

TERMS OF REFERENCE – PART A

1 BACKGROUND INFORMATION

1.1 Economic, social and political situation

Somalia is on the path of emerging from fragility, reasserting its sovereignty and taking ownership of and responsibility for its future. It has embarked on a political reconstruction process, guided by National Development Plans that continue political, security and development architecture which frames the relations between Somalia, its people and the international community. Stabilising newly accessible areas, strengthening local governance and advancing the federalism process are of key importance, especially for the purpose of building an enduring trust of the Somali population in the State(s).

From the state building perspective, a federal state structure, although fragile, has been established. Over the past years, some of these Federal Member States (FMSs) have shown promise and the political will to provide security, good governance, protection and basic services to their populations. Despite these positive developments, the relationship between the Federal Government of Somalia (FGS) and FMS remains volatile, in part because of the lack of financial resources from the Federal Government to steer the political engagement with the Federal Member States.

Somaliland, which declared independence in 1991 but is not recognized internationally, has been relatively successful in building a stable society, maintaining a certain level of peace and holding a series of successful democratic elections with peaceful transfer of power. The government faces significant challenges, including the prevalence of a weak economy and widespread unemployment. With ongoing international assistance, the government is succeeding in constructing a set of stable bodies rooted in both traditional Somali concepts of governance by consultation and consent and contemporary liberal democratic governance systems. Public social service delivery is growing as well as a robust private sector.

From the economic perspective, solid progress has been made in restoring key economic and financial institutions, which culminated in reaching HIPC completion point in January 2020. As this now creates access to new sources of finance, it opens a new chapter for Somalia that will ideally see agreement on intergovernmental fiscal arrangements as a mechanism to support the provision of a broader range of public services.

From the security perspective, challenges persist. Gains that have been made are fragile and reversible and the country remains in a state of insecurity due to several factors, including the presence of Al-Shabaab and inter-clan violence. Notwithstanding a series of setbacks, Al Shabaab remains the most important existential threat to Somalia. At this crucial time, more reforms need to be incentivised in the security sector and more support is needed.

The complexity of these multiple challenges requires a comprehensive and coordinated approach by all actors to ensure they are adequately addressed. The EU, being one of the strategic partners of Somalia/Somaliland, is thus determined to support reform efforts and progress towards the objectives set-up in their development plans. The EU also promotes aid effectiveness and therefore the use of country systems. Therefore, Somalia, having demonstrated positively progressing situation, is benefiting from state and resilience building budget support funded by the European Union.

1.2 Current situation of the education sector

Despite major improvements, Somalia still has one of the world's lowest school enrolment rates and poverty remains the main reason for parents not to send their children to school. On average, enrolment in primary schools is below 50 percent and fewer than 10 percent of school-age children

attend secondary school, although there are large regional variations. Access to education in rural areas is another challenge and gender inequalities are found throughout the education system. Only a quarter of the female population and half of the male population is literate and pastoralist communities are particularly disadvantaged. Young people under 30 years old constitute 70% of the population and most of them have not had access to proper formal education or relevant skills training.

While security remains a priority for the federal and regional governments, restoration of social services is high on the agenda. Rebuilding of an education system that has been destroyed by over two decades of civil war and displacement is a key priority. The two northern regions of Somaliland and Puntland may be starting from a higher base, but all the three education sectors face similar challenges ranging from shortages of classrooms, equipment, learning materials, competent trained teachers to low institutional capacity. It is however noteworthy the education authorities have assumed greater responsibility for education management and coordination.

Education management systems are being established in the three regions, just as efforts to gather data and move towards information-based decision-making are being attempted. Focus on institutional capacity development of the Ministries of Education provided by the EU through past and ongoing programmes has contributed to an eventual evolution of Sector Wide Approaches (SWAs), which are led by Ministries of Education, and which are a requirement for the long-term financial resources the sector requires. Generally decentralization of education services is limited by weak capacities and minimal flows of resources to the state ministries of education. Newly formed states, regional and district-level offices have limited technical and financial resources.

