



## INVITATION TO BID FOR CONSULTANCY

1	<b>Title of Consultancy</b>	<b>TERMS OF REFERENCES FOR BASELINE EVALUATION FOR SOM_GPE_EOI SOMALIA FEDERAL SYSTEM TRANSFORMATION GRANT_2024</b>
2	<b>SCI Contracting Office</b>	Save the Children Somalia Country Office
3	<b>Period of Consultancy</b>	The assignment will be 90 days inclusive of travel.
4	<b>Consultant type required</b>	Consultancy Firm.
5	<b>Responsibility for Logistics arrangements and Costs</b>	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	<b>Taxation Provisions</b>	The consultancy firm shall be responsible for all taxes arising from the consultancy in line with the local Tax regulations applicable at the SCI contracting office, Mogadishu.
7	<b>Travel requirements</b>	The consultancy firm will cover all travel costs (tickets) and arrange local travel to field sites.
8	<b>Security requirements</b>	The consultancy firm 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.
9	<b>Professional quality and Expertise</b>	<p>The following are minimum requirements for the Consultant Firm to be considered for carrying out the assignment.</p> <ul style="list-style-type: none"><li>• At least 5 years of experience in conducting similar work (experience on evaluating projects is mandatory). SC-Somalia is interested to verify related assignments conducted in the past 2 years.</li><li>• Demonstrated experience and good track record of working with Government, INGOs and UN in Somalia in education sector.</li><li>• The firm should be registered in Somalia (Valid Tax compliance certificate from FGS Ministry of Finance and Commercial licence from the FGS Ministry of commerce).</li><li>• Technical team who are visiting the field for purpose of data collection should be Somali natives and familiar with the context and fluent in the Somali language.</li><li>• should have a strong capacity in data management, statistics, analytical skill and report writing skills.</li><li>• Fluency in English (both written and spoken)</li></ul>



		<ul style="list-style-type: none"> <li>• Considerable track record and proven experience in quantitative and qualitative methods.</li> <li>• Experience with disaggregated data including disability, geography, sex, age, grade, and school locality.</li> <li>• Experience in Inclusive education is desirable.</li> <li>• Updated CVs for the following key staff including relevant work experience and qualifications:             <ul style="list-style-type: none"> <li>○ Evaluation Team Leader</li> <li>○ Education Experts</li> <li>○ Research Experts/specilists</li> <li>○ Data Analyst</li> </ul> </li> </ul>
<b>KEY PROFESSIONAL STAFF REQUIREMENT</b>		
	<b>Description</b>	<b>Minimum Qualification and professional experience</b>
	<p><b>Team leader</b></p> <p>Responsible for guiding the entire evaluation process.</p>	<ul style="list-style-type: none"> <li>• A minimum of a Master's degree in a relevant field such as Education, training and education or child/women protection, Social Sciences, Development Studies, or a related discipline.</li> <li>• At least 5 years of proven experience in leading multinational teams for project evaluations, particularly in fragile environments</li> <li>• Strong skills in obtaining feedback from stakeholders and facilitating meetings.</li> <li>• Excellent analytical and report-writing skills.</li> <li>• Proficiency in data collection and analysis methodologies.</li> <li>• Strong communication skills, both written and verbal, in English. Knowledge of the local language can be an advantage.</li> <li>• Experience in synthesizing findings and writing comprehensive reports.</li> <li>• Ability to adhere to international quality control standards and procedures.</li> </ul>
	<p><b>Education Expert:</b></p> <p>Responsible for concentrate on educational contexts, working closely with schools and communities to improve educational outcomes and project indicator</p>	<ul style="list-style-type: none"> <li>• A minimum of a Master's degree in Education, Social Sciences, Development studies, or a related field. A PhD degree is often preferred</li> <li>• Minimum of 5 years' experience in education field experience or knowledge of international education assessment standards and practices, as well as a solid grasp of Somali's educational assessment context.</li> <li>• Proven experience in conducting baseline studies and using various data collection and analysis methods.</li> <li>• Strong analytical and report-writing skills.</li> <li>• Excellent communication and interpersonal skills to engage with diverse stakeholders</li> </ul>



