



TERMS OF REFERENCE FOR ENDLINE EVALUATION OF THE STRENGTHENING EDUCATION AND TRAINING IN SOMALIA (SETS II) PROJECT

1. SETS II PROJECT BACKGROUND

In its accordance with European Union and other international principles and conventions, the ongoing SETS II project was designed to recognize and endorse the central role of education in economic and social development in Somalia. Reference was made to the new European Consensus Development Agreement which provided the framework for a common approach to development policy to be applied by the EU institutions and Member States while fully respecting each other's distinct roles and competences. According to the Agreement, responding to the educational needs of children, women and youth is crucial to promoting responsible citizenship, developing sustainable and prosperous societies, and boosting empowerment of otherwise excluded groups and youth employment, key parameters which have been used to design this intervention. Emphasis was also made on eradicating poverty, tackling discrimination and inequalities, and leaving no-one behind through provision of universal access to quality education and training which will ensure youth employability, increased participation in governance by different gender and long-lasting development in Somalia.

During the course of its implementation, SETS II paid special attention to provision of education training opportunities for girls and women, and towards ensuring that all learners of school going age have the knowledge, skills, capabilities, and rights they need to enjoy a life in dignity, to be fully engaged in society as responsible and productive adults, and to contribute to the social, economic and environmental well-being of their communities.

The ***overall objective*** of SETS II was: Improve the educational attainment and employability of relevant target groups in Somalia; while the ***specific objective*** was Participation in and governance, quality, relevance and inclusiveness of education and training in Somalia are improved. SETS II was also proactively coordinating with other humanitarian actors and donors to ensure successful implementation and maximum impact of planned activities, and this was achieved through three necessary and sufficient Results:

- i. **Result 1:** Increased access to equitable quality primary and secondary education.
- ii. **Result 2:** Increased participation of youth and adults in TVET linked to employment and economic opportunities; and
- iii. **Result 3:** Enhanced capacity of public institutions to lead, monitor and manage the education and training system.

1.1 Targeted Primary Beneficiaries

Target beneficiaries included primary/secondary school learners/students and teachers, parents, Community Education Committee (CEC) members and the Community Skills Development Centres (CSDC). Additionally, there were interventions aimed at benefiting youths in TVET and Professional Technical Secondary Schools, those attending Non-Formal Education (NFE), Alternative Basic Education (ABE) and learners with special needs. Overall, there was also a keenness to target children who are returnees, Internally Displaced Persons (IDPs) and/or pastoralists. Based on lessons learned from previous projects and forging strong synergies and collaboration with other ongoing interventions within the project regions, SETS II aimed to ensure that equal education opportunities are provided to all.

1.2 Implementing Partners

The project was implemented by ADRA as the lead agency, in partnership with the Somalia Federal Ministry of Education, Culture and Higher Education (MoECHE), State Ministries of Education of: Galmudug, South West, Hirshabelle, Jubbaland and Banadir Regional Administration; as well as CISP and Alight who were implementing agencies.

2 EVALUATION OF SETS II PROJECT

2.1 Purpose and Objectives of the Evaluation

These Terms of Reference are for the End of Project Evaluation for the Strengthening Education and Training in Somalia (SETS II) Project. The overall purpose of the evaluation is to assess the level of attainment of targets, results and objectives. The evaluation will contribute to shared learning and provide accountability to partners, beneficiaries and donors. The evaluation will come up with findings, lessons learnt and recommendations which will be shared with key stakeholders of the project and used by the implementing agencies to guide and inform future similar projects and programs.

The evaluation will assess the performance of the project against key parameters including the project's relevance, effectiveness, efficiency, sustainability, timelines of activity implementation, and its strengths and weaknesses. In addition, the strengths, weaknesses and challenges during implementation will be analyzed with a view to extract lessons and best practices for the future.

2.2 Objectives of the Evaluation

The final evaluation will provide the decision-makers in the Government, the European Union and the wider public with sufficient information to:

- a. Make an overall independent assessment about the past performance of the project/programme, paying particularly attention to the impact of the project actions against its objectives.
- b. Identify key lessons and to propose practical recommendations for follow-up actions.

The evaluation will be based on the five evaluation criteria endorsed by the OECD-DAC (relevance, effectiveness, efficiency, sustainability and impact), and to the EC-specific evaluation criteria (EC added value and coherence). The evaluation will also assess the integration and impact of cross cutting issues in the project. The consultants are required to use their professional judgment and experience to review all relevant factors and to bring these to the attention of the Government and European Commission.

