCD centers and supported with suitable assistive technologies and rehabilitation referrals where necessary. The provision of assistive devices will enhance children's participation in learning, mobility, communication, and independent functioning both at school and within their home environments.

The project also prioritizes strengthening the knowledge and skills of parents, caregivers, and guardians to improve their understanding of different impairments and developmental needs. Through targeted capacity-building and ongoing engagement, caregivers will be better equipped to support children's learning and development in collaboration with ECCD teachers and education stakeholders.

Furthermore, the project aims to build the institutional capacity of local OPDs to play a more active role in documenting disability-related issues, advocating for the rights of children with disabilities, and engaging in local development and humanitarian planning processes. Special emphasis is placed on promoting disability-inclusive climate adaptation, disaster preparedness, and anticipatory action strategies to ensure that children with disabilities are not left behind during emergencies and climate-related shocks.

To foster resilience and inclusive learning environments, the project will provide preschool children, teachers, and communities with accessible information, learning materials, and resources that promote disability-inclusive disaster risk reduction (DiDRR). These efforts will support children and schools to better anticipate, prepare for, and respond to disasters while strengthening community resilience.

As part of its community-based and holistic approach, the project will establish School Inclusion Teams (SITs) comprising parents of children with disabilities, representatives of OPDs, teachers, and other key stakeholders. Working alongside School Education Committees, these teams will promote social-emotional learning, respect for diversity, gender equality, and disability inclusion. The SITs will support schools in adopting Universal Design for Learning (UDL) principles, contribute to the development of inclusive school improvement and infrastructure plans, and lead awareness campaigns aimed at preventing and reducing stigma, discrimination, and exclusion based on disability or gender.

Through these integrated interventions, the project seeks to create an enabling environment in which children with disabilities can access quality early learning opportunities, develop to their full potential, and build a foundation for lifelong learning, social inclusion, resilience, and well-being.

Save the Children through funding from Save the Children Italy to support Early learning interventions plans to improve the access to education for

Children with disabilities through (a) identification and screening/assessment of children with disabilities; (b) conducting community awareness raising and enrolment campaign; (c) provision of equipment, assistive devices and teaching materials to children with disabilities.

SCI plans the following:

- Screening/assessment for children with disabilities in Beledweyne ECE schools targeting all learners enrolled at the centers.
- Provision of equipment and assistive devices for children with disabilities in the supported ECE schools identified during the assessment.

2. Consultancy objective

The objective of the assignment is to gather information for decision-making and intervention in the following three areas:

- Assess and Screen children with disability across program target ECE schools in Beledweyne in 10 ECE schools supported by SC Italy.
- Provide in-depth information (Data) and needs stakeholders (parents/caregivers, SCI, CECs and MOE) to inform decisions such as the kind of equipment and the type of assistive technology devices needed to support the children to access education equally.
- Provide recommendations and ways forward to improve and support the access of educational opportunities for children with disabilities

3. Scope of Work

The consultant should consider the purpose of each assessment and gather initial information at the onset of the process. The following are some general considerations

- Identify and conduct screening of children with disabilities in 10 supported ECE schools in Beledweyne targeting children enrolled at the centres.
- Visit classrooms to gather information needed and identify different type of disabilities/developmental delay that children face
- Involve in the assessment, representatives of persons with disabilities in the area. parents, other family members, related service practitioners, and clarify what roles will these individuals assume (for example, facilitator, observer, assessor) are to play in the assessment

- Employ different methodologies, formal testing, observation, interview that suit best the child
- Prepare in-depth report the detail and provide information's needed to address challenges with recommendations of the type of context specific assistive devices, equipment and materials needed to be supported on each child and procure the devices.
- Identify and document skills or behaviours that are important to the child in his or her environment
- Document the adaptations which are necessary for the child to display optimal skills (for example, use of an alternative communication system, adaptive seating, assistive technology) including a basic environment assessment
- Make recommendation on how the assistive devices can be followed to ensure effectiveness after delivery and a community-based model of how to maintain the devices where possible.

