



TERMS OF REFERENCE FOR BASELINE SURVEY/ASSESSMENT IN AFMADHOW, BAADHEERE, BELETWENYE, BUUR HAKABA, GALKAYO AND GAROWE FOR THE EDUCATION CANNOT WAIT MULTI-YEAR RESILIENCE PROGRAM (ECW MYRP II)

BACKGROUND INFORMATION

The fragility of Somalia's education system stems from a complex interplay of root causes, including protracted conflict, political and economic instability, climate change, and social and cultural barriers. These interconnected factors contribute to widespread poverty and weak governance, which, in turn, exacerbate the challenges to education. Social and cultural barriers, such as gender disparities, stigma surrounding disability, and the marginalization of some groups, directly limit children's access to and retention in school. Insecurity and displacement disrupt education, while poverty forces families to prioritize basic needs over schooling, often pulling children into labour or early marriage. Weak governance and a lack of resources result in underqualified teachers, inadequate infrastructure, and a shortage of learning materials, compromising the quality of education and learning outcomes. These systemic issues, coupled with the mental health and psychosocial needs stemming from the ongoing crisis, negatively impact children's well-being and hinder the resilience of the education system as a whole.

Protracted humanitarian crisis and enduring poverty have severely impacted Somalia's education sector, resulting in an extremely low school life expectancy of less than two years and over half of all school-aged children out of school. This massive out-of-school population, with nearly half never having attended, perpetuates poverty and increases risks of child labour, early marriage, and recruitment into armed groups. Beyond access, the quality of education is a major concern. Several issues hinder effective learning and contribute to the overall educational crisis. These include underqualified and predominantly male teachers, inequitable teacher deployment, a shortage of textbooks, and inadequate infrastructure. Learning outcome data, primarily from recent primary and secondary exams, reveals unusually high pass rates, underscoring the need for more robust assessment tools and a deeper understanding of actual learning. Moreover, significant funding challenges exacerbate these issues. Public expenditure on education, while increasing, remains low. The education system relies heavily on household contributions and development partner support. Education budget execution is inconsistent, and funding is disproportionately allocated to primary education and the national university.

Recent evaluations of girls' education programs in Somalia, such as the Adolescent Girls' Education in Somalia (AGES) programme and the Somali Girls Education Promotion Project – Transition (SOMGEP-T), reveal both successes and persistent challenges in achieving learning outcomes for vulnerable children. AGES showed significant literacy and numeracy gains for girls in formal and alternative education, though non-formal education results were more variable, especially due to drought. Consistent enrolment was found to be crucial, and regional disparities existed, particularly for internally displaced girls. SOMGEP-T improved learning outcomes and transition rates, especially for vulnerable girls, with Girls' Empowerment Forums significantly boosting learning. However, modest overall gains were impacted by COVID-19 related school closures, and the program did not affect attendance or higher-level numeracy, highlighting the need for better teacher training and systemic changes to address poverty, drought, and conflict. These evaluations offer valuable lessons for strengthening future interventions.

Building upon these insights and the broader challenges facing the education sector, it is crucial to understand the structure of the system itself. Somalia's education system is structured into three main categories: General Education (comprising Early Childhood Education, Lower Primary, Upper Primary, General Secondary Education, Higher Education, Alternative Basic Education, and Adult Basic Education), Religious Education (including Integrated Qur'anic Schools, Level 1 Islamic Institute, and Level 2 Islamic Institute), and Technical and Vocational Education (encompassing Vocational Training Institutes, Technical Secondary Education, Professional Schools, and Colleges and Institutes).

Within this system, schools fall into three ownership categories: public, publicly supported, and private. Public schools, owned and managed by the ministries of education in the federal states, are a

relatively recent formal designation (since 2019) and are staffed by publicly funded teachers. Public education accounts for an average of 10 percent of learners in general education (lower primary, upper primary, and secondary). This means that for 90 percent of learners, education is largely the responsibility of their parents and caregivers. Publicly supported schools, while also registered as 'public' within the Education Management Information system (EMIS), receive partial financial support from the government, particularly from the federal member state ministries of education. Private schools are operated by a range of actors, including communities, local NGOs, and international NGOs. In 2022, only 40% of primary school students and 25% of secondary school students were enrolled in public or publicly supported schools.