FGS, Puntland and Somaliland Ministries of Education have now fully established and validated their National Curriculum Frameworks which are the accepted basis for the development of learning materials and for assessing the progress of learning in their regions. All three regions have drafted their syllabi, a crucial first stage in the implementation and have finalised editing and validating the syllabi. They are also in the process of developing or printing textbooks that will deliver the syllabi but each is at a different stage of materials development. There is a need for a wider consensus between the federal ministry and federal member states for the mass distribution of textbooks based on the new curriculum for nationwide adaptation and implementation in the coming school years.

Federal Government and Member State authorities are still in the process of defining working relationships. Initial attempts to enhance the role of the state structures (FGS and FMS), act on the level of policy setting, coordination of multitude of education providers, but also in the actual service delivery have been realized. A Cooperation Agreement and Memorandum of Understanding (MoU) that articulate cooperation framework and functional assignments have been signed between FGS and the FMS including Jubaland, Southwest, Hir-Shabelle and Galmudug. Puntland and Somaliland offer a different picture. They both have started to build the foundations of an education system where public authorities increasingly steer the sector, although relying heavily on external aid and partners. After the collapse of Somalia, south and central regions saw the rise of non-state providers organized in networks called “Education umbrellas”. The umbrella schools continue to play a crucial role in education provision, especially in areas where public services are absent.

The inadequate or inexistent teacher preparation and qualification is the most frequent factor mentioned to explain the poor quality of education. The share of qualified and/or trained teachers ranges between 20% and 50% across Somalia. With such large numbers of unqualified teachers in the system, the poor learning outcomes for Somali children are not surprising, and can be attributed in large part to poor teaching quality. Besides, the absence of a teacher management policy is hindering any effort of training and retaining teachers in the profession (entry requirement, deployment, career path, evaluation, measures to prevent attrition, etc.). Other factors affecting the quality of education can be mentioned as: absence or inadequate supervision, language of instruction policy that teachers are not able to implement, absence of teaching and learning materials, etc.

The higher education sub-sector in Somalia/Somaliland has shown remarkable growth. There are over 100 higher education institutions that were established in the last decade. This growth has happened largely without accreditation and quality control. Research and publications capacities are weak. There are now growing concerns that limited regulation, the quality of education received at Somali higher education institutions may fall far short of international standards. Graduates may, as a result, be ill-prepared to enter employment with qualifications that are unlikely to be recognized beyond the country's borders. For this reason, the work of the emerging Commissions for Higher Education in relation to standards and accreditation is crucial.

1.3 European Union Support to the Education Sector in Somalia

The re-engagement of the European Union in the education sector in Somalia began in 1993 but a more systematic support only started in 1996 when it made an investment of €20 million to create a sustainable education system with the active participation of the local communities. Between 1996 and 2012, the European Union funded country-wide education projects focusing on access to basic and secondary education, teacher training, technical and vocational training and capacity building of education administrations. Since 2012 the EU has followed a Sector-wide Approach (SWAp) to education support in Somalia. This translated into a wide range of projects supporting the implementation of the three different Education Sector Strategic Plans (Federal Government of Somalia, Puntland and Somaliland).

Currently, EU support to the education sector in Somalia is directed at strengthening public systems for the delivery of education services. €60 million was allocated to the sector under the European Development Fund (EDF) 11. The overarching goal is to expand equitable quality education and vocational training opportunities for Somali children and youth. SWAp orientation of programmes have enabled alignment of donor support with priorities articulated in the sector plans. These programmes integrate the main sub-sectors of the education sector. Major components include expanding education and TVET opportunities, enhancing the capacity of education administrations, curriculum development and implementation, teacher training and holding centralized examinations. Additional support focusing on the delivery of basic services including education for returnees and Internally Displaced Persons (IDPs) is undertaken through the EU Trust Fund for the Horn of Africa. The focus of this evaluation is the **Somalia Education Sector Support Programme (FED/2017/037-951)** worth EUR 49 million funded under the EDF 11 allocation. The results framework for this programme is summarized below.

