



Terms of Reference

Title of Consultancy	Consultancy for Comprehensive Mapping and Readiness Assessment of Quranic Schools and Islamic Education institutes (IEIs) in Somalia
Project Name	Somalia Education for Human Capital Development
Contracting Institution	FGS Ministry of Education, Culture and Higher Education (MOECHE)
Period of Consultancy	5 Months
Consultancy Type	Consultancy Firm

1. Background

In Somalia, Integrated Quranic Schools (IQS) play a critical role in providing education to children and youth who often fall outside the formal education system. These institutions offer a blend of Quranic and Islamic, and in some cases, secular education. However, these schools operate with little regulatory oversight, varying curricula, and without a unified national policy, making it difficult to ensure consistent educational standards, accreditation, and integration into the national education framework.

Recognising this, the Ministry of Education, Culture and Higher Education (MoECHE) has recently established dedicated departments for IQS and Islamic Institutes with the mandate to harmonise, regulate, and develop these institutions into coherent and quality-assured components of Somalia's national education system.

MoECHE aims to improve access to quality basic education and skills development across Somalia. As part of efforts to expand inclusive and culturally relevant education, the Ministry of Education, Culture and Higher Education (MoECHE) intends to explore the potential for integrating formal basic education subjects (e.g., Mathematics, Somali) into Quranic schools.

Quranic schools serve as a widespread and trusted form of community-based learning, often being the first and only point of contact with education for many children. Understanding their readiness to incorporate formal curricula is essential to bridging traditional and formal education and enhancing learning outcomes.

Somalia has a vast and diverse ecosystem of Quranic schools (QS), which serve as the primary source of education for a significant proportion of children across the country. Despite their critical role, there is currently no national registry or comprehensive data on the number, type, operational characteristics, or geographical distribution of these schools. Many operate outside the formal regulatory framework, and existing information on their governance structures, funding sources, enrolment patterns, and instructional models remains fragmented or anecdotal. In response, the Ministry of Education, Culture and Higher Education (MoECHE) is launching a twofold consultancy: (i) to conduct a comprehensive national mapping and profiling of all Quranic schools—capturing their typology, infrastructure, administrative models, and service coverage—

and (ii) to undertake an in-depth readiness assessment of selected Integrated Quranic Schools (IQS), which blend Quranic and formal education, to evaluate their potential to deliver basic formal subjects such as Mathematics and Somali. This consultancy thus combines both a national mapping exercise of all Quranic schools and a targeted readiness diagnostic of IQS, providing the evidence base needed for inclusive education policy planning and reform.

2. Objective of the Assignment

The primary objective of this consultancy is to support the Ministry of Education, Culture and Higher Education (MoECHE) in generating robust, actionable data on Quranic schools in Somalia to inform education policy, planning, and potential integration pathways. The assignment has two interlinked components:

(i) To undertake a **comprehensive national mapping and profiling** of Quranic schools (QS) and Islamic Education institutes (IEIs) across all Federal Member States (FMS) and Banadir Regional Administration. This includes capturing data on school typology (traditional vs. integrated), operational modalities (full-time vs. part-time), enrolment figures, infrastructure availability, teacher qualifications, governance structures, curriculum content, and geographic distribution. The mapping exercise will establish a foundational database of all Quranic schools and IEIs, including geospatial information, to inform future interventions and system integration efforts.

(ii) To conduct an **in-depth readiness assessment** of a representative sample of 1100 IQS across six FMS and Banadir Region identities through the mapping phase.

3.1: Sample Distribution by Region

Region	Sample Size	Notes
Galmudug	150	Identified through the mapping phase
Hirshabelle	150	
Puntland	150	
Southwest	150	
Jubaland	150	
Khatumo SSC	100	Reflects emerging administrative status
Banadir	250	Higher concentration of IQS schools
Total	1,100	

This component will evaluate institutional capacity, instructional practices, community and parental engagement, infrastructure, and overall preparedness of IQS to incorporate formal basic education subjects such as Mathematics, Somali, and Science. It will also assess the enabling and constraining factors for integration, including stakeholder attitudes, gender inclusion, and alignment with national education standards.

