



INVITATION TO BID FOR CONSULTANCY

1	Title of Consultancy	TERM OF REFERENCE FOR MIDLINE EVALUATION FOR THE SOM_GPE_EOI SOMALIA FEDERAL SYSTEM TRANSFORMATION GRANT (STG), SOMALIA
2	SCI Contracting Office	Save the Children Somalia Country Office
3	Period of Consultancy	The assignment will be 90 days inclusive of travel.
4	Consultant type required	Consultancy 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 consultant will cover their own Logistical arrangements, costs; including food, accommodation, local transport and all cost associated with data collection work and whole activities.
6	Taxation Provisions	The consultancy firm 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	Travel requirements	The consultancy firm will cover all travel costs (tickets) and arrange local travel to field sites.
8	Security requirements	The consultancy firm will comply with standard of Somali government and Save the Children Security procedures, including the completion of SCI online security training (applicable to international consultants) prior to travel to Somalia.
9	Professional quality and Expertise	<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">• At least 5 years of experience in conducting similar work (experience on evaluating projects is mandatory). MOECHE and SCI-Somalia is interested to verify related assignments conducted in the past 2 years.• Demonstrated experience and good track record of working with Government, INGOs and UN in Somalia in education sector.• 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).• 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.• should have a strong capacity in data management, statistics, analytical skill and report writing skills.



	<ul style="list-style-type: none"> • Fluency in Somali and English (both written and spoken) • Considerable track record and proven experience in quantitative and qualitative methods. • Experience with disaggregated data including disability, geography, sex, age, grade, and school locality. • Experience in Inclusive education is desirable. • Updated CVs for the following key staff including relevant work experience and qualifications: <ul style="list-style-type: none"> ○ Evaluation Team Leader ○ Education Experts ○ Research Experts/specialists ○ Data Analyst
KEY PROFESSIONAL STAFF REQUIREMENT	
Description	Minimum Qualification and professional experience
<p>Team leader Responsible for guiding the entire evaluation process.</p>	<ul style="list-style-type: none"> • A minimum of a Master's degree in a relevant field such as Education, training and education, Social Sciences, Development Studies, or a related discipline. • At least 5 years of proven experience in leading multinational teams for project evaluations, particularly in fragile environments • Familiarity with OECD-DAC criteria and education systems in fragile settings • Prior experience in Somalia (essential) • Cultural competence and understanding of government structures • Ethical research standards, especially when working with children • Experience with EGRA/EGMA assessments • Strong skills in obtaining feedback from stakeholders and facilitating meetings. • Excellent analytical and report-writing skills. • Proficiency in data collection and analysis methodologies. • Strong communication skills, both written and verbal, in Somali and English. • Experience in synthesizing findings and writing comprehensive reports. • Ability to adhere to international quality control standards and procedures.
<p>Education Expert: Responsible for concentrate on educational contexts, working closely with schools and communities to improve</p>	<ul style="list-style-type: none"> • A minimum of a Master's degree in Education, Social Sciences, Development studies, or a related field. • 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.



	<p>educational outcomes and project indicator</p>	<ul style="list-style-type: none"> • Proven experience in conducting Midline/Endline studies and using various data collection and analysis methods. • Strong analytical and report-writing skills. • Excellent communication and interpersonal skills to engage with diverse stakeholders • Experience with EGRA/EGMA assessments
	<p>Research Expert: 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"> • Should have a minimum of 5 years' experience in research or data collection, preferably in the education sector. • Must be familiar with quantitative and qualitative research methodologies. • A Master's degree in social sciences, education, Research and Statistics or a related field is required. • Fluency in Somali and English is essential. • Proficiency in statistical software and data analysis tools such STATA/R and tools is desirable. • Certifications in monitoring and evaluation or project management can be advantageous • Experience in conducting Midline/Endline studies and using various data collection and analysis methods. • Strong analytical and report-writing skills. • Excellent communication and interpersonal skills to engage with diverse stakeholders. • Familiarity with OECD-DAC criteria and education systems in fragile settings • Ethical research standards, especially when working with children • Experience with EGRA/EGMA assessments
	<p>Data Analyst crucial in transforming raw data into actionable insights started 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"> • A minimum of a Master's degree in a relevant field such as Education, Statistics, Mathematics, Computer Science, or a related discipline • At least 5 years of experience in data analysis, preferably within the context of monitoring and evaluation studies. • Proven experience with data collection, cleaning, and analysis techniques. • Proficiency in statistical software and data analysis tools such as STATA, or R, and Nvivo also data collection tools and software such Kobo collect. • Fluency in Somali and English is essential • Strong analytical and problem-solving skills. • Excellent communication skills to present findings clearly and effectively. • Certifications in data analysis or related fields can be advantageous



