



Terms of Reference (TOR)

Title	Curriculum Development (Specialized Leadership Curricula)
Duty Station	Kismayo, Somalia (with possible remote engagement)
Duration	3 months
Type	Consulting firm/experienced individual
Reporting to	Executive Director of National Leadership Academy (NLA) with a technical alignment to the Senior curriculum Advisor of NLA.

A. Background

The National Leadership Academy (NLA) is a semi-autonomous national institute mandated to develop a new generation of Somali leaders equipped with the skills, values, and competencies needed to advance national development and uphold high standards of public service. It was established to promote a peaceful, united, and prosperous Somalia, NLA promotes homegrown leadership solutions, and is headquartered in the coastal city of Kismayo, southern Somalia.

NLA seeks to address persistent gaps in leadership and governance, strengthen national capacity, promote ethical and accountable leadership, and foster inclusive participation across government, civil society, and the private sector.

In a country still recovering from decades of conflict, Somalia continues to face deep and complex governance challenges, including weak strategic planning, inconsistent decision-making, limited institutional capacity and the underrepresentation of women, youth, persons with disabilities, and marginalized groups in leadership and decision making roles. These challenges continue to weaken institutional performance and constrain the country's ability to deliver effective, accountable, and citizen-centered governance.

In response to these challenges, NLA is designed to provide structured leadership development pathways for entry-level, mid-career, and executive leaders. Through these programs the academy seeks to enhance strategic thinking, promote ethical and accountable leadership, and build the competencies required to navigate Somalia's evolving governance



landscape. As a national platform for leadership excellence, NLA ensures its training programs are relevant, evidence-based, and aligned with national priorities Somalia's national priorities as set out in the National Transformation Plan and Vision 2060, while also reflecting international development goals and global best practices.

B. Objective

The objective of this consultancy is to engage a highly qualified Curriculum Development Consulting Firm or a team of qualified experts to lead the design, review, standardization, and finalization of leadership training curricula for the National Leadership Academy (NLA). The consultancy will ensure that the curricula are fully aligned with Somalia's governance priorities such as Somalia high Education strategy and the National Transformation Plan, but also the national identity and values, institutional capacity needs, gender equality commitments, inclusive governance principles, and internationally recognized best practices in leadership development and public sector training.

This assignment will build upon the Comprehensive NLA Civil Service Leadership Competency and Skills Curriculum Mapping Framework, which has already been developed by the NLA and will be shared with the selected consulting firm as a foundational reference document. The consulting firm or experts will be expected to critically review this Framework, validate its structure and content, and translate it into a set of coherent, practical, and standardized curricula suitable for leadership development across different levels of public service.

The consultancy will support the development of curricula that are not only technically sound but also contextually relevant to Somalia's governance and institutional reform agenda. In doing so, the consultants will ensure that the curricula strengthen leadership competencies, promote ethical and accountable public service, and respond to the evolving needs of Somali institutions and society.

In addition, the finalization of the NLA curricula will require technical review, input, and formal endorsement from the Ministry of Education, through its Higher Education Commission, to ensure consistency with Somalia's national education framework and quality standards. The process will also involve further consultations with the National Civil Service Commission (NCSC) to ensure coherence with national civil service reform priorities, competency standards, and broader institutional requirements.



C. Scope of Work

The consulting firm will be responsible for designing and standardizing competency-based leadership training curricula for the National Leadership Academy (NLA). The scope of work includes the development of structured, contextually relevant, and internationally aligned curricula, as well as strengthening NLA's institutional capacity to deliver high-quality leadership training programs.

The consulting firm shall carry out the following tasks:

1. Develop a comprehensive curriculum framework covering three leadership pathways:
 - Emerging Leaders (university graduates and youth leaders)
 - Mid-Career Professionals (civil servants, private sector, and NGO leaders)
 - Senior Executives (ministers, directors, and traditional authorities)
2. Develop standardized, competency-based curricula aligned with:
 - National development priorities, including economic development, taxation, legal and regulatory systems, public sector modernization, digital transformation, and the integration of AI-enabled solutions
 - Somalia's governance context, identity, and societal values, complemented by relevant global best practices
 - Ethical leadership, integrity, and public accountability as foundational competencies across all training pathways
 - Conflict resolution, negotiation, and strategic decision-making, with emphasis on Somalia's institutional and socio-political realities
 - Public administration, financial management, and effective service delivery, ensuring alignment with government reform agendas
 - Climate resilience, sustainability, and entrepreneurship, supporting national adaptation, innovation, and economic diversification
 - Disaster preparedness and management, including risk reduction, emergency coordination, crisis leadership, and institutional response mechanisms relevant to Somalia's context