Summary of the Somalia Education Sector Support Programme

Overall objective: Expand education and training opportunities for Somali children, youth and adults, contributing to poverty reduction within an increasingly peaceful, secure and democratic Somalia		
Specific objective: Consolidate and expand equitable and inclusive quality education and vocational training opportunities for Somali children, youth and adults		
Result 1: Increased access to quality education for all children, youth and adults including vulnerable groups	Result 2: Increased participation of youth and adults in quality technical, vocational education and training linked to employment and economic opportunities	Result 3: Strengthened public systems for effective education service delivery

2 OBJECTIVE, PURPOSE & EXPECTED RESULTS

Global objective

The global objective of this contract is to (a) evaluate the EU funded Somalia Education Sector Support Programme (SESSP) by, mapping results, identifying constraints, lessons learned and analysing cost effectiveness, value for money and administrative costs across the major programmes, and (b) based on the backward looking evaluation, prepare a new programme for EU support to Education for 2021 to 2025.

Specific objective(s)¹

1. Evaluate performance of the programme on the extent to which the actions are suited to the priorities and policies of the target group (relevance); achievement of purpose and planned results (effectiveness); sound management and value for money (efficiency); likely continuation of achieved results (sustainability), mutual reinforcements (coherence); and EU value added.
2. Quantify unit cost of key interventions as well as overheads/administrative costs for grants funded in this sector and highlight any outlier partner or programme. Recommend how EU could maximise value for money by supporting the education sector, also suggesting alternate option/s with justification, pros and cons.
3. Assess the progress made towards Sector-Wide Approach (SWAp) in the education sector as envisioned in the EU funded education programmes and identify additional steps necessary to deepen it.
4. Derive lessons learned and promising practices and indicate how they can be applied in follow-up actions.
5. Obtain and analyse priorities for the sector and present them for possible consideration in upcoming EU funding to the education sector in Somalia.
6. Provide a comparative analysis of options for EU's future strategy/support – taking into account EU global priorities, policies, country plan and capacity in particular EU's focus on fostering equity and inclusion in education and the use of country systems to foster legitimacy of the state.
7. Prepare a new programme for EU support to Education for 2021-2025, including rationale, financing needs, implementation modality/ies.

Mid-term evaluation of The Rehabilitation of Technical and Vocational Education and Training (TVET) in Somalia project funded under the SESSP is being planned by GIZ, the implementing partner. Review of this project under this contract should be in broad terms and aligned with the outcomes of GIZ review.

Preparation of the new EU programme under 7 above should take into consideration alignment with sector plans and policies, division of labour with donors active in the sector, lessons learned and cross-cutting issues such as gender mainstreaming, protection of the environment and reaching the most marginalized populations.

¹ The global and specific objectives shall clarify that all EU funded actions must promote the cross-cutting objectives of the EC: environment and climate change, rights based approach, persons with disability, indigenous peoples and gender equality.

Requested services, including suggested methodology²

The Experts will be required to work in close coordination with the EUD, Somali government authorities including the Federal Government, Somaliland, Puntland and other Federal Member States. Mindful of the COVID-19 context and the likelihood that it may not be possible to travel extensively, the organisation and methodology needs to specify how the views of beneficiaries and key personnel involved in education programming will be obtained. Views need to be sought from those involved at both strategic and operational levels. Documentary sources such as background information, policy documents, EU education sector programme documents and studies that have been previously undertaken will be provided to the consultants at the onset of the mission. Consultants are expected to convene stakeholder sharing and validation meetings.

The review shall consist of two parts: a backward looking evaluation (Part 1) and a forward looking programming part (Part 2). Part 1 will consist of a desk review and inception phase, field Phase and synthesis phase, while Part 2 will consist of identification/formulation phase.

Part 2 of the assignment may start before the end of Part 1, provided the EU Delegation confirms that Part 1 has progressed sufficiently to provide an agreed basis.

The methodology of the evaluation should be gender sensitive, contemplate the use of sex- and age-disaggregated data and demonstrate how actions have contributed to progress on gender equality.