		<ul style="list-style-type: none"> • Familiarity with OECD-DAC criteria and education systems in fragile settings • Ethical research standards, especially when working with children • Experience with EGRA/EGMA assessments
11 EVALUATION CRITERIA The proposals submitted by consulting companies will be evaluated based on the following		
	Essential Criteria	Pass/Fail
1	The Bidder and its staff agree and sign to comply with SCI policies embedded below at this ITB. The Bidder is required to download below listed items, read, understand and sign off appropriate section in below. a) Terms & Conditions of Bidding b) Supplier Sustainability Policy and the included mandatory policies	Pass/Fail
3	A valid Commercial License from the Ministry of Commerce-Federal Government of Somalia.	Essential-Pass/Fail
4	A valid Tax Compliance Certificate (Quarter 1 2026) from the Ministry of Finance - Federal Government of Somalia,	Essential-Pass/Fail
Capability Criteria (Technical Evaluation):		
5	Detailed technical proposal with clear methodology of how the consultant intends to conduct education midline or endline evaluations, objective and methodology including the study design, sampling and sample approach, tools, data analysis and ethical consideration and detailed work plan with clear milestones, methodologies, data analysis, and interpretation, reports, including software to be used for analysis. This to be evaluated based on: (a) Overall quality, clarity, organization and relevance of the technical proposal document – (20 marks max.) (b) Comprehensive work plan detailing how it relates to the proposed methodology - (10 marks max.)"- (10 marks max.).	30 marks




6	<p>Experience in conducting similar education evaluations specifically on GER, GPI, Project Indicators, learning outcome assessment using EGRA & EGMA, OECD-DAC evaluation criteria enrollment trends, constructions, capitation grants, education frameworks, policy and financial institution, teaching approach assessment. This to be evaluated based on:</p> <p>a) Prior experience in conducting similar evaluations for integrated projects (Education) – Please provide at least two contracts and/or LPOs - (10 Marks each carry 5 marks)</p> <p>b) CVs for the proposed technical team detailing qualifications and experience (10 Marks each carry 2.5 marks)</p> <p>c) cover letter introducing the company, outlining their technical expertise and interest for the assignment as well as their availability and commitment. (5 marks max).</p> <p>d) Experience in learning outcome on EGRA & EGMA – (5 marks)</p> <p>e) Updated Company Profile (5 Marks)</p>	35 Marks
7	<p>Two Copies of the previous similar reports relevant to the subject matter. (10 marks – with each similar report being awarded 5 marks)</p>	10 marks
Commercial Criteria (Financial Evaluation):		
8	<p>Financial proposal: submit a <u>signed</u> financial proposal/ budget of the tasks should be broken down into modules, (25 marks)</p> <p>Detailed financial proposal with budget breakdown including all expenses, fees, and taxes.</p> $\left\{ \frac{100\% \times \textit{Lowest bid value}}{\textit{Current value bid}} \right\} \times 0.25$	25 marks
Total		100 marks
<p>Note: 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	Application Procedure	<ul style="list-style-type: none"> Interested consultant firm who meet the requirements are requested to submit their bid and each application package should include the above required minimum requirements. <p>Applications can be submitted by either:</p> <p>Electronic Submission via ProSave (Recommended)</p> <ul style="list-style-type: none"> ➤ Submit your response in accordance with the guidance provided in the below document: <div data-bbox="646 590 701 646" data-label="Image"></div> <p>Bidding on a Sourcing Event.pptx</p> <ul style="list-style-type: none"> Bidders are encouraged to apply via Ariba system. Please request the Ariba link via email sending your company profile, Tax compliance and Business registration certificate/CV. Please address your Ariba link request to css.logistics@savethechildren.org <p>Electronic Submission via Protected Email box (Optional)</p> <ul style="list-style-type: none"> Email should be addressed to Somalia.GPEProcurement@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. IMPORTANT: Bidders must ensure that all submitted documents are accessible and not password protected. Submissions with password-protected files or documents that fail to open properly will be disqualified from the evaluation process. Bidders are responsible for verifying file integrity before submission. The subject of the email should be Midline Evaluation for SOM_GPE_EOI Somalia Federal System Transformation - Somalia 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. <p>Do not copy other SCI email addresses into the email when you submit it as this will invalidate your bid.</p>
12	Closing date for Applications	Interested consultants shall submit their applications through the above procedures on or before 21st February 2026.