	<p><b>Research Expert:</b></p> <p>broader research methodologies across various fields, ensuring scientific rigor and comprehensive analysis. designing a comprehensive evaluation framework, collecting and analyzing data through various methods, and preparing detailed reports with actionable recommendations.</p>	<ul style="list-style-type: none"> <li>• Should have a minimum of 5 years' experience in research or data collection, preferably in the education sector.</li> <li>• Must be familiar with quantitative and qualitative research methodologies.</li> <li>• A master's degree in social sciences, education, Research and Statistics or a related field is required.</li> <li>• Fluency in Somali and English is essential.</li> <li>• Proficiency in statistical software and data analysis tools such STATA/R and tools is desirable.</li> <li>• Certifications in monitoring and evaluation or project management can be advantageous</li> <li>• Experience in conducting baseline studies and using various data collection and analysis methods.</li> <li>• Strong analytical and report-writing skills.</li> <li>• Excellent communication and interpersonal skills to engage with diverse stakeholders.</li> </ul>
	<p><b>Data Analyst</b></p> <p>crucial in transforming raw data into actionable insights starting collecting data from various sources, ensuring its accuracy and completeness. Cleaning, analyze the data using statistical methods and tools, identifying trends, patterns, and key findings. interpret these results, concise reports and visualizations for stakeholders.</p>	<ul style="list-style-type: none"> <li>• A minimum of a master's degree in a relevant field such as Education, Statistics, Mathematics, Computer Science, or a related discipline</li> <li>• At least 5 years of experience in data analysis, preferably within the context of monitoring and evaluation or baseline studies.</li> <li>• Proven experience with data collection, cleaning, and analysis techniques.</li> <li>• Proficiency in statistical software and data analysis tools such as STATA, or R, and Nvivo also data collection tools and software such Kobo collect.</li> <li>• Strong analytical and problem-solving skills.</li> <li>• Excellent communication skills to present findings clearly and effectively.</li> <li>• Certifications in data analysis or related fields can be advantageous</li> </ul>


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

	<b>Essential Criteria</b>	<b>Maximum Score</b>
1	A cover letter introducing the company, outlining their technical expertise and interest for the assignment as well as their availability and commitment. (5 marks max).	<b>5 marks</b>
2	Upadted Company Profile	<b>5 Marks</b>
3	Valid certificate of registration from Federal Ministry of Commerce	<b>Essentail-Pass/Fail</b>
4	Valid Tax compliance certificate from FGS Ministry of Finance	<b>Essentail-Pass/Fail</b>



<b>Capability Criteria (Technical Evaluation):</b>		
5	<p>Detailed technical proposal with clear methodology of how the consultant intends to conduct approach to developing technical proposal documents and detailed work plan with clear milestones, methodologies, data analyses, and interpretation, reports, including software to be used for analysis. This to be evaluated based on:</p> <p>(a) Overall quality, clarity, organization and relevance of the technical proposal document – (20 marks max.)</p> <p>(b) The level of work plan detail and how it is related to the proposed methodology - (10 marks max.).</p>	<b>30 marks</b>
6	<p>Experience in conducting similar education evaluations specifically on GER, GPI and learning outcome for early grade learners (measuring literacy and numeracy using EGRA and EGMA assessment tools) and education frameworks, policy and financial institution, teaching approach assessment and its inter linkage to learning outcomes</p> <p>This to be evaluated based on:</p> <p>a) Prior experience in conducting similar evaluations for integrated projects (Education) - (5 marks)</p> <p>b) CVs for the proposed technical team detailing qualifications and experience for each (5 marks)</p> <p>c) Proven track record in conducting baseline evaluations, particularly in the education sector. (5 marks)</p> <p>d) Proficiency in using assessment tools like EGRA (Early Grade Reading Assessment) and EGMA (Early Grade Mathematics Assessment) (5 marks)</p> <p>e) Strong analytical skills and proficiency in statistical software and data analysis tools (5 marks)</p> <p>f) Ability to engage effectively with a wide range of stakeholders, including educators, policymakers, and community members. (5 marks)</p>	<b>30 marks</b>
7	Two Copies of the previous similar reports relevant with the subject matter. (10 marks – with each similar report being awarded 5	<b>10 marks</b>
<b>Commercial Criteria (Financial Evaluation):</b>		
8	Detailed financial proposal with budget breakdown including all expenses, fees, and taxes.	<b>20 marks</b>
<b>Total</b>		<b>100 marks</b>
<p><b>Note:</b> For the technical analysis, a company must score 60% and above on the capability to be considered in the next evaluation process and the ultimate decision will be based on interview performance.</p>		