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- Gender-responsive leadership, inclusion, and equitable decision-making, ensuring all curricula promote women’s leadership, youth participation, and inclusive governance across institutions
3. Produce high-quality, gender-responsive and inclusive training modules with clearly defined learning objectives, learning outcomes, and structured delivery approaches.
 4. Develop assessment and evaluation tools to measure participants learning, including indicators that track gender inclusion, equitable participation, and inclusive leadership competencies.
 5. Ensure consistency, coherence, and quality across all curricula and training materials.
 6. Contextualize all content to reflect Somali institutional realities, cultural values, and governance challenges, and gender dynamics, ensuring materials promote inclusive governance and equitable leadership.
 7. Build the capacity of NLA to deliver and sustain leadership training programs through training-of-trainers and knowledge transfer.
 8. Support pilot delivery of selected modules and refine materials based on feedback.
 9. Define a clear competency progression and certification pathway^{[[[SEP]]]}Establish how learners move from one pathway or level to the next, including entry requirements, completion criteria, and certification standards.
 10. Integrate experiential and practical learning methods^{[[[SEP]]]}Include case studies, simulations, role plays, group projects, field visits, mentorship, and action-learning assignments to connect theory with real leadership challenges.
 11. Embed monitoring, feedback, and curriculum review mechanisms^{[[[SEP]]]}Put in place a system for periodic review and updating of the curriculum to reflect changing governance priorities, learner feedback, and emerging national needs.
 12. Align the curriculum with delivery modalities and accessibility needs^{[[[SEP]]]}Ensure the curriculum is suitable for in-person, blended, and digital delivery, and accessible to participants with diverse learning needs and geographic locations.
 13. Incorporate institutional ethics, anti-corruption, and public trust building^{[[[SEP]]]}While related to integrity, this can be stated separately to emphasize transparency, anti-corruption practices, and restoring citizen confidence in public institutions.
 14. Include leadership communication and public engagement skills^{[[[SEP]]]}Strengthen competencies in strategic communication, media engagement, stakeholder management, and citizen-facing communication.



15. Address change management and institutional reform leadership. Add content on leading organizational change, managing resistance, and sustaining reform in complex public institutions.

D. Deliverables and Completion Timeline

#	Deliverable	Submission Date (Weeks from Start)	Percentage of contract price
1	Deliverable 1 -Curriculum Framework: A comprehensive document outlining the structure, pathways, competencies, and progression of leadership programs.	Week 2	
2	Deliverable 2- Curricula for Three Leadership Pathways: Complete, competency-based curricula for Emerging Leaders, Mid-Career Professionals, and Senior Executives, including module sequencing and structure.	Week 4	
3	Deliverable 3- Training Modules A full set of standardized training modules (number to be agreed), each including: <ul style="list-style-type: none"> • Learning objectives and outcomes • Session plans • Facilitator guides • Participant learning materials • Practical exercises and case studies • Gender-responsive facilitation guidance • Inclusive case studies featuring women, youth, and marginalized groups 	Week 7	
4	Deliverable 4-Assessment and Evaluation Tools: <ul style="list-style-type: none"> • Pre- and post-training assessments • Competency evaluation tools • Module-level assessments 	Week 8	