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

Policy	Policy / Document	Signature
Terms & Conditions of Bidding	 1. Terms & Conditions of Biddi	
Supplier Sustainability Policy and the included mandatory policies	Click Here To Access	

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

Signature:

Name:

Title:

Company:

Date:



TERMS OF REFERENCES FOR Midline Evaluation for SOM_GPE_EOI Somalia Federal System Transformation Grant

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.

This Terms of Reference (ToR) outlines the mid-term evaluation of the Federal Government of Somalias System Transformation Grant (GPE STG) program, a three-year initiative (March 2024 - February 2027) led by MOECHE with Save the Children International as the Grant Agent. The program aims to improve equitable access to quality and inclusive primary education across Somalia.

As the program reaches its midpoint, the evaluation will assess progress toward three key outcomes: increased primary Gross Enrolment Rate (GER), improved literacy, numeracy, and completion rates, and strengthened regulatory and financing frameworks. Building on the December 2024 baseline, the evaluation will identify successes, challenges, and lessons learned to guide strategic adjustments for the remaining implementation period.

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.

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).

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%. 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 and only 1 in 3 teachers in primary schools is considered qualified. 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.

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). Additionally, 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, and approximately 45 government officials (DEOs, REOs, MOECHE, FMS MOEs staff).

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.

1.3. STG Program Overview

The GPE System Transformation Grant (STG) program was developed to implement the priorities outlined in Somalia's Education Sector Strategic Plan (ESSP) and the Partnership Compact. Its theory of change envisions that equitable improvements in enrolment, learning outcomes, and governance will lead to inclusive, sustainable access to education for all Somali children.

- **Outcome 1:** Equitably Increased Primary Gross Enrolment Rate focuses on expanding access for 240,700 children by deploying 3,000 additional teachers, training 6,000 to raise qualification rates, increasing female teacher representation by 20%, and constructing or rehabilitating 1,420 classrooms. It also includes establishing 600 WASH and 20 ECE facilities, providing capitation grants to 200 schools serving 40,000 students (including 12,000 with disabilities), procuring 2,500 assistive devices, conducting 18 enrolment campaigns, and training 200 Community Education Committees (CECs).
- **Outcome 2:** Equitably Improved Literacy, Numeracy and Completion Rates aim to enhance student performance by achieving 65% proficiency in Grade 3 EGRA assessments and increasing the primary completion rate to 95%. This will be supported by recruiting and



training 3,000 new teachers, delivering in-service training to 6,000, distributing over 1.3 million textbooks and 4,800 ECE materials, and training 26 FMS MOE staff in leadership and curriculum management. Six coordination meetings between FMS MOEs and DEOs will also be held.

- **Outcome 3:** Strong Regulatory and Financing Framework seeks to strengthen education governance by increasing domestic financing from 5.36% to 9%, developing a financing framework and pooled fund, training 18 MOECHE and FMS staff on teacher policy, conducting EGRA and EGMA assessments, achieving an 80% pass rate on Grade 8 exams, and completing five supervision visits and two research studies. Infrastructure support includes constructing four Teacher Training Institutes and three MOECHE/FMS offices, alongside 24 coordination meetings to reinforce sector alignment.