Together, these two components aim to generate a detailed evidence base to support MoECHE's efforts to harmonize and enhance the contribution of Quranic schools within Somalia's national education system.

3. Scope of Work

The consultancy will be responsible for designing and implementing a two-phased assignment comprising: (i) a comprehensive national mapping of all Quranic Schools (QS), and (ii) an in-depth readiness assessment of selected Integrated Quranic Schools (IQS).

The scope of work will include, but not be limited to, the following activities:

Phase 1: National Mapping and Profiling of Quranic Schools and IEIs

- Develop a national mapping framework to identify, classify, and profile all Quranic Schools and IEIs across all Federal Member States (FMS) and the Banadir Region.

- Collect school-level data on:
 - Type of school (Traditional QS vs. Integrated QS or IEs)
 - Operational modality (full-time vs. part-time)
 - Enrolment numbers (by age and gender), student–teacher ratios
 - Infrastructure availability (classrooms, WASH facilities, teaching and learning materials)
 - No. of teachers, teacher qualifications and staffing structures
 - Governance, ownership, and funding sources
 - Curriculum content (Quranic and any formal subjects taught)
 - Registration status with MoECHE, FMS ministries of education or local authorities
- Capture geo-coordinates (GPS) for all mapped schools to support visualisation and spatial analysis.
- Compile a comprehensive data of Quranic schools and handover it to MoECHE.

Phase 2: Readiness Assessment of Integrated Quranic Schools (IQS)

- Select a purposive, representative sample of IQS from the mapped universe for detailed diagnostic assessment.
- Assess the instructional and institutional readiness of IQS to integrate formal basic education subjects, with a focus on:
 - Curriculum design and delivery
 - Teacher capacity and pedagogical practices
 - Classroom organisation and learning time allocation
 - School leadership and administrative capacity
 - Gender and inclusion practices
 - Alignment with national education standards and frameworks
- Engage stakeholders, including parents, community leaders, religious leaders, the Ministry of Islamic Affairs and Endowment (MoIAE) and MoECHE officials, through key informant interviews (KIIs) and focus group discussions (FGDs) to understand perceptions, acceptability, and community support for integration.
- Observe classroom practices and physical learning environments to assess the practical feasibility of subject integration.

Cross-Cutting Tasks

- Conduct a desk review of relevant national education policies, EMIS data, previous assessments, and Quranic education studies.
- Validate data collection tools and protocols in consultation with MoECHE.
- Recruit, train, and manage field teams, ensuring coverage across all targeted regions.
- Ensure data quality assurance, cleaning, analysis, and interpretation, using both qualitative and quantitative techniques.
- Present interim and final findings to stakeholders, incorporating feedback into final outputs.

4. Methodology

The consultancy firm is expected to propose a robust mixed-methods approach to implement both phases of the assignment: (i) the national mapping of all Quranic schools and IEs, and (ii) the in-depth readiness assessment of selected Integrated Quranic Schools (IQS).

Districts that are insecure or inaccessible due to conflict or the presence of Al-Shabaab will be excluded from primary data collection. This limitation must be explicitly documented in both the methodology and final reporting. The client will provide a detailed list of districts where the survey will be conducted. All tools, sampling frameworks, data collection strategies and methodologies must be validated by MoECHE prior to deployment.

Phase 1: Mapping and Profiling of Quranic Schools (QS) and IEs

Survey Design and Tool Development:

Develop structured, standardised tools (digital survey forms, checklists) to collect detailed data on the typology, enrolment, infrastructure, curriculum content, governance, teacher profiles, funding sources, and registration status of all Quranic schools. Include GPS-enabled data collection modules to capture the geolocation of each school.