The MYRP-II's intersectional approach to addressing educational vulnerability necessitates a comprehensive needs analysis, which the below sections provide. Building upon the previous overview of Somalia's diverse education system—encompassing general, religious, and technical/vocational education, and operating across public, publicly supported, and private institutions—this analysis delves into the interconnected barriers to children accessing quality education. It examines enrolment and attendance challenges, the specific needs of vulnerable and crisis-affected children, the requirements of key education stakeholders, and the broader systemic needs. This analysis underscores the critical importance of coordinated governance in effective education delivery and alignment with donor programs, as detailed below:

A. Enrolment and attendance rates

Somalia faces significant challenges in education, despite some recent improvements. According to the Ministry of Education, Culture and Higher Education's 2022 Annual Education Statistics Yearbook, the Gross Enrolment Rate (GER) for primary school reached 32% in 2022, slightly below the Education Sector Strategic Plan (ESSP) 2022-2026 target of 34%, but far below comparable countries in East Africa. However, the 2022 Education Sector Analysis presents a GER of only 14% in 2020. Enrolment is particularly low among vulnerable groups, including displaced children and pastoralist communities. The discrepancy in GER data highlights the challenges of accurate data collection and the need for improved methodologies. The low GER, especially among vulnerable groups, underscores the urgent need to address barriers to access. For the MYRP-II's target areas specifically, the MoECHE 2023 EMIS data shows the following primary GERs: Beletweyne (69%), Afmadow (13%), Baardheere (20%), Gaalkacyo (30%), and Buur Hakaba (12%). The Puntland EMIS reports a primary GER of 20%.

These challenges are also evident in Somalia's overall literacy rate of 53.7%, with stark disparities between urban (60.9%), rural (49.1%), and nomadic areas (20.5%). Moreover, the 2022 Somalia Integrated Household Budget Survey (SIHBS) found that approximately 65% of the population has no formal education, and only 4.6% have completed secondary education. Furthermore, there are major disparities between states, with the 2022 Education Sector Analysis noting the range of Upper Primary GER from 5.1% for Hirshabelle to 46.4% for Banadir.

Analysis of attendance rates also reveals significant challenges. Gross attendance ratios (GAR) are a dismal 39% for primary school and 28.5% for secondary school. Net attendance ratios (NAR), which measure the attendance of children of the correct age for each school level, are even worse: 25% for primary and a mere 14.6% for secondary. While the primary NAR does not significantly differ between urban and rural areas, it plummets to a shockingly low 5.2% for nomadic populations. The substantial gap between GAR and NAR indicates a high rate of over-age children attending both primary and secondary school.

The above data underscores critical challenges facing Somalia's education system. Low enrolment and attendance and disparities in literacy and educational attainment highlight the urgent need for intervention. Access to quality education is severely limited, especially for vulnerable populations (girls, children with disabilities, rural/nomadic communities, IDPs), as starkly demonstrated by the extremely low NAR for nomadic populations (5.2%). Beyond access, quality is a major concern. Teacher shortages, inadequate infrastructure and materials, and a high rate of over-age children attending school hinder student success. These challenges are further compounded by Somalia's demographic profile. With high birth rates and a predominantly young population, nearly half of all Somalis are of school age, placing immense pressure on educational resources. The majority of this school-aged population is of primary school age (6-13 years old), representing approximately 45% of the total, followed by pre-primary (around 21%), secondary (about 18%), and post-secondary (roughly

16%). Furthermore, while the existing data provides a solid foundation, developing a truly comprehensive understanding of Somalia's education needs requires further district-level information on enrolment, attendance, quality, and inclusive education to ensure effective planning and resource allocation.

Chronic malnutrition and food insecurity also continue to threaten children's education in Somalia, particularly in regions heavily impacted by conflict, displacement, and climate-induced crises. The 2023 Integrated Food Security Phase Classification (IPC) reports that millions of children remain at risk of acute malnutrition due to food shortages, drought, and economic instability. In the 6 prioritized intervention districts, high levels of hunger and food insecurity have led to reduced school attendance, poor concentration, and increased dropout rates as children leave school in search of food or to support household survival efforts.

Addressing these interconnected challenges requires a concerted and coordinated effort from the government, international partners, and local communities. These efforts are essential to breaking the cycle of poverty, promoting social cohesion, and building a stable and prosperous Somalia.

B. Education Barriers for Vulnerable Children in Somalia

This subsection examines the complex barriers hindering vulnerable children's access to quality education in Somalia, along with their specific educational needs. These interconnected challenges disproportionately affect girls and children with disabilities and are exacerbated by significant supply-side constraints. The following sections detail these barriers and needs, exploring the specific obstacles and requirements faced by vulnerable children in their pursuit of education.