1.4. Target Beneficiaries and Geographic Coverage

The GPE STG program serves a wide spectrum of beneficiaries across four Federal Member States and Banadir, aiming to improve educational access and outcomes for vulnerable populations. Direct beneficiaries include 240,700 children, of whom 120,350 are girls, 208,700 were previously out-of-school, and 14,500 are children with disabilities. The program also supports 6,000 teachers (split evenly between new recruits and those receiving training), 1,400 Community Education Committee (CEC) members, and 45 government officials from MOECHE, FMS Ministries of Education, and District Education Offices.

The GPE STG program targets a total of 315 schools across four five Somali states and BRA, serving 125,435 students. Banadir, with 41 schools, exclusively serves urban students (30,394). Galmudug has the highest number of schools (88), reaching 21,716 students, mostly urban, with 3,924 in rural areas. Hirshabelle’s 43 schools serve 16,375 students, including 2,450 in rural areas. Jubaland and Southwest host 75 and 68 schools respectively, with both states showing significant urban enrollment; over 27,000 each; while rural coverage remains modest. Overall, urban areas account for the vast majority of enrollment (116,843), with rural areas serving 8,592 students.

1.5. Program Indicators

The following table presents the key indicators of the GPE STG program as defined in the program document:

Indicator	Disaggregation	Data Source
GOAL: Enhance equitable access to quality and inclusive education		
GER of primary education increased	Sex, locality (IDP, urban, rural), disability status	EMIS
Gender Parity Index for primary education		
Number of learners enrolled or retained through program support		
OUTCOME 1: Equitably increased primary gross enrolment rate		
Output 1.1: Expanded and efficient use of state infrastructure		
Number of classrooms constructed/rehabilitated	Type (permanent/temp)	EMIS / Project reports
Number of WASH facilities constructed / rehabilitated		
Number of ECE facilities constructed/rehabilitated		
Output 1.2: Reduced financial barriers to education		
Number of schools receiving capitation grants	Locality (urban, rural, IDP) Sex, locality, disability status	MOECHE / FMS MOEs reports
Number of students enrolled through capitation grants		
Number of children with disabilities enrolled through capitation grants		



Number of assistive devices procured	Type	
Output 1.3: Strengthened community engagement		
Number of awareness / enrolment campaigns conducted	Locality (urban, rural, IDP)	MOECHE/FMS MOEs reports
Number of radio messages developed/disseminated		
Number of CECs trained (1 CEC per school)	Sex, locality	
OUTCOME 2: Equitably improved literacy and numeracy		
Mean score of grade 3 students in EGRA	Sex, locality, disability status	Learning assessment results
Primary survival rate		EMIS
Output 2.1: Increased teachers deployed		
Number of teachers recruited and deployed	Sex, locality	MOECHE reports, EMIS
Output 2.2: Increased trained teachers		
Number of primary teachers trained pre-service	Sex, locality	EMIS, activity reports
Number of primary teachers trained in-service		
% of teachers using effective teaching approaches		MOECHE QA reports
Output 2.3: Effective teaching materials		
Number of primary textbooks printed and distributed	Material type, locality	EMIS, project reports
Number of ECE materials printed and distributed		
Output 2.4: Strengthened leadership		
Number of FMS MOEs staff trained in leadership/school management	Sex, locality	State / MOECHE reports
Number of planning/implementation meetings conducted		
OUTCOME 3: Strong regulatory and financing framework		
% increase in domestic financing	N/A	MOF reports
# of guidelines and agreements developed and implemented	Guideline type	MOECHE reports
Output 3.1: Sustainable education financing		
Financing framework developed	Guideline type	MOECHE reports, JRES
National pooled education fund established	N/A	
Output 3.2: Teachers' management framework		
Number of MOECHE and FMS MOEs trained on teacher policy	Sex, locality	MOECHE / FMS reports
Output 3.3: Functional NLA system		
Number of NLA (EGRA and EGMA) assessments conducted	Sex, locality, disability status	MOECHE reports, JRES
Percent of students passing summative competency test (grade 8)		FMS MOEs examinations
Output 3.4: Functional M&E mechanisms		
Number of supervision visits conducted	Locality (urban, rural, IDP)	State / MOECHE reports
Output 3.5: Strengthening institutional capacity		
Number of TTIs constructed	Type (permanent / temp)	MOECHE reports
Number of MOECHE and FMS MOEs offices constructed		
Number of coordination meetings conducted	Meeting type	