Census Approach:

The mapping exercise aims for wide geographic coverage and inclusiveness. Where feasible, a census-based or exhaustive mapping approach should be applied.

Data Collection:

Employ qualified enumerators to conduct in-person visits using mobile-based tools (e.g., KoboToolbox) to collect quantitative data and geospatial coordinates. Field supervisors will conduct random spot checks and daily data reviews to ensure quality and coverage.

Desk Review:

Complement primary data collection with a review of existing EMIS, household surveys, sector analyses, and previous studies on Quranic education in Somalia.

Phase 2: In-depth Readiness Assessment of Integrated Quranic Schools (IQS)

Sampling of IQS:

Based on the mapping results, select a purposive, representative sample of IQS across various regions, considering factors such as school size, urban/rural location, gender balance, and level of curriculum integration.

Qualitative and Observational Tools:

Develop Key Informant Interview (KII) guides, Focus Group Discussion (FGD) protocols, and classroom observation checklists to assess:

- Institutional capacity and leadership
- Curriculum delivery and instructional practices
- Community attitudes and parental engagement
- Gender and inclusion
- Alignment with MoECHE standards
- Classroom infrastructure, WASH access, and child safeguarding

Stakeholder Engagement:

Conduct KIIs with school administrators, teachers, MoECHE and Ministry of Islamic affairs and Endowment (MoIAE) officials, and community leaders. FGDs will be held with parents and, where appropriate, students. Cultural sensitivity, religious norms, and gender representation should be taken into account when selecting participants and facilitating the process.

Observational Assessment:

Direct classroom observations will assess teaching style, use of formal subject materials, learning environment, student engagement, and school day organization.

Data Management and Analysis

Data Cleaning and Validation:

Raw data will be reviewed daily during collection for completeness and consistency. A validation workshop may be organized with MoECHE prior to analysis.

Analysis Techniques:

- Quantitative data: Descriptive and inferential statistics using Excel, SPSS, or Stata
- Qualitative data: Thematic content analysis using tools (eg:NVivo, Dedoose, etc.)
- Triangulation will be applied to ensure findings are coherent across data sources

Presentation of Findings:

Both phases will produce disaggregated results (by region, gender, school type, etc.) and visual outputs including maps, charts, and infographics to facilitate interpretation.

5. Expected Deliverables

The consultancy firm will be expected to deliver the following outputs, organised to reflect the sequencing of the national mapping and the IQS readiness assessment:

Start-Up and Planning Phase

1. Kick-Off Meeting Report

Summary of key agreements and clarifications from the initial meeting with MoECHE and the Project Management Unit (PMU).

2. Inception Report

- Detailed work plan with timelines for both phases
- Sampling strategy and rationale
- Data collection tools (questionnaires, interview guides, observation checklists)
- Pilot and finalize the tools
- Quality assurance measures
- Ethical protocols (including consent and confidentiality measures)

Phase 1: Mapping of Quranic Schools and IEIs

3. Training Report for Enumerators and Field Teams

- Content and structure of training delivered
- List of participants by region
- Field protocols and supervision arrangements

4. Clean and Validated Dataset of Mapped Quranic Schools and IEIs

- Includes geocoded data, disaggregated by region, school type, gender, enrolment, staffing, infrastructure, curriculum, and governance
- Delivered in Excel or CSV format with metadata
- Compatible with MoECHE EMIS or GIS platforms

5. Mapping Report

- Summary of key findings from the national mapping
- Distribution of Quranic schools and IEIs by region and type
- Visualizations including heatmaps, tables, and infographics

Highlighting key gaps and opportunities for engagement

Phase 2: Readiness Assessment of IQS

1. Draft Readiness Assessment Report

- Synthesized findings from qualitative and observational data
- Analysis of institutional, instructional, infrastructural, and community readiness
- Thematic sections covering all key focus areas: curriculum, gender inclusion, community attitudes, regulatory alignment, and child protection
- Practical recommendations for MoECHE and partners

