GLOBAL
CENTER ON
ADAPTATION

CFP1 – Call Template

Call for Partnership (CFP)

Youth Jobs & Entrepreneurship - SUPPORT TO THE AFDB SOMALIA – SKILLS FOR EMPLOYABILITY, INCLUSION AND PRODUCTIVITY (SEIP) PROJECT

CFP Ref.: CFP-0018

CLOSING DATE: 21 April 2025
CLOSING TIME: NOT LATER THAN 5pm, Central European Time (CET)

PPORPOSALS RECEIVED AFTER THE CLOSING DATE AND TIME SHALL NOT BE CONSIDERED.

GLOBAL CENTER ON ADAPTATION

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1. Background

1.1. Introduction to this Call for Partnership (CFP)

The Global Center on Adaptation (GCA) invites registered non-profit organizations (local and international non-government organizations, community based organizations, universities, companies limited by guarantee) to present proposals to support the AfDB Somalia - Skills For Employability, Inclusion and Productivity Project.

1.2. Introduction to the Global Center of Adaptation

The Global Center on Adaptation (GCA) is an international organization that works as a solutions broker to catalyze action and support for adaptation solutions, from the international to the local, in partnership with the public and private sector, to ensure we learn from each other and work together for a climate resilient future. Adapting to impacts of climate change provides a "win-win" for livelihoods, food security, water supply, health, security, and economic growth. The work of GCA elevates the visibility and political importance of climate adaptation and facilitates solutions, such as smarter investments, new technologies and better planning to become more resilient to climate related threats. GCA is a rapidly growing organization with offices in Abidjan, Beijing, Dhaka, Groningen, and Rotterdam.

GCA's ambitious 2020-2025 business plan and strategy have three pillars:

- Programs: Food Security; Using Nature for more resilient infrastructure; Water for Urban Growth and Resilience; Climate Finance; Youth Leadership.

- Knowledge: Building adaptation knowledge globally through cutting edge products such as the State and Trends in Adaptation Report and the Adaptation Knowledge Portal.

- Advocacy and Awareness: Formulating policy messages to move the global, regional, and local adaptation agendas forward.

2. Support Project

The GCA's Youth and Jobs program aims to mainstream adaptation jobs on the African continent by scaling-up youth innovation and supporting youth-led enterprises in climate adaptation and resilience with the goal of enhancing the entrepreneurial skills of 1 million youth and influencing $2 billion worth of projects by 2025. This is done through two strategic business lines:

1. Business Line 1: YouthADAPT Program in scaling up youth-led innovation in adaptation through enterprise strengthening:
   a. YouthADAPT Challenge.
   b. In-country YouthADAPT for Investment Projects.
2. Business Line 2: Institutionalizing adaptation curricula in Investment projects:
   a. Skills Development: Adaptation capacity building via embedding curricula in universities, vocational (TVET) centers and higher institutions.

Within the framework of the AAAP program and under business line 2, the GCA is offering technical assistance to the AfDB Somalia - Skills For Employability, Inclusion and Productivity Project.

The Skill, Employment, Inclusion, and Productivity (SEIP) Project, supported by the African Development Bank, is a transformative initiative aimed at enhancing employability and skills development in Somalia. Recognizing the critical role of technical and vocational education and training (TVET), the project focuses on strengthening the capacity of trainers and instructors.

In a fragmented TVET system, where existing curricula lack harmonization and quality assurance, the Ministry of Labour and Social Affairs (MoLSA) plays a crucial role. Mandated to coordinate all technical and vocational training programs, project activities, and provide policy direction, MoLSA acts as a watchdog for the quality of TVET programs across the country. Collaborating with federal line ministries, federal member states, the private sector, and international partners, MoLSA contributes to the socio-economic development of Somalia.

The SEIP project, spanning from 2023 to 2026, aims to improve the employability and productivity of Somali youth and women. By providing quality and demand-driven TVET and entrepreneurship development, the project supports inclusive growth. The focus lies in reviving the TVET sub-sector through IVTC center rehabilitation, training facilities enhancement, and institutional and sector governance capacity building. This effort will increase the pool of skilled youth workforce, enhance opportunities for employability, and promote self-employment. Additionally, the project aligns with climate-resilient fields, low carbon emission goals, and green growth.