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	<ul style="list-style-type: none"> Program evaluation framework 		
5	<p>Deliverable 5- Standardization and Quality Assurance Guidelines:</p> <ul style="list-style-type: none"> A document outlining standards for curriculum design, delivery, and quality control. 	Week 9	
6	<p>Deliverable 6- Localized Content:</p> <ul style="list-style-type: none"> Integration of Somali-specific case studies, including examples that highlight women’s leadership, inclusive governance practices, and gender-responsive institutional reforms. 	Week 10	
7	<p>Deliverable 7- Capacity Building Outputs:</p> <ul style="list-style-type: none"> At least two (2) Training of Trainers (ToT) workshops as capacity building Facilitator orientation materials Knowledge transfer report Training of Trainers (ToT) must include gender-responsive pedagogy and inclusive facilitation techniques. 	Week 11	
8	<p>Deliverable 8- Pilot Testing Report:</p> <ul style="list-style-type: none"> Documentation of pilot implementation, including findings, lessons learned, and recommendations. 	Week 12	
9	<p>Deliverable 9- Final Curriculum Package:</p> <ul style="list-style-type: none"> A complete set of finalized curriculum materials submitted in editable and digital formats, including all modules, tools, and guides. 	Week 12	
	Total		



Reporting Arrangements

- 1. Reporting Lines:** The consulting firm will work under the direct supervision of the Executive Director of National Leadership Academy (NLA). with secondary reporting to the Curriculum Development Specialist and the designated NLA Project Manager.
- 2. Progress Reporting:** The Consulting firm will maintain close communication with the supervisors through regular briefings and written progress updates; all deliverables are subject to review and approval by the Executive director of National Leadership Academy (NLA). and other designated personnel.

F. Duration of the Work

The assignment is for a total of 90 working days over a period of 3 months, from ---May 2026 to August 2026.

Educational Qualifications and REQUIRED EXPERIENCE:

The National Leadership Academy (NLA) seeks a consulting firm whose experts collectively form a team with competencies in leadership development, curriculum design, research, and gender equality. The required qualifications collectively cover a broad spectrum of competencies; therefore, consulting team is expected to meet these requirements jointly as a team, rather than individually.

- PhD/master's degree in social science studies or relevant fields from a reputed university with proven experience in:
- Curriculum Design & Leadership Training Experience: Proven experience (minimum 7 years) in curriculum design, leadership training, or institutional capacity development, including executive and professional education programs.
- Competency-Based Training Design: Experience in designing competency-based training programs for diverse target groups and leadership pathways (e.g., emerging leaders, mid-career professionals, senior executives).
- Training Needs Assessment (TNA) & Curriculum Development: Experience conducting training needs assessments and translating findings into structured, evidence-based curriculum frameworks.



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- **Research & Methodological Expertise:** In-depth knowledge and practical application of research methodologies and approaches relevant to leadership development and institutional reform.
- **Public Sector & Government Experience:** Proven track record of working with public sector institutions, government agencies, or national capacity-building programs.
- **Fragile and Developing Country Context Experience:** Experience delivering assignments in developing countries, preferably in fragile or post-conflict environments.
- **Experience integrating gender-responsive leadership competencies into curriculum design is an added advantage.**
- **Digital Education**

Core Skills

The consulting firm and its core team must demonstrate the following skills to ensure high-quality curriculum development and delivery:

- **Analytical and Research Skills:** Strong ability to conduct research, analyze data, and synthesize complex information into practical, competency-based curriculum content and actionable recommendations.
- **Ability to integrate gender analysis and inclusive governance considerations into curriculum content.**
- **Curriculum Design and Communication Skills:** Excellent written and verbal communication skills, with the ability to develop clear, structured curriculum documents, training materials, facilitator guides, and high-quality technical reports.
- **Ability to design gender-responsive and inclusive training materials.**
- **Quality Delivery and Time Management:** Proven ability to work under tight deadlines, manage multiple deliverables, and produce high-quality outputs in a dynamic and fast-paced environment.



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Language Requirements

- **English (Mandatory):** Fluency in English is required, with excellent drafting, reporting, and curriculum development writing skills.
- **Somali (Desirable):** Working knowledge of written and spoken Somali is an asset and will support effective contextualization, stakeholder engagement, and localization of training materials.

How to Apply

Interested consulting firms are required to submit the following for their proposed curriculum development team:

1. Updated CVs/Resumes of the core team, clearly highlighting relevant qualifications and experience.
2. A Technical Proposal outlining:
 - Understanding of the assignment
 - Proposed methodology and approach
 - Work plan and timeline
3. Financial Proposal indicating the total cost of the consultancy

Application Deadline: 11th June 2026

Submission email: Procurement@nla.so