Part 1: Programme Evaluation

Desk review and inception phase

The desk review and inception phase will be used to refine the methodological approach and the list of the relevant stakeholders, key informants that the experts would like to interview, dates of visit (if not virtual) and itinerary.

A systematic review of relevant available information including programme documents will be done by the experts. From key stakeholder consultations and document review, the experts will define issues and gaps requiring further analysis.

At the end of the inception phase, the evaluators will meet with the EU Delegation to present a brief on the results and discuss the suggested way forward.

Field Phase

A field phase will be used to allow the experts to undertake consultations – remotely or in-person - with key stakeholders (EU, other donors and implementing partners) in Nairobi and Somalia (Mogadishu, Hargeisa & Garowe), to the extent security and Covid-19 situation allows. In this phase, the contractor will take necessary measures to ensure adequate contact and consultation with, and involvement of, the different stakeholders (implementing partners, donors, ministries etc.) as well as site visits. The contractor should address in the methodology their approach to the field phase in light of COVID-19 constraints. As travel is likely to be minimal, innovative ways of ensuring in-country consultations are encouraged.

The work plan has to be applied in a way that is flexible enough to accommodate any last-minute difficulties. If any significant deviation from the agreed work plan or schedule is perceived as creating a risk for the quality of the work, these should be immediately discussed with the project manager.

² Contractors should describe how the action will contribute to the all cross cutting issues mentioned above and notably to the gender equality and the empowerment of women. This will include the communication action messages, materials and management structures.

At the end of the field phase, the evaluation team has to summarise its field work, discuss the reliability and coverage of data collection, and present its preliminary findings in terms of a draft report to the EU Delegation. A de-briefing workshop with implementing partners and the EU and, possibly, also other education stakeholders will be explored.

Phase 3: Synthesis Phase

This phase is mainly devoted to the preparation of the final report. The report (as well as previous and further reports and notes) must match quality standards. The consultants will make sure that their assessments are objective and balanced, affirmations accurate and verifiable, and recommendations realistic. When drafting the report, the consultants shall acknowledge clearly where changes in the desired direction are known to be already taking place.

On the basis of comments expressed by the EU Delegation, Ministries of Education and concerned implementing partners, the evaluation team has to write a final version of the report. Comments requesting methodological quality improvements should be taken into account, except where there is a demonstrated impossibility, in which case full justification should be provided by the evaluation team. Comments on the substance of the report may be either accepted or rejected. In the latter instance, the evaluation team is to explain the reasons in writing.

Part 2: Programme Formulation Phase

Upon independent assessment of the sector-wide approach and the performance of the Somalia Education Sector Support Programme, paying particular attention to results, lessons learned, constraints, opportunities and emerging priorities, and the EUD confirming sufficient progress in this regard, the experts can commence the formulation of a new programme for EU support to Education for 2021-2015. The experts are expected to:

1. Establish a transparent system for setting priorities based on mapping and screening of the sector and other relevant policies, institutions and stakeholders.
2. Develop an outline strategy with tentative preliminary programmes and actions, taking into account EU global priorities, policies, country plan and capacity in particular EU's focus on fostering equity and inclusion in education and the use of country systems to foster legitimacy of the state.
3. Prepare a new programme for EU support to Education for 2021-2015, including proposing possible options for individual actions and defining the essential features of the action both with regard operational and financial aspects.
4. Establish the intervention logic of the programme using the Logical Framework approach.

The table below details the expected phases and activities to be undertaken for each.