3. Sub-Grant Project

One of the project's key objectives involves Curriculum Development, Harmonization, and Content Development. To achieve this objective, MoLSA collaborates with the SEIP project implementation unit (PIU) and seeks a partner organization.

3.1. Objective of the project:

The primary objective of this project is to:

1. Design and advance curricula that align with specific learning goals for the following subjects:
- Agriculture
  - Climate smart digital Farming (Greenhouses, IOT)
  - Advanced irrigation systems
  - Pest detection systems
  - Land preparation techniques: Soil health management (e.g., conservation tillage, cover crops)
  - Climate-resilient crops, fisheries and livestock practices
  - Climate smart and environmentally friendly farming techniques
  - Post-harvest management and value addition

- Water
  - Advanced irrigation systems
  - Boreholes
  - Watershed management
  - Rainwater harvesting
  - Water testing and treatment methods (filtration, purification)
- ICT
  - Web and App Development
  - Social Media Content Creation
  - Mobile applications for climate data collection and analysis
- Renewable Energy
  - Solar Energy
  - Clean cookstoves
  - Waste-to-energy systems
  - Smart grid systems and demand-side management
- Urban Infrastructure
  - Early warning systems and emergency preparedness
  - Public space management for climate resilience
  - Energy-efficient buildings and green architecture
  - Recycling and circular economy concepts
  - Flood and drought control infrastructure
  - Resilient housing design
- Construction
  - Pipe Fitting
  - Carpentry
  - Bricklaying
  - Domestic Electric Installation
  - Building for extreme weather conditions
  - Green roofing and walls
  - Eco-friendly building materials (e.g., bamboo, recycled materials)
  - Energy-efficient construction practices
- Marine & Blue Economy
  - Overfishing prevention and marine resource management
  - Marine protected areas and biodiversity conservation
  - Aquaculture and sustainable seafood production
  - Mangrove restoration and coral reef preservation
  - Coastal erosion control
  - Marine pollution control and plastic waste management
- Cross-Cutting Themes (across all sectors)
  - Entrepreneurship and Business Development Services: Develop business models and strategies for creating adaptation-focused enterprises.
  - Gender and Inclusion: Integrating women and marginalized groups in adaptation efforts.

2. Develop and harmonize curricula, fostering an environment where learners thrive, skills flourish, and employability soars.
3. Through collaborative efforts, we aim to create impactful learning experiences that resonate with the unique context of Somalia.
4. Conduct a thorough needs assessment to ensure alignment with industry standards and market demands.

Additionally, the partner organization should explore best practices from the region, continent, and the world, providing evidence-based recommendations on how the Government, through MoLSA, can support content development.

3.2. Project Outcomes & Outputs

The project aims to develop a standardized and comprehensive curriculum on climate change adaptation, ensuring it is harmonized and enriched with relevant content. This ensures alignment with industry needs, enhances knowledge transfer, and equips learners with the necessary skills to drive climate resilience and sustainable development.

The implementing partner will contribute to achieving the outputs detailed in the table below and must have the capacity to produce outputs in English and Somali.

Output 1	Needs Assessment and Gap Analysis
Sub-Output 1.1.	Review of the existing curricula, materials, and best practices in Somalia, the region, the selected benchmarking country(s) (Rwanda, Kenya, Uganda/Tanzania) as well as the SEIP project documents and reports to identify gaps and areas for improvement.
Sub-Output 1.2	Conduct thorough research on the skills development training programs and standards of TVET ecosystems in 2-3 countries in the region.
Sub-Output 1.3	Conduct comparative studies between the programs in these countries and Somalia.
Output 2	Curriculum Design and Harmonization
Sub-output 2.1	Develop clear learning objectives for each subject area, ensure alignment with national or regional educational standards, and harmonize content across subjects to promote interdisciplinary learning.
Sub-output 2.2	Design engaging and interactive learning activities and resources to enhance student engagement and comprehension.