2. Objectives

2.1. General Objective

The primary purpose of this midline evaluation is to assess progress towards achieving program outcomes, examine the effectiveness of implementation strategies, identify key lessons learned, and provide actionable recommendations to inform adaptive management and strategic adjustments for the remainder of the program period.



2.2. Specific Objectives

The mid-term evaluation has the following specific objectives:

1. **Assess Progress Toward Outcomes and Outputs:** Measure progress against baseline indicators for all three program outcomes, examining trends in enrolment, learning outcomes, completion rates, teacher quality, and education financing frameworks. Determine whether the program is on track to achieve its end-of-project targets.
2. **Evaluate Program Relevance:** Assess the continued relevance of program objectives and strategies in light of evolving contextual realities, beneficiary needs, national education priorities, and emerging challenges since program inception.
3. **Analyze Program Effectiveness:** Examine the extent to which program interventions are producing intended results and contributing to observed changes in key indicators. Identify which strategies are most effective and for whom and analyze unintended effects (positive or negative).
4. **Assess Program Efficiency:** Evaluate whether program resources (financial, human, material) are being used efficiently to achieve results, including examination of value for money, timeliness of implementation, and quality of outputs.
5. **Examine Equity and Inclusion:** Assess the program's success in reaching and benefiting marginalized groups, including girls, children with disabilities, IDP children, and children in rural areas. Analyze whether interventions are reducing or exacerbating existing inequities.
6. **Evaluate Implementation Quality:** Examine the quality of program implementation across all outputs, including infrastructure development, teacher training, teaching and learning materials distribution, community engagement, and capacity building activities.
7. **Assess Foundational Learning Outcomes Through EGRA and EGMA:** Evaluate students foundational literacy and numeracy competencies using the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA). This includes measuring progress against baseline benchmarks, identifying skill gaps in reading fluency, comprehension, number recognition, operations, and problem-solving, and analyzing variations across gender, disability status, school type, and geographic location.
8. **Assess Sustainability Prospects:** Evaluate the likelihood that program benefits will be sustained beyond the project period, including examination of government ownership, community engagement, institutional capacity development, and financing mechanisms.
9. **Identify Lessons Learned and Good Practices:** Document key lessons from implementation experiences, including what has worked well, what has not worked, and why. Identify promising practices that could be scaled or replicated.
10. **Generate Evidence-Based Recommendations:** Provide actionable, prioritized recommendations for program adjustments during the remaining implementation period, including suggestions for strategic realignment, operational improvements, and sustainability planning.

3. Scope of the Consultancy

The midline evaluation will assess all components of the GPE STG program implemented across the six target regions, Galmudug, Hirshabelle, Southwest, Jubbaland, and Banadir; covering activities from March 2024 to December 2025. It will examine progress across all three program outcomes, focusing on results framework indicators, gender and inclusion strategies, coordination with the GEA program and education stakeholders, and the use of government systems for capacity building. The evaluation will also assess community engagement,



ownership, and the quality of Monitoring, Evaluation, Research, and Learning (MERL) systems to provide a comprehensive picture of implementation performance and impact.

3.1. Intended Audience and Use of the Study

Primary Intended Audiences: MOECHE (Planning, Service Delivery, and Quality Assurance departments), FMS Ministries of Education, Save the Children International Somalia Country Office (SCI), Global Partnership for Education (GPE), Community Education Committees (CECs) and community members in target areas, Students and parents/caregivers in targeted schools.