4. Methodology

- The lead consultant will be required to engage experts that are able to provide detailed screening of children with disabilities
- The assessment methodologies will vary depending on the type of disability of the child

5. Deliverables

The following services and outputs are expected:

- Detailed technical & financial proposal
- Detailed work plan for undertaking the assessment.
- Assessment Report and Debrief on the Findings
- Workplan on the way forward
- **Reporting and coordination:** The consultants will report directly to the designated Early Childhood Education leads and will be required to maintain regular communication and provide updates on the progress of the assessment process.
- **Data management and confidentiality:** The consultants will be expected to follow strict protocols for data management and storage to ensure confidentiality and secure handling of collected stories and personal information.

TIME FRAME

- The consultancy work will last approximately **21 days**. The days will start by the date the contract is signed.

TERMS AND CONDITIONS

- **Consultancy fee:** The consultant will come up with his/her own rate which will be subject to negotiation within the bounds of donor requirements and set standards of SC in Somalia. The consultant is expected to estimate all relevant costs for the exercise while undertaking activities related to this assignment.

CODE OF CONDUCT

Save the Children's work is based on deeply held values and principles of child safeguarding, and it is essential that our commitment to children's rights and humanitarian principles is supported and demonstrated by all members of staff and other people working for and with Save the Children. Save the Children's Code of Conduct sets out the standards which all staff members must adhere to, and the consultant is bound to sign and abide to the Save the Children's Code of Conduct.

A contract will be signed by the consultant before commencement of the action. The contract will detail terms and conditions of service, and aspects on input and deliverables. The Consultant will be expected to treat as private and confidential any information disclosed to her/him or with which she/he may come into contact during her/his service. The Consultant will not therefore disclose the same or thereof to any third party or publish it in any paper without the prior written consent of Save the Children. Any sensitive information (particularly concerning individual children) should be treated as confidential.

An agreement with a consultant will be rendered void if Save the Children discovers any corrupt activities have taken place either during the sourcing, preparation, and implementation of the consultancy agreement.

Copyright and intellectual property:

In consideration of the fees paid, the consultant expressly assigns to Save the Children any copyright arising from the work the consultant produces while executing this contract. All information collected, the consultant will not use,

reproduce, or otherwise disseminate or authorize others to use, reproduce or disseminate such works without prior consent from Save the Children International Somalia.

ETHICS AND CHILD SAFEGUARDING

Consultants will collect children's information in an ethical manner making sure children and project beneficiaries include best practices for collecting information, using a non-judgmental tone, obtaining informed consent, participant privacy and confidentiality, and data security measures. The Consultant will focus on the ethical aspects of data collection and how to ensure the dignity and psychological safety of the children with disabilities, including gender sensitive, child-friendly and inclusive methods. A contract will be signed by the consultant before the commencement of the action. The contract will detail terms and conditions of service, aspects of inputs, and deliverables.

Application Procedure and Requirement

- Interested candidates in this position are expected to provide the following documentation:
- A technical proposal with a detailed response to the TOR, with a specific focus on the scope of work, methodology, and timelines, and how the participation of the parents of the children with disabilities in the assignment will be ensured.
- Detail work plan with timelines to be shared.
- Firm/company profile on handling the related assignment if the consultant is firm.
- Personal CVs for individual consultants highlighting qualifications and experience.
- Contact details of referees which shall be organizations for whom you have conducted for similar assignments.
- Financial proposal indicating consultancy fee and other costs related to the assignment
- Contracts or reports of at least two previously conducted similar assignments.

Supplier Sustainability Policy and the included mandatory policies: [Click Here to Access](#)

HOW TO APPLY:

Applications can be submitted by either:

Electronic Submission via ProSave (Recommended)

- Submit your response in accordance with the guidance provided in the below document:



Bidding on a
Sourcing Event.pptx

- Bidders are encouraged to apply via Ariba system. Please request the Ariba link via email sending your company profile and Business registration certificate/CV. Please address your request to apply via ProSave to css.logistics@savethechildren.org

Electronic Submission via Protected Email box (Optional)

- Email should be addressed to southcentral.supplychain@savethechildren.org
- 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 **“Assessment, Screening and providing intervention for Inclusive Educational wellbeing for children with disabilities in Beledweyne ECE schools for SC Italy project”**.

- – ‘Bidder Name’, ‘Date’.
- 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.

– Your bid must be received, no later than 23rd September 2026

– **Application Submission address:** indicating “” as the subject.

– Bids must remain valid and open for consideration for a period of no less than **3 weeks**