11	<b>Application Procedure</b>	<ul style="list-style-type: none"><li>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.</li></ul> <p>Applications can be submitted by either:</p> <p><b>Electronic Submission via ProSave (Recommended)</b></p> <p>➤ Submit your response in accordance with the guidance provided in the below document:</p> <p> Bidding on a Sourcing Event.pptx</p> <ul style="list-style-type: none"><li>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 Ariba link request to <a href="mailto:css.logistics@savethechildren.org">css.logistics@savethechildren.org</a></li></ul> <p><b>Electronic Submission via Protected Email box (Optional)</b></p> <ul style="list-style-type: none"><li>Email should be addressed to <a href="mailto:Somalia.sstenderbox1@savethechildren.org">Somalia.sstenderbox1@savethechildren.org</a></li><li>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.</li><li>The subject of the email should be <b>Baseline Evaluation for SOM_GPE_EOI Somalia Federal System Transformation_2024 - Somalia</b></li><li>All attached documents should be clearly labelled so it is clear to understand what each file relates to.</li><li>Emails should not exceed 15mb – if the file sizes are large, please split the submission into two emails.</li></ul>
12	<b>Closing date for Applications</b>	Interested consultants shall submit their applications through the above procedures <b>on or before 25<sup>th</sup> August 2024.</b>



## TERMS OF REFERENCES FOR Baseline Evaluation for SOM\_GPE\_EOI Somalia Federal System Transformation Grant\_2024

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### 1. INTRODUCTION

Save the Children, a leading global organization dedicated to children's welfare, has been active in Somalia since 1951. Their efforts focus on providing humanitarian aid and development programs to support vulnerable children and their families. Their work covers various sectors such as education, child protection, health and nutrition, food security and livelihoods, and water, sanitation, and hygiene. At the beginning of a new project, Save the Children will conduct a baseline assessment with local stakeholders. This assessment will measure the initial status of project indicators and key elements, serving as a benchmark for future progress. The baseline report will be crucial for monitoring and guiding the project's implementation over its three-year duration.

#### 1.1. Education Context:

**Education Structure:** The Somali education system is a blend of centralized and decentralized functions, involving multiple stakeholders at various levels. The Federal Government of Somalia's Ministry of Education, Culture, and Higher Education (FGS MOECHE) oversees the sector, providing overall guidance and administration. At the Federal Member State (FMS) level, state ministries of education manage the sector, with Regional Education Officers (REOs) handling regional responsibilities and District Education Officers (DEOs) managing district-level education. In 2016, the FGS MOECHE and FMS ministries signed a Cooperation Framework and Memorandum of Understanding to facilitate collaboration. This was further strengthened in 2019 with a Communique that outlined the FMS ministries' responsibilities for financing state-level education activities, running schools, and managing teachers and other school personnel. The education sector in Somalia is managed by public, community, and private entities, leading to a fragmented system with varying quality standards. Non-state actors are the primary providers of education, accounting for 90% of the provision. As of 2020, only 10% of primary students were enrolled in public schools, where the government covers all costs.

**Educational Framework:** The legal framework and key policy documents guiding the education sector include the national Curriculum Framework (2017), the General Education Act (2021), the National Education Policy (2020), the National Teacher Policy (2021), the Private Education Policy (2020), the Gender in Education Policy (2020), and the National Policy on Special Educational Needs, Disability, and Inclusive Education (SEND & IE, 2020), and the Accelerated Basic Education Policy and Curriculum Framework (2021). The education sector also operates within the wider government legislative framework that includes the National Public Procurement Act, Concessions and Disposal Act, the Public Financial Management Act and the national Civil Service Law.