Secondary Audiences: Other education development partners in Somalia, International development and humanitarian research community, Global Partnership for Education secretariat and other GPE partner countries, Academic institutions and researchers focused on education in fragile contexts.

Intended Use of Evaluation Findings:

- Adaptive Management: Program management will use findings to make strategic adjustments and improvements during the remaining 22 months of implementation
- Accountability: Demonstrate progress and accountability to GPE, government partners, and communities
- Learning and Knowledge Sharing: Document lessons learned and best practices for replication and scale-up within Somalia and other fragile contexts
- Strategic Planning: Inform future education programming by Save the Children, MOECHE, and partners
- Advocacy: Support advocacy efforts for increased domestic financing and policy reforms in the education sector
- Coordination: Enhance coordination between STG and GEA programs and with other education stakeholders



4. Technical Approach and Methodology

4.1. Evaluation Design

The midline evaluation should adopt a mixed-methods, theory-based design that integrates both quantitative and qualitative approaches to comprehensively address the evaluation questions. It must be grounded in the program's Theory of Change, assessing assumptions and tracking progress from inputs to outcomes. The methodology should be participatory and inclusive, engaging children, teachers, parents, community members, and government stakeholders. A gender and inclusion lens must be applied throughout data collection, analysis, and reporting, ensuring that findings reflect diverse perspectives.

Core components of the evaluation design include a thorough document review of program materials, EMIS and MEAL data, and third-party monitoring reports. Quantitative methods will involve surveys and learning assessments, including the administration of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) to measure foundational literacy and numeracy competencies. Qualitative methods will include interviews, focus groups, case studies, and observations. Findings should be compared against baseline data to assess progress, and contribution analysis should be used to evaluate the program's impact while accounting for contextual factors.

4.2. Data Sources

The evaluation should draw on multiple data sources to ensure triangulation and comprehensive evidence.

Program Documents and Secondary Data

- STG Program Document and annexes
- Baseline evaluation report
- Annual work plans and budget documents
- Quarterly and annual progress reports
- EMIS data (2023, 2024, 2025)
- Program monitoring data (output tracking, fidelity monitoring, third-party monitoring reports)
- GEA program documents and reports (for coordination assessment)
- ESSP (2022-2026) and Partnership Compact
- Government budget documents and financial reports
- Minutes from PMC, PSC, and ESC meetings
- Other relevant research and evaluation reports

Minimum Data Disaggregation Requirements

All primary data collected must facilitate disaggregation by:

- Gender (male, female, non-binary)
- Age (appropriate age groupings)
- Disability status (using Washington Group Short Set or child functioning module)
- Location (FMS, urban/rural/IDP/nomadic)
- Vulnerability status (IDP, minority groups, orphans)
- School type (public, community, private if applicable)



5. Consultant Role and Expected Deliverables

The consultant is expected to perform through five 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.

6. Key Deliverables

6.1. Inception Report

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

- A detailed methodology for the evaluation including the tools to be used
- Detailed sampling strategy with sample size calculations
- The proposed team members and a description of their respective roles
- A complete work plan for the entire evaluation period including data collection, data entry, data cleaning, transcription, and translation
- A proposal for the final report layout
- A comprehensive risk management plan highlighting all reasonable measures to mitigate any potential risk
- A quality assurance plan that sets out the systems and processes for quality assuring the research process
- Translation of data collection tools from English to Somali with back translation for accuracy
- Development of electronic versions of all relevant data collection tools
- Pilot the tools in the respective target region/states and submit revised tools for approval

6.2. Draft Report

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

The consultant should provide a complete set of physical and electronic data collection documents, filed, and organized as per guidelines provided by SCI. This includes 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, and voice files.