Sub-output 2.3	Trainers and facilitators are equipped with the necessary skills and resources to effectively deliver the capacity-building program, in the TVET centers.
Output 3	**Monitoring and Evaluation**
Sub-output 3.1	A monitoring and evaluation system implemented in collaboration with MoISA and TVET centers to track the impact of the training and assess knowledge, skills, and real-world application.
Output 4	**Training Report developed,** documenting all training activities conducted, including participant details, session summaries, key learnings, challenges encountered, and recommendations for scaling the program.

3.3. Approach/Methodology

The implementation of this project will follow a collaborative and participatory approach, ensuring that all stakeholders actively contribute to strengthening climate adaptation and entrepreneurship development for youth in Somalia. The methodology is designed to integrate expertise, local knowledge, and institutional capacities to achieve sustainable outcomes.

Proposed Approach

1. **Needs Assessment and Gap Analysis:**

   o Conduct a desk review of the existing curricula, materials, and best practices in Somalia, the region, the selected benchmarking country(s) as well as the SEIP project documents and reports.

   o Identify existing curricula and assess their relevance and effectiveness.

   o Review existing curricula and training materials to identify gaps and areas for improvement in the current content.

   o Conduct a thorough needs assessment to understand requirements and expectations of FGS, FMS, Private Sectors, Development partners, Implementing agencies and service providers across the country.

   o Identify 2-3 countries in the region known for their robust TVET ecosystem and conduct thorough research on their skills development training programs and standards by collecting information on training contents, teaching methodology, delivery formats, duration of programs, target audiences, and outcomes of the programs.

   o Based on the selected countries in the region conduct comparative studies between the programs in these countries and Somalia, and identify elements of best practices that can align well with the objectives of the exercise that could be

considered useful to practice, and then determine how the best practices identified can be adapted and integrated into the new curriculum.

2. **Curriculum Design and Harmonization:**

   ο Develop clear learning objectives for each subject area.

   ο Ensure alignment with national or regional educational standards.

   ο Harmonize content across subjects to promote interdisciplinary learning.

   ο Design engaging and interactive learning activities and resources to enhance student engagement and comprehension.

3. **Content Creation and Enhancement:**

   ο Create engaging and interactive learning materials (e.g., lesson plans, presentations, videos, assessments).

   ο Leverage multimedia elements (videos, simulations, quizzes) to enhance student engagement.

   ο Develop a detailed outline and structure for new curricula, incorporating relevant topics, learning objectives, and assessment methods.

   ο Provide practical recommendations for integrating practical skills development into the curricula.

   ο Develop curricula that meets the needs of diverse learners and industry standards, based on the desk review and stakeholder consultations, and in alignment with the national TVET standards and qualifications framework, as well as the SEIP project objectives and outcomes.

4. **Stakeholder Engagement:**

   ο Collaborate with international partners, line ministers, and relevant stakeholders.

   ο Consult with educators, academia, subject matter experts, employers, social partners, including FGS and FMS MoLSA and line ministries, SEIP PIU team, TVET centers, TVET trainers and former learners, current students/learners, private sector representatives, and other development partners, to identify the needs, gaps, and opportunities for developing the curricula that respond to the needs of the industry.

5. **Quality Assurance and Review:**

   ο Establish quality control mechanisms for content development (including testing the curriculum among learners and fine tuning the content based on feedback and learning from the piloting).

   ο Conduct regular reviews and updates to ensure accuracy and relevance.

   ο Ensure curriculum is adaptable to different learning environments and audiences.

o Provide recommendations for the implementation and evaluation of the curriculum.

Proposed Methodology

The curriculum development process will involve the following steps:

1. **Information Gathering**:

   o Conduct a comprehensive desk review of existing curricula, research, and best practices related to curricula development.

   o Analyze the specific needs of learners in each subject area, considering their context and requirements.

2. **Designing Learning Outcomes**:

   o Define clear learning objectives for each topic within the curricula.

   o Specify the knowledge, skills, and competencies students should acquire.

   o Ensure alignment with national or regional educational standards.