Barriers to girls' education

Adolescent girls (12-19) are among the groups most at risk of being left behind in Somalia. Girls have fewer opportunities for accessing education than boys. Boys' real access to education peaks at age 11, compared to age 12 for girls. Further, a significant gender disparity exists within Somalia's low literacy rate. While the overall rate stands at 53.7%, women's literacy is considerably lower, at 45.3%. This notable gap underscores the urgency of addressing girls' educational needs. Girls may have restricted access to learning as parents prefer to send boys to school leaving girls at home to help with household chores. Girls also drop out of school due to drought and ongoing armed conflict. Low literacy levels among Somali girls limit their later participation in formal employment, perpetuating a cycle of exclusion and vulnerability that extends into adulthood. Moreover, the predominance of the clan system in Somalia, coupled with protracted conflict, exposes Somali women and girls to heightened levels of conflict-related sexual violence. In 2020, women, adolescents, girls, and children accounted for 95% of survivors who reported GBV occurrences. These challenges are compounded for girls with disabilities, who face additional barriers related to stigma and safety concerns, making them even more likely to be out of school. Menstrual health challenges remain a significant barrier to girls' education in Somalia, particularly in rural and crisis-affected areas. The lack of access to sanitary products, inadequate water and sanitation facilities, and the stigma surrounding menstruation contribute to high absenteeism and dropout rates among adolescent girls. Many girls miss several days of school each month, which affects their academic performance and overall retention. Additionally, the use of non-hygienic and unsustainable materials increases the risk of health issues and contributes to environmental degradation.

Barriers to education for children with disabilities

Children with disabilities in Somalia, despite their immense potential and inherent right to education, face substantial barriers that severely limit their access to quality learning opportunities. These children, among the most marginalized and stigmatized groups in Somalia, often do not get any educational opportunities. The physical environment in many schools is not accessible, lacking necessary infrastructure such as ramps and accessible WASH facilities. Additionally, there is a severe shortage of assistive devices and mobility aids, which further hinders their ability to attend school. Poverty exacerbates these challenges, as families may prioritise limited resources for non-disabled children. Negative attitudes and a lack of awareness within communities also contribute to the exclusion of children with disabilities from education. Furthermore, the ongoing conflict and instability in Somalia disproportionately affect children with disabilities, making it even more difficult for them to access education. Meanwhile, there is a critical lack of trained teachers, with many educators lacking the necessary qualifications to adequately support children with disabilities. As a result, these children are often left behind, perpetuating a cycle of exclusion, and limiting their future opportunities.

Learning needs of vulnerable and/or crisis-affected children

The Government of Somalia has made significant strides in investing in the education sector and thereby addressing learning. According to the Education Sector Strategic Plan (ESSP) for 2022-2026, the government is focused on improving access, quality, and equity in education, outlining strategic reforms and activities aimed at enhancing the education system over the next five years. However, there are considerable data gaps with little to no data on learning. Official Ministry of Education data captures only enrolments; learning outcomes are not recorded for any schooling levels. This lack of data makes it difficult to assess the true impact of educational interventions. Furthermore, several interconnected factors affect learning. A critical shortage of qualified teachers directly impacts the quality of instruction and student learning outcomes. Inadequate infrastructure, ongoing conflict and displacement, and persistent gender disparities further compound these challenges, creating barriers to consistent and effective learning. Further, focused attention and resources are needed to address the specific learning requirements of children with disabilities, ensuring their full inclusion in education.

Mental health and psychosocial needs of vulnerable and crisis-affected children

Mental health and psychosocial needs are critical in Somalia due to the country's prolonged conflict, economic instability, and frequent climate disasters. The prevalence of mental health issues is considerable, with approximately 76.9% of the population in conflict-affected areas experiencing mental health problems. Despite this high rate, it is estimated that 80-90% of those affected do not have access to adequate mental health care. The stigma surrounding mental health issues further exacerbates the problem. While traditional and religious leaders, including those from Qur'anic schools, play a significant role in community support, they often lack the training required to provide adequate mental health care. Training of Trainers (ToT) for key community and religious leaders on addressing social stigma and promotion of wellbeing has become necessary to support MHPSS. The integration of MHPSS into broader education and humanitarian development programmes is essential to address these gaps. Efforts to build capacity among local actors are crucial for creating a sustainable and culturally relevant mental health support system.

C. Needs of Educators, Communities, and Local Actors

Educators, caregivers, parents, households, and local organisations are all instrumental in ensuring education is delivered to all children. This sub-section presents an overview of their needs, which must be addressed if accessible and equitable education is to be provided.