Phases of the review	Key activities	Outputs and meetings
Desk Review and Inception Phase	<ul style="list-style-type: none"> • Refine methodology • Document review/data collection • Background analysis • Inception interviews [as relevant] • Stakeholder analysis • Define issues and gaps requiring further analysis 	<ul style="list-style-type: none"> • Kick-off meeting with EUD • Status-update meeting with EUD to validate list of issues to be addressed and overall evaluation approach; and agree on a detailed work-plan and timeline, interview list and report outline • Inception Report
Field Phase	<ul style="list-style-type: none"> • Interviews with relevant EU staff • Interviews in Nairobi and Somalia • Data collection and analysis (linked to the hypotheses to be tested in the field and in view of filling the gaps identified during a desk phase) 	<ul style="list-style-type: none"> • Initial meetings at country level (Nairobi + Somalia) • Presentation of key preliminary findings of the field phase to EUD • Debriefing session with the EUD and partners
Synthesis and reporting phase	<ul style="list-style-type: none"> • Final analysis of findings • Formulation of the overall assessment, conclusions and recommendations • Report drafting 	<ul style="list-style-type: none"> • Draft Final Report • Final Report [incl. Executive Summary and forward looking chapter providing strategic-level analysis and recommendations]
Formulation phase	<ul style="list-style-type: none"> • Mapping/analysis of sector priorities • Develop an outline strategy with preliminary programme & actions including defining implementation modalities • Prepare a programme document for EU support to Education (2021 – 2025) + logical framework 	<ul style="list-style-type: none"> • Presentation to EUD an outline strategy with preliminary programme & actions. • Draft programme for EU support to Education for 2021 to 2025.

Required outputs

The process should contribute to the analysis and assessment of relevance of EU support to education sector as currently constituted and advice on strategic orientation of new and upcoming EU support to the sector. The list of issues to be addressed is not intended to be exhaustive and hence the expert is expected to use their professional judgement and experience to review all relevant factors that have implications for effective delivery of support and the intended impact.

The following outputs are expected from the expert tasked with this assignment:

- A verification of the relevance of the programme in addressing the existing and anticipated institutional, political, economic and social-development needs;
- An appraisal of the programme efficiency and effectiveness, especially with regards to sustainability and cost-effectiveness of the project results on stakeholders at present;
- An evaluation of the anticipated impact of the programme;
- Assessment the progress made towards Sector-Wide Approach (SWAp) in the education sector

- Lessons learned from the programme and formulation of recommendations for any future support to the sector.
- Identifying priorities for EU support based on mapping and screening of the sector and other relevant policies, institutions and stakeholders.
- A Programme Document for EU support to Education for 2021 to 2025, at the end of formulation phase.

Language of the Specific Contract

The language of this assignment is English.

Management team member presence required or not for briefing and/or debriefing

The presence of at least one member of the management team may be required for briefing or debriefing purposes.

3 LOGISTICS AND TIMING

The experts may be able to use the EU Flight to/from Somalia (approx. 700 Euro per person return) and a 50 USD visa cost. A rate of 350 Euro for in country Somalia flights (Mogadishu to Hargeisa or to Garowe) also applies. If no availability on the EU Flight, the UN flight will need to be used (1,000 USD per person return).

The Contractor shall also make the necessary provision for security escort services for the experts when in Somalia. For more please refer to Part B of the Terms of Reference.

4 REQUIREMENTS

Please refer to Part B of the Terms of Reference.

5 REPORTS

The approved version of the Final Report will be also provided in 3 paper copies and in electronic version at no extra cost.

For all other matters relating to reports/deliverables, Please refer to Part B of the Terms of Reference.

6 MONITORING AND EVALUATION

Definition of indicators

Performance for this assignment will be measured in terms of EUD perception of the expert's quality of engagement with stakeholders, quality of analysis and of reporting. General demonstration of flexibility and client-orientation will also be taken into account.

7 PRACTICAL INFORMATION

Please address any request for clarification and other communication to the following address:

European Commission
European Union Delegation to Somalia
Dunhill Towers 115,
Waiyaki way Westlands
P.O. Box 30475

00100 Nairobi

For the attention of: Finance, Contracts and Audit Section

Email: DELEGATION-SOMALIA-TENDERS-AND-CFP@eeas.europa.eu

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TERMS OF REFERENCE – PART B

BACKGROUND INFORMATION

1. Benefitting Zone

Somalia

2. Contracting authority

The European Union, represented by the European Commission, B-1049 Brussels, Belgium.