6.3. 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
- Progress against baseline indicators
- Analysis of effectiveness, efficiency, relevance, equity, and sustainability
- Possible challenges and mitigations
- Gaps and actionable recommendations
- Lessons learned and good practices



- EGRA and EGMA assessment results with detailed analysis

Additional deliverables include:

- PowerPoint presentation summarizing key findings
- Photos with GPS coordinates from assessed locations
- Complete set of files, hard copies of surveys, audio/image/video files and daily data collection reports
- Complete transcriptions of qualitative data both in Somali and English
- Clean data sets (data quality verified and accepted by SCI)
- Analysis and script files
- Reader-friendly summary report
- Factsheet report
- Two (2) case studies/Human Impact stories

6.4. Save the Children Role

Save the Children will provide the following support to the successful consultancy firm:

- Project documents including detailed project implementation plan, log frame, and proposal
- Baseline evaluation report
- Other relevant documents

6.5. MOECHE's Role

- Provision of target locations and lists of project-supported schools
- Link the consultant to the relevant stakeholders

7. Reporting

The consultant will maintain regular contact with the MOECHE and SCI team assigned to manage the evaluation activities. Progress will be monitored through bi-weekly written updates and regular coordination meetings. The Evaluation Working Group will meet fortnightly to provide technical input and address emerging challenges.



8. Data Quality Assurance

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 evaluation 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

9. 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 analyzed 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.

10. Data Proprietary

The Midline data is the property of Federal 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.

11. Risk And Risk Management

The consultant must submit a comprehensive risk management plan covering assumptions, potential risks, mitigation strategies, and specific child protection measures. The plan should address security risks, access challenges, data quality risks, ethical risks, and timeline risks.

12. 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. The tentative timeline will be indicated in the inception report



13. Evaluation Team Requirements

13.1. Evaluation Team Composition

The external consultant will assemble a team of 5 professionals with complementary expertise, including a Team Leader, Education Specialist, Quantitative Data Specialist, Qualitative Researcher, and MEAL/Evaluation Specialist. Additional roles may include gender and inclusion experts, local enumerators, and data clerks.

The Team Leader must hold an advanced degree and possess at least 10 years of experience in complex evaluations, particularly in education and fragile contexts. They should demonstrate proficiency in mixed-methods design, theory-based approaches, stakeholder coordination, and report writing, with fluency in English and preferably Somali.

Essential Team Qualifications and Experience

The evaluation team must collectively demonstrate:

- Advanced degrees and experience in mixed-methods evaluations
- Familiarity with OECD-DAC criteria and education systems in fragile settings
- Prior experience in Somalia (essential)
- Cultural competence and understanding of government structures
- Ethical research standards, especially when working with children
- Fluency in English (Somali preferred)
- Experience with EGRA/EGMA assessments



14. 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, accommodation, EGRA/EGMA assessments, and all 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 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 and the Federal government of Somalia's Ministry of Education.

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.

15. 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. The evaluation 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.

As Save the Children is a child rights organization, the 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) are 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 e.g. Sign language translations are used where necessary.

Data Proprietary: The evaluation data is the property of the Federal 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 it for any commercial purposes.

16. Application Process and Timeline

How to Apply

Interested consultants or consulting firms must submit an Expression of Interest (EOI) comprising a technical proposal (maximum 15 pages), a separate financial proposal, and supporting annexes.

The technical proposal should include:

- Cover letter
- Understanding of the STG program and evaluation objectives
- Detailed methodology
- Team composition and qualifications
- Workplan with timelines
- Examples of previous work

The financial proposal must include:

- Detailed, itemized budget with justifications
- Preferred payment schedule

Annexes should include:

- CVs of team members
- Academic certificates
- Professional references
- Sample evaluation reports
- Registration and tax documents
- Safeguarding policies
- Signed statement confirming compliance with Save the Children's safeguarding and PSEA policies, absence of conflicts of interest, and full team availability

Submission Instructions

Application Submission Address: indicating **“Midline Evaluation for SOM_GPE_EOI Somalia Federal System Transformation - Somalia.”** as the subject. The deadline for submission is Wednesday **21st February 2026.**

All documents must be submitted in English, in Microsoft Word or PDF format, with clearly labelled filenames and a maximum size of 10MB per file.

We look forward to receiving your proposals. For any clarifications or questions regarding this invitation, please contact Save the Children at the email address provided above.

*** END OF INVITATION TO BID ***