The key parameters to be assessed by the evaluation are:

- a. Relevance: describes how well a project addresses a real problem of the beneficiaries and how well it matches the development policies and strategic objectives of the country/region.
- b. Efficiency: stands for how well the inputs are transformed into output and outcomes.
- c. Effectiveness: measures the degree to which the project's outputs have provided benefits and contributed to the project purpose.
- d. Impact: describes how and to which degree the project has contributed to the solution of the problem and to the achievement of the overall objective. While actual impact can only be measured *ex post*, the evaluation should nevertheless scrutinize the impact prospects, i.e. the project's likely contribution to the project's overall objective.
- e. Sustainability: introduces a time dimension into the monitoring. It measures to the likelihood of a continuation in the stream of benefits produced by the project after the period of external support has ended.
- f. Inclusion: Assess the extent to which marginalized groups have been reached by the project, in particular girls, IDPs, returnees, refugees, people living with disabilities and those from minority clans among other marginalised groups.
- g. Role of federal member states: The roles played by the states of Galmudug, Jubbaland, Hirshabelle, South West State and Banadir Regional Administration during the project implementation period, including successes, lessons learnt and gaps identified per State. The support provided to each state also needs to be evaluated.
- h. Mutual reinforcement (coherence): assesses the extent to which activities undertaken allow the European Union to achieve its development policy objectives without internal contradiction or without contradiction with other Community policies, i.e. the extent to which they complement partner country's policies and other donors' interventions.
- i. EU value added: reviews the connection to the interventions of other programs supported by the European Union, and the extent to which the intervention is creating actual synergy (or duplication) with the intervention of other EU supported programmes/projects.

2.3 Scope of the evaluation

The evaluation will cover the accomplishment of all the expected results as outlined in the project document and detailed in the annual work plans during the period of implementation. All the project result areas, outcomes and activities stated in the logical framework matrix of the project will be assessed.

The evaluation team will select sample districts, schools, and communities from the project regions in consultation with relevant stakeholders and using statistically acceptable parameters, and ensure that the sample selected is representative of the geographical coverage of the project as well as the target beneficiaries.

Specific Tasks: The specific tasks of the evaluator will be to:

- (i) Develop evaluation framework and methodology and refine these with the project team.
- (ii) Develop a sampling frame that will be discussed and adopted by the evaluation team
- (iii) Develop the evaluation plan
- (iv) Undertake extensive document review to familiarize with the project
- (v) Assess the capacity development interventions the project has undertaken with the MoECHE, State level MoEs and targeted schools
- (vi) Critically assess and evaluate the 5 model schools and 3 TVET centres constructed by the project, looking at the key parameters of: achievement of targets, outcomes and lessons learned.
- (vii) Review the progress in enrolment of learners in primary school, non-formal education and TVET as a result of the project in the target regions.
- (viii) Assess the contribution to pedagogical methods for young learners and adult learners as a result of the project.
- (ix) Conduct field visits, focus group discussions and interviews with relevant beneficiaries, partners and project team members to collect information on various parameters of the evaluation.
- (x) Prepare the evaluation draft report and present the findings in workshops in Mogadishu, Somalia, for key national and international agencies operating in these locations;
- (xi) Prepare and submit final report to the Lead Agency – ADRA in soft and hard copies.
- (xii) Present the findings of the evaluation to the Education Sector Committee Members in Mogadishu, Somalia.

3 EVALUATION APPROACH AND METHODOLOGY

The evaluation approach should be developed and implemented in three main phases: An Inception Phase, a Field Investigation Phase and a Synthesis and Feedback Phase.

3.1 Inception Phase

This phase will involve a thorough and systematic review of the relevant programming documents related to the SETS II project, as well as documents shaping the wider strategy/policy framework. This will provide the development context of the project. The consultant will then analyze the logical framework in order to come up with issues or evaluation questions relevant to the project. This stage will also involve the preparation of the workplan for the evaluation complete with a time schedule. Other tasks to be undertaken during the inception phase will include:

- Present the indicative methodology to the overall assessment of the project/programme.
- Interview the project management and European Union Program Managers (if relevant)
- Present each evaluation question stating the information already gathered and provide a first partial answer to the question, identify the issues still to be covered and the assumptions still to be tested, and describe a full method to answer the question.
- Identify and present the list of tools to be applied in the Field Phase;
- Prepare and submit a detailed work plan with an indicative list of people to be interviewed, surveys to be undertaken, dates of visit, itinerary, and name of team members in charge.
- Define issues and gaps requiring further analysis;
- Prepare and share inception report of not more than 10 pages; and
- List all preparatory steps already taken for the Field Phase.