3. **Creating Content**:

   o Develop detailed outlines and structures for the new curriculum, incorporating relevant topics.

   o Design engaging and interactive learning activities and resources, such as lesson plans, presentations, videos, and assessments.

   o Leverage multimedia elements (such as videos, simulations, and quizzes) to enhance student engagement.

4. **Review and Iteration**:

   o Seek feedback from educators, subject matter experts, and stakeholders throughout the curricula development process.

   o Revise and improve content based on input received during validation workshops and consultations and pilot lessons held with learners.

   o Employ iterative feedback loops to ensure continuous improvement.

5. **Benchmarking Research**:

   o Identify 2-3 countries in the region known for their robust curriculum development practices.

   o Conduct thorough research on their curricula design methodologies, teaching approaches, and learning outcomes.

   o Evaluate similarities and differences between these countries' practices and Somalia's context.

ο   Adapt and integrate best practices into the new curriculum.

6. **Adaptability and Recommendations**:

ο   Ensure that the developed curricula is adaptable to different learning environments and diverse audiences.

ο   Align the curricula with regional and national priorities and existing materials.

ο   Provide recommendations for effective implementation and evaluation of the curriculum.

7. **Stakeholder Engagement**:

ο   Conduct workshops for relevant stakeholders, including TVET institutions' management staff, to ensure effective utilization of the curricula and contents.

 The goal is to create a dynamic, relevant, and learner-centered curricula that equips students with essential skills for success in various fields.

4. Alignment with GCA Values and Commitment

- Demonstrated support of the core values of GCA and its commitment to climate action and adaptation;
- Active engagement in partnerships and initiatives with, inter alia, United Nations, intergovernmental, national, subnational, industry or sectoral, non-governmental and other related organizations in support of climate, environmental and/or social causes;
- Demonstrated support of the principles of sustainable development, including inclusion and social and environmental corporate responsibility;
- Compliance with recognized environmental and social standards.

5. Submission Guidelines

5.1. How to Apply

- Only **registered non-profit organizations (e.g., INGO, NGO, CBO, Universities, Company Limited by Guarantee)** are eligible to receive a sub-grant from GCA.
- The organizations responding to this call **must meet the minimum eligibility criteria** and demonstrate their capacity to **implement all the technical criteria.**
- Proposals and all supporting documents must be **submitted as a PDF**, no later **than 21 April 2025, 5 pm, Central European Time (CET)** to subgrants@gca.org and cc'd to gloria.gowal@gca.org.
- Proposals **must include**:
    - o   **Annex 1:** Completed Project Document (proposal template) addressing the details outlined in this call.
    - o   **Annex 2**: Completed Partner Information Document & minimum required documents.
    - o   **Annex 2a**: Budget and Financial Report Template.
- **Important to note:**
    - o   All registered non-profit organizations are encouraged to respond to this call and complete the templates in as much detail as possible.

- o Responses to **Annex 1** will be considered even if there is a lack of detail or if the form is incomplete.
- o Responses to **Annex 2** will be considered even if some details are lacking, if justified.
- o The template serves as a tool for interested organizations to showcase their technical expertise and experience in response to the call.
- o Organizations need only meet the minimum eligibility criteria to be considered.

- Proposals received **after the closing** date and time **will not be considered.** Organizations will be notified once a decision about the Sub-Grant is made.
- For all questions or requests for additional information contact gloria.gowal@gca.org The email subject heading should be clearly marked with the following information: **Somalia SEIP Project - Request for Information**
  - o If an interested organization has concerns about completing the templates, please reach out.
- Proposals and all supporting documents must be drafted **in English.**
- GCA reserves the right to decline disclosure of the specificity of decision derived by GCA mission due to reasons related to confidentiality.
- GCA reserves the right to accept or reject any submissions, and to annul the selection process and reject all submissions at any time, without thereby incurring any liability to the affected implementing partners.

5.2. Process Overview

- After the deadline, all submissions will undergo an evaluation process.
- The most suitable partner will be selected based on the evaluation outcomes.
- The selected partner will be contacted to conduct a due diligence assessment through in-depth meetings.