**Education Access and Quality:** According to the 2022 EMIS data, 746,483 students were enrolled in primary education across the FMS (Puntland, Jubaland, Southwest, Hirshabelle, Banadir), representing a Gross Enrolment Rate (GER) of 32%. Enrolment is typically concentrated in urban areas and the largest barriers to access, and retention includes the lack of capacity of the educational system to serve the number of potential students, and insufficient family resources to cover school fees and manage family subsistence without tapping into coping behaviors that undermine school attendance – such as child labor, early marriage, and family



relocation. Girls face additional barriers with 43% of girls never having access to school compared to 32% of boys, and 15% of girls dropping out of school compared to 13% of boys. The limited availability of qualified teachers and their uneven distribution across the country are key barriers to equitable access and quality of education. According to the 2022 EMIS data there are around 17,675 primary teachers across the FMS (Puntland, Banadir, Hirshabelle, Jubaland, Southwest, Galmudug, Banadir) and only 1 in 3 teachers in primary schools is considered qualified<sup>10</sup>. Female teachers only make up 14% of primary teachers.

## 1.2. Background of Global Partnership for Education (GPE) System Transformation Grant (STG) Program

The Federal Government of Somalia, through the Ministry of Education, Culture, and Higher Education, has secured funding from the Global Partnership for Education (GPE). Save the Children International is managing the GPE-funded System Transformation Grant (STG), which aims to support the government's priority reforms outlined in the 2023 Partnership Compact and the Education Sector Strategic Plan (2022-2026). The three-year STG grant focuses on improving equitable access to quality and inclusive education in both rural and urban areas, with a special emphasis on gender and social inclusion. The grant aims to benefit 240,700 children through various initiatives. One key objective is to strengthen the teaching workforce by adding 3,000 new teachers, increasing the teaching staff by 16%, and enhancing teacher qualifications by training 6,000 educators, thereby raising the ratio of qualified teachers to 58%. The program also aims to increase the proportion of female primary teachers by 20%. Another goal is to improve student academic achievements, targeting a 65% score in the EGRA assessment for third graders and a 90% primary school completion rate in targeted schools. These improvements will be supported by strong community and education authority engagement to ensure sustainability. Recognizing the significant role of households in education, the STG will foster collaboration between schools and local communities, encouraging greater investment in educational activities. The program also plans to establish a National Education Fund with the Ministry of Education, Culture, and Higher Education (MOECHE) to attract contributions from the local private sector and diaspora, boosting domestic financing. Additionally, the program aims to implement an effective education financing framework with accountability and transparency, improve teacher management through the National Teachers Policy, and strengthen the Somali government's capacity to deliver education services efficiently.

The overall program beneficiaries' targets include:

- 240,700 children – of which 87% are out of school; 50% are girls; 6% are children with disabilities (208,700 out of school; 120,350 girls; 14,500 children with disabilities).
- 6,000 teachers (of which 3,000 are new teachers and 3,000 are existing teachers in the system).
- Approximately 1,400 Community Education Committees (CECs) members.
- Approximately 45 government officials (DEOs, REOs, MOECHE, FMS MOEs staff).

## 1.3. Program Objective/Components

The overall objective of the program is to enhance equitable access to quality and inclusive education in rural and urban areas. This will be achieved through three outcomes:

- **Outcome 1:** Equitably increased primary gross enrolment rate.
- **Outcome 2:** Equitably improved literacy and numeracy and completion rates.
- **Outcome 3:** Strong regulatory and financing framework.



#### 1.4. Program Participants

The program aims to significantly enhance the quality of education for 240,700 children through various interventions. Key targets include:

- Introducing 3,000 new teachers, resulting in a 16% increase in teaching staff.
- Enhancing teacher qualifications by adding 6,000 trained educators, raising the ratio of qualified teachers to 58%.
- Boosting the proportion of primary female teachers by 20%.
- Improving student academic achievements, aiming for a 65% score in the EGRA/EGMA assessment among third graders.
- Elevating the primary school completion rate to 90% in targeted schools.