3.2 Field Investigation Phase

The Field Phase should start upon approval of the inception Report by the evaluation managers (Program Director, Project Manager and M&E focal point). The consultant will:

- Undertake field mission applying the plan developed during the Inception Phase. This plan has to be applied in a way that is flexible enough to accommodate for any last-minute difficulties in the field. If any significant deviation from the agreed work plan or schedule is perceived as creating a risk for the quality of the evaluation, these should be immediately discussed with the evaluation managers.
- Hold a briefing meeting with project management team in the first days of the field phase.
- Undertake school visits and stakeholder interviews including relevant education authorities.
- Ensure adequate contact and consultation with, and involvement of, the different stakeholders; working closely with the relevant government authorities and agencies during their entire assignment. Use the most reliable and appropriate sources of information and will harmonize data from different sources to allow ready interpretation.
- Summarize its field works at the end of the field phase, discuss the reliability and coverage of data collection, and present its preliminary findings in a meeting with the project management team and relevant MoE administrations.

3.3 Synthesis and Feedback Phase

This phase is mainly devoted to the preparation of the final draft report. The consultant will make sure that:

- Their assessment is objective and balanced, affirmations accurate and verifiable, and recommendations realistic.
- When drafting the report, they will acknowledge clearly where changes in the desired direction are known to be already taking place, in order to avoid misleading readers and causing unnecessary irritation or offence.

The consultant will submit the draft evaluation report to ADRA for review. On the basis of comments expressed by ADRA and consortium members & relevant education authorities, the consultant will amend and revise the draft report. The 2nd draft report will be presented to ADRA management, while a summary of the key findings of the evaluation will be presented to a group of stakeholders in Mogadishu under the auspices of the Education Sector Committee for their synthesis and discussion. On the basis of comments made by participants, the consultant will prepare the final version of the report.

4 EXPERTISE REQUIRED

The following are the qualification requirements for the evaluation consultant:

- Advanced University Degree in Education or related field.
- A minimum ten (10) years of relevant professional experience in the areas of basic/primary education, teacher development, capacity building of education administrations, education economics and in the definition and implementation of sectoral policies in the economic sector;
- Experience in the evaluation of technical assistance project, preferably, particularly those under the education portfolio;
- Fully conversant with the principles and working methods of project cycle management, EC aid delivery methods. knowledge of the activities of multilateral development donors will be an added advantage;
- Solid knowledge of, and practical experience with gender analysis and planning;
- Full working knowledge of English and excellent report writing skills
- Competence and adequate experience in the use of qualitative and/or quantitative methods of data collection and analysis including: sampling, desegregation of data, structured and semi-structured interviewing, focus group discussions, and observation and triangulation research methods.
- Ability to interpret and analyse complex qualitative and quantitative data, and to present findings and recommendations in a clear and concise way.

- Excellent inter-personal communication skills including experience of facilitation and presentation.
- Ability to work equally well with communities and international organisations.
- Knowledge and sensitivity to political and social contexts of Somalia.

5 TIME FRAME

The evaluation will be carried out from June to July 2025 (50 working days). The consultant will be required to submit a technical proposal indicating the number of days and rate for the consultancy work with a **realistic** action plan. As a guideline, about 12 days will be dedicated to the Inception Phase, 24 days to the field study phase and 11 days for the synthesis phase, and 3 days for the presentations at Mogadishu level ESC.

6. SUPERVISION AND MANAGEMENT

The overall supervision of the evaluators will rest with ADRA. The consultant will report to the Programmes Director (or a designated manager). The consultant will be expected to work closely with, and interact closely with the implementing agency and MoECHE. The ADRA education project manager based in Somalia will provide day-to-day supervision and support to the consultant.

7. TERMS AND CONDITIONS

Logistics: The consultant's travel from base to the field and back after the end of the contract (including airport tax) will be covered by ADRA.

Professional fee: The consultant will propose the professional fee as part of their financial proposal.

Tax and insurance: The consultants shall be responsible for their income tax and/or insurance during the assignment.

Code of conduct: The consultant is bound by the principles and conditions of ADRA's Code of Conduct.

A contract will be signed by the consultant/evaluator upon commencement of the evaluation which will detail additional terms and conditions of service, aspects on inputs and deliverables.