6. Selection Criteria & Evaluation

The evaluation's purpose is to assess the organization's eligibility, and the technical expertise of respondents. The evaluation consists of two sets of selection criteria:
  (1) **Minimum Eligibility Criteria**
  (2) **Technical Expertise**

The first section specifies the minimum eligibility criteria that an organization must meet to qualify for the call. This set of criteria is evaluated on a pass/fail basis. Only organizations that pass this initial assessment will proceed to the next stage.

The technical expertise is evaluated based on the relevance and depth of experience and expertise in relation to the criteria outlined in the call, specifically how well these align with achieving the expected results.

6.1. Selection Criteria

Name	Description	Score

EC	Minimum Eligibility Criteria	Pass/Fail
EC1	Evidence of registered not-for-profit entity status with a legal presence and registration.	
EC2	Must have experience in working with government institutions such as TVET institutions and centers, TVET trainers and learners, private sector representatives, and development partners.	
EC3	Experience in work in locations of interest to GCA (I.e., Africa, South Asia, Small Island Developing States).	
EC4	Established working presence in Somalia or East Africa.	
EC5	Demonstrated language proficiency in English and Somali. languages.	
EC6	Evidence of having successfully completed at least two similar projects.	
TC	**Technical Expertise** Relevance of experience and expertise to achieve expected outcomes and outputs.	**Max Score: 100**
TC1	A minimum of 10 years of proven experience in developing and delivering curricula and training programs, in climate change and adaptation for youth led enterprises preferably in Kenya, Rwanda, Tanzania, Uganda with a focus on climate change, adaptation and related thematic sectors and skills, preferably in TVET settings and in fragile and conflict-affected contexts.	**20**
TC2	Must demonstrate knowledge and expertise of the TVET system and governance, the Curricula development, and the socio-economic context of Somalia.	**10**
TC3	Team Leader should have a Master's degree in Curriculum and Instructional Design, Education, or related field (Ph.D. qualifications are value-added) - Minimum 10 years' experience in curriculum design, particularly in TVET or formal education.	**15**
TC4	Educational Technologist should have a Master's Degree in Educational Technology, instructional design, or related field - Minimum 5-7 years of experience in integrating technology into curriculum design.	**15**
TC5	Pedagogy Expert should have Master's Degree in Education, Pedagogy or related fields - Minimum 5-7 years in reaching and pedagogy with the focus of Vocational Education and Training.	**15**
TC6	Quality Assurance Assessment and Evaluation Expert should have Master's Degree in Educational assessment, measurement, quality assurance, or related field- Minimum 5-7 years of experience in knowledge of quality assurance standards in education.	**15**
TC7	Alignment with GCA values and experience • Alignment to GCA values & commitments • Experience with partnerships engagement	**10**
	Scoring for Criteria is based on maximum points. *Grading for each criterion under technical expertise will be* *conducted using the following scale:* *0 = not included, 2 = scarcely included, 4 insufficient, 6 good enough,*	

| | *8 good, 10 excellent to above expectations* | |

6.2. Exclusionary Criteria

GCA will not engage with any entity whose public image is severely compromised by past activity or advocacy in one of the categories below, or in other areas which may be deemed, at any given time, to reflect negatively on GCA.

Name	Description	Score
EXC	**Exclusionary Criteria**	Pass/Fail
EXC1	Systematic failure to demonstrate support of the core values of GCA and its commitment to climate action and adaptation.	
EXC2	The organization is not involved in illicit behavior, including organized crime, trafficking, corruption, terrorism or violations of internationally agreed sanctions.	

6.3. Evaluation

After assessing whether organizations meet the minimum eligibility criteria, the organization with the highest score in the technical evaluation **will be considered** for the sub-grant. The scoring allows GCA to identify the most suitable partner.

A preliminary capacity assessment will be conducted based on the information provided in **Annex 2.** This assessment aims to identify organizational and programmatic risks and **will not impact** the evaluation scoring or partner selection.

The insights gained from this assessment **will inform the comprehensive due diligence assessment that the selected partner will undergo.**

Annexes

Annex 1: Sub-Grant Project Document
To be downloaded from website

Annex 2: Partner Information Document
To be downloaded from website

Annex 2a: Budget & Financial Report Template
To be downloaded from website