#### 1.5. Baseline Purpose

A baseline assessment will be completed at the start of the project, with local stakeholders, to measure the status of all indicators and to understand the starting point of key elements of the work against which later progress will be measured. This will enable project indicators at output and objective/outcome level to be measured and tracked.

## 2. OBJECTIVES

### 2.1. General Objective:

To establish a foundational understanding of the current state of the education sector in Somalia, identifying key areas for intervention and setting benchmarks for the System Transformation Grant (STG) program to enhance equitable access to quality and inclusive education.

### 2.2. Specific Objectives:

- Establish a comprehensive baseline for assessing the current state of equitable access to quality and inclusive education in rural and urban areas.
- Determine the current Gross Enrollment Rate (GER) of primary education, disaggregated by sex, locality (IDP, urban, rural), and disability status
- Measure the current Gender Parity Index for primary education
- Quantify the number of learners currently enrolled or retained in education through existing program support
- Assess the mean score of grade 3 students in Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA)
- Determine the current primary survival rate and completion rate
- Evaluate the percentage of teachers currently using effective teaching approaches
- Measure the current level of domestic financing for education as a percentage of the national budget
- Quantify the number of guidelines and agreements related to education that have been developed and implemented
- Assess the percentage of students passing summative competency tests (grade 8 examination)
- Identify key opportunities and challenges which may affect the implementation of the proposed activities.
- Provide recommendations to inform and refine STG program strategies
- Determine baseline values for applicable indicators.





The primary aim of this assessment is to meticulously evaluate the following key indicators of the project. These indicators are crucial in understanding the impact and progress of the GPE STG initiative within the educational landscape.

Objectives	Indicators	Disaggregation
<b>Goal:</b>	Enhance equitable access to quality and inclusive education in rural and urban areas by addressing supply and demand barriers	
<b>Outcome 1: Equitably increased primary gross enrolment rate</b>	GER of primary education increased.	Sex, locality (IDP, urban, rural), disability status
	Gender Parity Index for primary education.	
	Number of learners enrolled or retained in education through program support.	
<b>Outcome 2: Equitably improved literacy and numeracy and completion rates</b>	Mean score of grade 3 students in EGRA.	Sex, locality (IDP, urban, rural), disability status
	Primary survival rate.	
	% of teachers using effective teaching approaches	
<b>Outcome 3: Strong regulatory and financing framework</b>	% increase in domestic financing	Sex, locality (IDP, urban, rural), disability status
	# of guidelines and agreements developed and implemented	
	Percent of students passing summative competency test (grade 8 examination)	

### 2.3. Baseline Evaluation Questions

The baseline evaluation will address the following key questions, which are aligned with the program's indicators:

#### **Outcome 1: Equitably increased primary gross enrolment rate**

- What is the current Gross Enrollment Rate (GER) of primary education, disaggregated by sex, locality (IDP, urban, rural), and disability status?
- What is the current Gender Parity Index for primary education disaggregated by sex, locality (IDP, urban, rural), and disability status?
- How many learners are currently enrolled or retained in education through existing program support disaggregated by sex, locality (IDP, urban, rural), and disability status?
- What are the main reasons for children being out of school, disaggregated by gender, location, and disability status?
- What are the key factors influencing access to education? To what extent do the proposed activities and outputs under Outcome 1 contribute to addressing those?

#### **Outcome 2: Equitably improved literacy and numeracy and completion rates**

- What is the mean score of grade 3 students in Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA), disaggregated by sex, locality, and disability status?
- What is the current primary survival rate, disaggregated by sex, locality, and disability status?
- What percentage of teachers are currently using effective teaching approaches, disaggregated by sex and locality?
- What are the key factors influencing learning outcomes? To what extent do the proposed activities and outputs under Outcome 2 contribute to addressing those?
- What is the current student-teacher ratio in primary schools, disaggregated by region and school type?



- What percentage of primary school teachers are currently qualified? What is the gender breakdown of qualified teachers?