8. APPLICATION REQUIREMENTS

All expressions of interest should include:

Cover letter: A short (maximum three pages) letter addressing the evaluation criteria.

A detailed curriculum vitae

Technical Proposal (maximum eight pages) interpreting the understanding of the TOR, detailed methodology of executing the task, as well as draft evaluation framework and plan.

Financial Proposal: The financial proposal should provide cost estimates for services rendered including daily consultancy fees excluding: accommodation and living costs; transport cost; stationeries, and supplies needed for data collection; costs related to persons that will take part from consortium partners and government authorities during evaluation process, enrichment workshop.

The financial proposal should also provide cost estimates for services rendered including daily consultancy fees related to the consultant and/or associate consultant who will take part in the final evaluation of the project.

Applications for this consultancy should be emailed to the Human Resource Manager using the email hr@adrasom.org by COB 2nd June 2025, with **"Expression of Interest for SETS II Project Endline Evaluation"** in the subject line.

ANNEX 1: KEY DOCUMENTS FOR THE EVALUATION

Indicative list to be adapted/ expanded where appropriate:

- EU Education Sector Development Programme documents
- EU Education Sector Review and Identification Study
- Education Sector Analysis (ESA) 2021
- Draft Education Sector Strategic Plan (ESSP) 2022 - 2026
- SETS II Project Document
- SETS II Project Logical Framework Approach
- SETS II Baseline Survey Report
- SETS II Project Interim Progress Reports
- SETS II 3rd Party Monitoring Report
- Government Education Sector policy documents
- Somalia National Development Plan & National Transformation Plan
- Relevant documentation from national/local partners and other donors
- Relevant policy and planning documents from national/local partners and other donors

The consultant is expected to identify and obtain any other document worth analyzing, through interviews with people who are or have been involved in the design, management, and supervision of the project/programme.

Annex 2: Details on Evaluation Criteria

The following key aspects of the evaluation must be addressed.

i) Project Preparation and Design

How appropriate was the project design?

What preparatory activities were carried out?

Were they relevant?

Was there any outstanding omission in the design?

Were they reflected in the final project design?

Were any necessary preparatory activities omitted?

Was the initial intervention plan/logic appropriate?

Recommendations for improving future project design.

ii) Relevance: The main focus will be on the appropriateness of the project's concept and design to the improvement of access to education in Somalia. In particular the consultant must assess:

Extent to which the stated objectives addressed the problems of the primary target groups re: (school children, adult learners, ministries of education, school management and teachers)

Relevance of the project design within the framework of the MOECHE programmes and policy guidelines

Relevance of the project design within the framework of the EU Education Sector Development Plan

Achievements of the project against the original results (outcomes), outputs, and activities specified in the project log frame.

Level of significance of the results to address the primary needs of the beneficiaries.

Level of awareness of the children, implementing partners and other relevant stakeholders on the results of the project.

Positive/negative changes, intended/un-intended that the project produced on the target groups both past and present

iii) Efficiency: The main focus will be on how well the project activities transferred the available resources into the intended results in terms of quantity, quality, and timeliness through sustainable and participatory processes.

In particular:

How economical were project inputs (funds, expertise, time, and other resources etc) converted into results in the required quantity and quality and in good time?

Was the use of the project resources cost-effective?

Could the project activities have been done more efficiently?

Whether similar results or more could have been achieved at a lower cost in the same amount of time?

Whether project activities were done right i.e. on time, in expected quantity and quality, and through participatory processes.

Partner country contributions from local institutions and government (e.g. offices, experts, reports, materials, labour), target beneficiaries and other local parties.

Responsiveness of project management to changes in the environment in which the project operates;

Co-operation among project partners and other key stakeholders in achieving project results.

iv) Effectiveness: The main focus will be on the extent to which the project achieved its stated results and purpose. Key parameters to be assessed include:

The progress made in achieving the results of the project at all levels. The project Logical Framework will be used as the basis for analysis and assessment; whether the intervention logic actually worked or not.

Efforts made in capacity building of the MOE, REO and other local project stakeholders and whether the strategies worked or not, and why.

Project's management of risks taking into account the stated risks and assumptions.

Adequacy of management arrangements as well as monitoring and evaluation, technical backstopping support given to the project by all parties concerned; coordination and communication.