2. National Validation Workshop

- Organise and facilitate a validation session with MoECHE, FMS representatives, community leaders, and the World Bank
- Presentation of findings and collection of feedback for finalization

3. Final Consolidated Report

- Integrates mapping and IQS readiness assessment
- Incorporates validation feedback and policy recommendations
- Includes an executive summary, annexes (tools, methodology), and data highlights
- Report submitted in both Word and PDF formats

4. Presentation Deck

- PowerPoint summary of key findings and strategic recommendations
- Designed for use in policy dialogues and stakeholder briefings

5. Raw and Cleaned Data Files with Documentation

- Raw datasets from Kobo or other survey platforms
- Cleaned final datasets
- Codebooks and metadata to ensure transparency and reproducibility

6. Duration of Assignment

The assignment is expected to be completed within **5 months** from the date of contract signing, including submission of all deliverables.

7. Key Expert's qualification and experience

No.	Position Title	Key Qualifications	Estimated Time Input (Person-Months)	Roles and responsibilities
1	Team Leader / Education Specialist	Master's degree in Education or related field; 10+ years' experience in education systems assessment; experience working with Islamic/traditional schools is preferable.	4.0	Overall coordination, quality assurance, oversight of both phases, and liaison with MoECHE and the World Bank
2	GIS/Mapping Specialist	Master's in GIS, Remote Sensing, or related field; 8 years of experience in education or social services	2.0	Design and lead the mapping methodology, GIS data collection, coordinate geo-tagging,

No.	Position Title	Key Qualifications	Estimated Time Input (Person-Months)	Roles and responsibilities
		mapping; proficiency in KoboToolbox/ODK, GIS tools		generate maps and visualizations
3	Research Expert (Qualitative and Quantitative)	Master's in Statistics, Data Science, Social Sciences, Education, or related field; 8 years of experience in FGDs, KIIs, and synthesis of qualitative data, expertise in large survey data processing and sampling design	2.0	Design and implement qualitative tools for IQS assessment; lead data collection and thematic analysis. Develop digital tools, support sampling, analyze Phase I data, and contribute to reporting
4	Community Engagement & Social Inclusion Specialist (New)	Bachelors Degree in Gender Studies, Sociology, or related field; demonstrated 5 years of experience in engaging communities in education or religious settings	1.5	Ensure community sensitivity, inclusion of girls/marginalized groups, and quality of FGDs/KIIs in the IQS assessment

1. Mandatory provision of other experts

No.	Position Title	Key Qualifications	Estimated Time Input (Person-Months)	Roles and responsibilities
1	Field Coordinators Total: 7	Bachelor's degree in social sciences or relevant field. 5 years of relevant experience coordinating fieldwork, managing enumerators, and liaising with relevant stakeholders	2.0 each	Coordinate regional data collection, manage enumerators, supervise fieldwork, ensure quality control

9. Payment milestones

Deliverables	Timeline (T) from the signing of the Contract	Payment %
Inception Report	2 weeks	15%
Completion of Phase I Data Collection	10 weeks	30%
Completion of Phase II Data Collection	18 weeks	30%

Deliverables	Timeline (T) from the signing of the Contract	Payment %
Submission of final report and data	21 weeks	25%

10. Reporting and Supervision

The consultancy firm will report directly to MoECHE's Director General of Basic Education and will coordinate closely with the Project Management Unit (PMU). The World Bank task team will also provide technical guidance.

11. Intellectual Property

The Ministry of Education, Culture and Higher Education shall retain exclusive and sole ownership of all rights, title, and interest in any work produced under this agreement, encompassing all data, documents, information, copyrights, patents, trademarks, trade secrets, and any other proprietary rights therein. The consultant is strictly prohibited from disclosing, publishing, or disseminating, whether electronically or in print, any information related to this work without the prior written consent of the Ministry.