**Outcome 3: Strong regulatory and financing framework**

- What is the current level of domestic financing for education as a percentage of the national budget?
- How many guidelines and agreements related to education have been developed and implemented? What types of guidelines exist?
- Does a financing framework for education currently exist?
- Does a national pooled education fund currently exist?
- How many MOECHE and FMS MOEs staff are currently trained on teacher policy?
- How many Teacher Training Institutes (TTIs) currently exist?
- What percentage of students are passing summative competency tests (grade 8 examination), disaggregated by sex, locality, and disability status?
- How many National Learning Assessments (EGRA and EGMA) have been conducted in the past year?
- To what extent are the STG's Theory of Change and proposed activities accurately reflecting system capacity needs? Which revisions could contribute to increased effectiveness?
- Which are the critical bottlenecks for efficient implementation of the STG's proposed activities by the MOECHE/ FMS MOEs? What are the key recommendations to address those?

**2.4. Scope of the consultancy**

The scope of the consultancy for the baseline study of the GPE-funded STG project in Somalia encompasses a comprehensive evaluation of the educational landscape across multiple regions. This baseline study will be conducted in Banadir, Jubbaland, Hirshabelle, Galmudug, and the Southwest State of Somalia, reflecting the geographical spread of the programs' impact. Below are the specific locations for baseline evaluation.

No	State	# of Schools
1	Benadir	41
2	Galmudug	77
3	Hirshabelle	51
4	Jubaland	74
5	Southwest	138
	Grand Total	381

**3. TECHNICAL APPROACH AND METHODOLOGY**

The consultant's methodology for the baseline assessment of the GPE STG project is a harmonious blend of qualitative and quantitative data collection techniques, ensuring a robust and comprehensive understanding of the educational landscape. This approach will be grounded in a meticulous desk review of project documents and pertinent literature, including governmental and other relevant reports. The consultant is expected to possess an in-depth comprehension of the Terms of Reference (ToR) to propose and execute a data collection strategy that resonates with the project's goals. It is imperative for the consultant to justify the chosen methodology and elucidate the preferences therein. Employing specific tools like the EGRA and EGMA tests is essential for evaluating literacy and numeracy skills among third-grade learners, addressing particular indicators.



The overarching goal of the project is to enhance equitable access to quality and inclusive education by overcoming barriers to supply and demand. The consultant will focus on key outcome indicators such as the increase in the gross enrolment rate (GER) for primary education, the Gender Parity Index, and the enrolment and retention of learners through program support. Additionally, the improvement in literacy and numeracy, as well as completion rates, will be gauged through the mean scores of third graders in EGRA and the primary survival rate. A strong regulatory and financing framework will be indicated by an increase in domestic financing and the development and implementation of guidelines and agreements.

The consultant's role is to conduct a thorough assessment of the school system, capturing essential data across various dimensions such as General School Information, Enrollment Information, School Infrastructure. The assessment will also delve into the demographics, qualifications, training, and student-teacher ratios of School Teachers, as well as the effectiveness of Community Education Committees (CEC). Addressing the challenge of Out-of-School Children will involve exploring the reasons behind non-enrollment and the effectiveness of government policies. This baseline assessment is pivotal in crafting strategic plans for educational improvement, emphasizing the critical variables that will guide efforts to enhance the quality and reach of education. Additionally, the consultant will collaborate closely with the Save the Children technical team, following their guidance and instructions throughout the project.

As Save the Children is a child rights organization, therefore consultant should make sure that girls and boys are being consulted by using child-friendly and gender-sensitive methodologies; special attention will be put into ensuring that boys, girls, women, and people with disabilities (both adults and children) able to participate in a safe manner. Everybody's participation will be voluntary, meaningful, safe, and inclusive. The consultant is also expected to ensure that alternative communication methods eg Sign language translations are used where necessary. Also, reasonable accommodation methods to be employed when conducting assessments (Eg: EGRA/EGMA)

#### **4. CONSULTANT ROLE AND EXPECTING DELIVERABLES.**

The consultant is expected to perform through 5 phases – preparation, inception, research, reporting, and follow-up and dissemination. Some key activities during these phases include the development of research tools, document review, data collection, analysis/interpretation, report writing, and presentation to key stakeholders. The key deliverables of the assignment will be as below:

##### **4.1. Inception report:**

The consultant is expected to produce an inception report detailing the following:

- A detailed methodology for the review including the tools to be used in the review
- The consultant is expected to calculate the sample size for different sectors and outcomes to be assessed (both cluster level and individual sample size) Data collection, cleaning, analysis, and reporting.
- The proposed team members and a description of their respective roles
- A complete work plan for the entire review period Submit a detailed work plan as part of the inception report and updated data collection plan following training of enumerators. The work



plan should include plans/framework for data collection, data entry, data cleaning, transcription, and translation.