3. Contract language

English

LOCATION AND DURATION

4. Location

- **Evaluation Specialist (Team leader):**

- Normal place of posting of the specific assignment: The location for this assignment will be home-based with travel to Kenya (Nairobi) and Somalia (Mogadishu, Garowe and Hargeisa). Per diems would only be considered eligible for travel to locations outside home office. Somalia travel will be dependent on the prevailing security & COVID-19 situation.
- Mission(s) outside the normal place of posting and duration(s): Kenya (Nairobi) - 14 days Somalia (Mogadishu, Garowe & Hargeisa) - 15 days

- **Education Expert :**

- Normal place of posting of the specific assignment: The location for this assignment will be home-based with travel to Kenya (Nairobi) and Somalia (Mogadishu, Garowe and Hargeisa). Per diems would only be considered eligible for travel to locations outside home office. Somalia travel will be dependent on the prevailing security & COVID-19 situation.
- Mission(s) outside the normal place of posting and duration(s): Kenya (Nairobi) - 14 days Somalia (Mogadishu, Garowe & Hargeisa) - 15 days

5. Start date and period of implementation

The indicative start date is 14/06/2021 and the period of implementation of the contract will be 90 days from this date (indicative end date: 12/09/2021).

REQUIREMENTS

6. Expertise

For this assignment, one individual expert must be proposed for each position.

The expertise required for the implementation of the specific contract is detailed below.

- **Evaluation Specialist (Team leader):**
 - General description of the position:
 - Expert category: Cat. I (>12 years of experience)
 - Qualifications and skills required: At least a master's level degree in social science, public policy, development studies, international development or other relevant field, or in its absence, equivalent professional experience of at least 15 years in the sectors mentioned above.
 - General professional experience: A minimum of twelve (12) years of relevant professional experience in development related work.
 - Specific professional experience: Experience in evaluating at least 5 projects funded through international development cooperation programmes. At least 2 evaluations should be in the field of education or TVET. Knowledge of, and experience with EU rules and procedures and Project Cycle Management will be an asset. The team leader should have led successfully at least 2 evaluations (mid-term, final or ex-post). Experience in identification and/or formulation of at least 1 EU project/programme preferably in the field of education. Previous experience in a fragile context will be considered as an advantage.
 - Language skills: Full working knowledge of both spoken and written English as well as excellent report writing and communication skills. Knowledge of Somali language is an advantage.
 - Minimum number of working days: **50** days
- **Education Expert :**
 - General description of the position:
 - Expert category: Cat. I (>12 years of experience)
 - Qualifications and skills required: At least a master's level degree in Education or other relevant field, or in its absence, equivalent professional experience of at least 15 years in the sector.
 - General professional experience: A minimum of twelve (12) years of relevant professional experience in the field of education.
 - Specific professional experience: At least 6 years of experience implementing complex education programmes, coordinating with Government authorities and engaging other stakeholders, including at least 2 years in institutional capacity building on education related issues. Experience in evaluating at least 2 projects in the field of education or

TVET. Experience in identification and/or formulation of at least 1 EU programme/project preferably in the field of education. Experience of EU procedures, in particular aid delivery methods will be an added advantage. Knowledge of economic & financial analysis techniques will be asset. Previous experience in a fragile context will be considered as an advantage.

- Language skills: Full working knowledge of both spoken and written English as well as excellent report writing and communication skills. Knowledge of Somali language is an advantage.
- Minimum number of working days: **50** days

7. Incidental expenditure

No incidental expenditure provided for in this contract.

8. Lump sums

No lump sums provided for in this contract.

9. Expenditure verification

No expenditure verification report is required.

10. Other details

1 - The incidental expenditure is limited to the following categories: travel costs, per diems & security services (please refer to part A of the TORs)

Minimum quantity (if applicable): 1

REPORTS AND DELIVERABLES

11. Reports and deliverables requirements

Title	Content	Language	Submission timing or deadline
Inception report		English	Within 10 Day(s) After the project start
Draft final report		English	Within 35 Day(s) After the project start
Final report		English	Within 50 Day(s) After the project start
Programme Document	Programme Document for EU support to Education for 2021 to 2025, using EU Action Document template (tbc)	English	Within 60 Day(s) After the project start