The level of ownership of the project by the MOE and its commitment to support the project after the expiry of the project period.

v) Sustainability: The sustainability criterion relates to whether the positive outcomes of the project and the flow of benefits are likely to continue after external funding ends or non-funding support interventions (such as: policy dialogue, coordination).

The final evaluation will make an assessment of the prospects for the sustainability of benefits on basis of the following issues:

- the ownership of objectives and achievements, e.g. how far all stakeholders were consulted on the objectives from the outset, and whether they agreed with them and continue to remain in agreement;
- policy support and the responsibility of the beneficiary institutions, e.g. how far donor policy and national policy are corresponding, the potential effects of any policy changes; how far the relevant national, sectoral and budgetary policies and priorities are affecting the project positively or adversely; and the level of support from governmental, public, business and civil society organizations.
- institutional capacity, e.g. of the Government (e.g. through policy and budgetary support) and counterpart institutions; the extent to which the project is embedded in local institutional structures; if it involved creating a new institution, how far good relations with existing institutions have been established; whether the institution appears likely to be capable of continuing the flow of benefits after the project ends (is it well-led, with adequate and trained staff, sufficient budget and equipment?); whether counterparts have been properly prepared for taking over, technically, financially and managerially;
- the adequacy of the project budget for its purpose particularly phasing out prospects;
- socio-cultural factors, e.g. whether the project is in tune with local perceptions of needs and of ways of producing and sharing benefits; whether it respects local power- structures, status systems and beliefs, and if it sought to change any of those, how well-accepted are the changes both by the target group and by others; how well it is based on an analysis of such factors, including target group/ beneficiary participation in design and implementation; and the quality of relations between the external project staff and local communities.
- financial sustainability, e.g. whether the products or services being provided are affordable for the intended beneficiaries and are likely to remain so after funding will end; whether enough funds are available to cover all costs (including recurrent costs), and continued to do so after funding will end; and economic sustainability, i.e. how well do the benefits (returns) compare to those on similar undertakings once market distortions are eliminated.
- technical (technology) issues, e.g. whether (i) the technology, knowledge, process or service introduced or provided fits in with existing needs, culture, traditions, skills or knowledge; (ii) alternative technologies are being considered, where possible; and (iii) the degree in which the

beneficiaries have been able to adapt to and maintain the technology acquired without further assistance.

Wherever relevant, cross-cutting issues such as gender equity, environmental impact and good governance; were appropriately accounted for and managed from the outset of the project.

vi) Impacts: The main focus will be on whether the project has contributed to the overall project goal, specific changes that the project has brought about in the lives of target groups (teachers, children, etc), and impacts realized or likely to be realized in relation to cross cutting issues such as gender, environment and child protection. In particular;

Most significant changes that can be attributed to the project.

Achievements of the project against the original results (outcomes), outputs, and activities specified in the project log frame.

Extent to which the project has impacted on teaching and learning.

Project impact on enhancing co-operation among education sector and project partners.

Also assess whether the impacts of the project:

- have been facilitated/constrained by external factors
- have produced any unintended or unexpected impacts, and if so how have these affected the overall impact.
- have been facilitated/constrained by project/programme management, by co-ordination arrangements, by the participation of relevant stakeholders
- have contributed to economic and social development
- have contributed to poverty reduction
- have made a difference in terms of cross-cutting issues like gender equality, environment, good governance, conflict prevention etc.
- were spread between economic growth, salaries and wages, foreign exchange, and budget.

Annex 3: Report Outline

The Report shall follow the format as follows:

1. Executive Summary

A succinct, to the point and free-standing Executive Summary is an essential component. It should be short, no more than two or three pages. It should focus on the key purpose or issues of the evaluation, outline the main points of the analysis, and clearly indicate the main conclusions, lessons learned and specific recommendations.

2. Main body of the report

The main body of the report shall elaborate the points listed in the Summary. It will include references to the methodology used for the evaluation and the context of the action. In particular, for each key aspect (Relevance, efficiency, effectiveness, impact and sustainability) there should be a corresponding section according to the weighting agreed. Lessons learnt (operational and developmental) should be incorporated. Recommendations should be as realistic, operationally sound and pragmatic as possible; that is, they should take careful account of the circumstances currently prevailing in the context of the action, and of the resources available to implement it locally.

3. Conclusions and Recommendations

4. Annexes

1. Terms of Reference
2. Project Performance Matrices
3. Data collection tools (Questionnaires, Focus Group Discussion guidelines etc)
3. Itinerary for the Evaluation Team
4. List of Persons Consulted
5. Literature and Recommendation