- A proposal for the final report layout.
- Submit a comprehensive risk management plan highlighting all reasonable measures to mitigate any potential risk to the delivery of the required outputs for this baseline.
- Submit a quality assurance plan that sets out the systems and processes for quality assuring the research process and deliverables from start to finish of the project.
- Translate data collection tools and training protocols from English to Somali. Note that back translation will be required for accuracy.
- Develop electronic versions of all relevant data collection tools. The consultant is responsible for ensuring the accuracy of the e-tools, including but not limited to correct skip patterns, translations, and response options matching the approved tools.
- Pilot the tools (except for learning assessment tool) in the respective target region/states, track changes and submit revised tools for approval.
- Prepare all resources and related supplies for data collection, including mobile phones/ tablets with e-versions of the tools uploaded into a platform of choice.
- Undertake data collection in the field following the approach outlined in the approved inception report.
- Upload datasets completed by the team daily for verification by SCI's technical team.
- Conduct qualitative data entry and coding.
- Conduct all necessary data quality and ethical control measures.
- Analyse the data as per agreed upon data analysis framework.

#### **4.2. Draft report**

The consultant is anticipated to generate the first draft report by the end of data collection and analysis after the inception of the assignment. This draft report will be presented and discussed with key stakeholders including the project teams, and technical specialists. Incorporate technical feedback received from SCI, MOECHE and relevant stakeholders and provide revised final versions of all three documents for final approval.

Provide a complete set of physical and electronic data collection documents, filed, and organized as per guidelines provided by the SCI, upon completion of data collection and entry. This includes but is not limited to complete datasets (anonymized and non-anonymized versions), script and analysis files; datasets used for analysis; transcribed and translated versions of FGDs and KIIs; filled surveys, questionnaires, FGD/ interview notes, daily survey logs; voice files (for electronic qualitative data collection),

#### **4.3. Final Report**

The final report shall be submitted within the time frame after addressing comments on the draft report. This report will be a detailed report covering items outlined in the scope of the TOR with special attention to main findings and conclusions, possible challenges and mitigations, gaps, and recommendations:

- Prepare a PowerPoint presentation, summarizing the key findings from the baseline survey in a design layout, and submit together with the final report. The consultant will also make a presentation of the key findings through a validation meeting and collect comments from the different stakeholders to justify our address. The consultant should also share photos with



GPS coordinates from the assessed location, analysis, and raw data (KII and FGD should be scripted by the consultant for future use).

- Complete set of files, hard copies of surveys, audio/ image/ video files and daily data collection reports/ data collection logs signed by enumerators and field supervisors.
- Complete transcriptions of qualitative data both in Somali and English.
- Clean data sets, to be reviewed and approved by SCI (data quality verified and accepted by SCI). 100% of the planned data is included and the final version of the database should not include any typos, out of range responses for any variable and/or illogical responses.
- Analysis and script files.
- Final report, based on the agreed-upon analysis framework. The methodological section should include a discussion of data collection challenges and limitations, including a summary of data collection activities and the timeline of data collection, a number of total surveys collected and the number of refusals to participate for each location, as well as detailed data collection log per region/state.
- Final reader friendly summary report.
- Factsheet report.

#### **4.4. Save the children role**

- Save the children will provide the following support to the successful consultancy firm/individuals:
- Project documents including detailed project implementation plan, Log frame, and proposal.
- Provision of target locations and lists of projects supported schools.
- Link the Consultant to the relevant stakeholders.
- Other relevant documents.'

#### **4.5. Reporting**

The consultant will maintain daily contact with the SCI team assigned to manage the monitoring activities. The collected data will be analyzed on a daily basis by the consultant and given feedback to the teams.

#### **4.6. Data Quality Assurance**

Quality assurance plan: bidders are required to submit a quality assurance plan that sets out the systems and processes for quality assuring the research process and deliverables from start to finish of the project. This plan should include the proposed approaches to:

- Piloting of all baseline study tools (with the exception of learning assessment tools).
- Training of enumerators in conducting the mixed-methods primary research, including in research ethics; adherence to sampling guidelines; consistency and completeness of tools; and qualitative probing.
- Use of electronic data collection tools whenever possible, allowing for overnight checks of data quality and timely resolution of issues.
- Logistical and management planning.
- Fieldwork protocols and data verification including back-checking and quality control by supervisors.
- Verification of data validity (considering the limited accessibility of locations).
- Data cleaning.



#### **4.7. Data Analysis**

An in-depth approach to data analysis is required. The statistical analysis of the quantitative component is expected to identify factors influencing project outcomes, thus establishing relationships between different variables and the outcomes of interest, as well as validating or challenging assumptions about the current status of access and school structures in the federal states. It is expected that qualitative data will be analysed using emerging codes, thus allowing for identification of unanticipated factors/ patterns. Extensive triangulation of qualitative and quantitative data will be required for validation of results and in-depth understanding of the effects observed. Findings should be disaggregated at multiple levels, including but not limited to gender, disability, location/regional states, type of school, IDP/non-IDP condition and where relevant, most prevalent community livelihood (such as pastoralism, agro-pastoralism, agriculture).

#### **4.8. Risk and Risk Management**

The consultant must submit a comprehensive risk management plan covering assumptions, potential risks, mitigation strategies, and specific child protection measures.

#### **4.9. Time Frame**

The consultancy work will last approximately 90 days including induction and travel days. The days will start by the date the contract is signed.

### **5. 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, including costs for data collectors, vehicle rent, venue, stationary, standardization test and accommodation while undertaking activities related to this assignment.

#### **5.1. 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 to which all staff members must adhere, and the consultant is bound to sign and abide by the Save the Children's Code of Conduct.

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. 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 any particulars 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.



## 5.2. Ethics And Child Safeguarding

The consultant is obliged to conduct the research in an ethical manner, making sure children are safe at all times. The consultant should seek the views of various stakeholders, including children. Efforts should be made to make the research process child-centered and sensitive to gender and inclusion. The consultant must respect the rights and dignity of participants as well as comply with relevant ethical standards and SC's Child Safeguarding Policy and Code of Conduct. The research must ensure voluntary, safe, and non-discriminatory participation and a process of free and un-coerced consent. The informed consent of each person (including children) participating in data collection should be documented. To prevent further discrimination the Consultant will avoid using defamatory words that could be used by the community to refer to vulnerable or marginalized children.

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.

The baseline approach must consider the safety and well-being of participants, especially children, at all stages of the process. The consultant will need to demonstrate how they have considered the protection of children and vulnerable individuals through the different data collection stages, including recruitment and training of research staff, data collection, data analysis and storage, and report writing.

## 5.3. Data Proprietary:

The baseline data is the property of save the children and ministry of education. It should not be disclosed or shared with any third party or used without prior written approval. The consultancy firm cannot store the data beyond the consultancy period and cannot use for any commercial purposes.

## 5.4. Application Procedure and Requirement

Interested firm are expected to submit expression of interest with the following documents:

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 children and persons and children with disabilities in the evaluation will be ensured.

- Initial work plan and an indication of availability.
- A financial proposal detailing the daily rate expected including accommodation, transportation, stationery, data collectors, research assistance, and all other costs related to this assignment. (Operational and consultancy fees).
- Company profile or CV including a minimum of 3 references.
- At least two previously conducted similar studies.

Application Submission Address: indicating "**Baseline Evaluation for SOM\_GPE\_EOI Somalia Federal System Transformation\_2024 - Somalia.**" as the subject. The deadline for submission is Tuesday 20<sup>th</sup> August 2024.