Teachers

The Somali education system must prioritize addressing key areas of teacher support, including strategies for managing large class sizes, improved supply provision, streamlined recruitment and deployment processes, expanded training opportunities, consistent payment, and promoting gender balance within the teaching profession. These issues affect all educational pathways, including formal, non-formal, Accelerated Basic Education (ABE), and Qur'anic schools. Teachers require adequate teaching materials and resources, as currently 70% of schools lack basic teaching materials. The provision of teaching and learning materials is a key priority of the National Education Sector Strategic Plan (2022-2026) for both primary and secondary schools. In terms of ABE, 2021 saw the ministry officially establish a national standard for ABE, developing textbooks and teacher guides and ensuring it is part of the formal education system. However, many out-of-school children (OOSC) continue to lack access to education because of limited availability of quality Alternative Basic Education (ABE) programs and low community awareness of these opportunities. Classrooms require supportive infrastructure and adequate space to be managed effectively, as well as improved pupil-teacher and pupil-textbook ratios. Many schools still have zero textbooks, resulting in an average pupil-textbook ratio as high as 43:1 in primary public schools and even worse at the secondary level, with ratios as high as 73:1 in public schools. While teacher training centres and unified training packages have been developed, professional development remains critically needed to equip Somali teachers with effective strategies for managing large classes under challenging conditions. Currently, only 15% of public-school teachers are considered qualified, compared to 24% in community schools and 30% in private schools. A significant scale-up of teacher support remains necessary.

Teachers in Somalia face significant challenges that impact their well-being, retention, and effectiveness. Security threats remain a major concern, as ongoing conflict, attacks from armed groups, and instability put teachers at constant risk, leading to displacement, intimidation, and job

insecurity. Additionally, low salaries, delayed payments, and lack of benefits force many teachers to seek secondary employment or leave the profession. Limited professional development opportunities and inadequate training further hinder their ability to deliver quality education, especially in rural and under-resourced areas. Beyond economic and security issues, teachers also experience high levels of stress and emotional exhaustion due to overcrowded classrooms, lack of teaching materials, and exposure to conflict and displacement-related trauma. Many schools lack mental health and psychosocial support, leaving teachers without the necessary resources to cope. Climate shocks such as droughts and floods further disrupt education, forcing teachers to migrate and work in temporary, poorly equipped learning spaces. Weak institutional support, including poor regulatory oversight, lack of teacher representation in policymaking, and minimal career progression opportunities, exacerbates these challenges.

Community Education Committees

Community Education Committees (CECs) play a vital role in the Somali education system, as they support most functioning learning spaces. Comprised of parents, teachers, and school management, CECs possess valuable local knowledge, bridging the gap between schools and communities. To maximize their impact, CECs require targeted support and capacity building in several key areas. First, CECs need training to effectively advocate for their communities' unique educational needs and priorities. This includes training on school improvement planning, monitoring, and evaluation, enabling them to actively participate in decision-making processes that lead to improved learning outcomes. Second, capacity building focused on school governance and accountability mechanisms is crucial for strengthening transparency and cooperation within the education system. Finally, in contexts of crisis and displacement, CECs also require training on psychosocial support (PSS) and school safety to ensure the wellbeing of children and create secure learning environments. While some progress has been made in training CECs on school improvement, ownership, and sustainability, as well as PSS and school safety, significant gaps remain in meeting these needs and targets, particularly in secondary education and in training related to transparency and accountability. Addressing these capacity gaps is vital for empowering CECs and maximizing their positive impact on the Somali education system.

Local organisations and related actors

Local civil society organisations (CSOs), women-led organisations (WLOs), disabled people's organisations (DPOs), and faith actors, including traditional and religious leaders, traditional Qur'anic schools (TQS), and integrated Qur'anic schools (IQS), play a crucial role in advocacy and implementation in education programs in Somalia. However, their representation in the planning process is often limited due to lack of access and formal mechanisms. This is particularly true for WLOs and DPOs, which are excluded from planning processes unless they have established networks and partnerships with larger international organisations. There is a significant gap in the mapping of local partners' presence regionally, and no formal mechanism exists for coordinating support from local actors and communities at the grassroots level. Consequently, many local organisations with specialised regional expertise are left out of the planning process. Local voices are often marginalised during the donor programme bid stage due to their lower capacity compared to larger international development partners. Even when they are given opportunities to contribute, restricted resource allocations and lack of capacity-building opportunities limit their growth and effectiveness.

EDUCATION CANNOT WAIT MULTI-YEAR RESILIENCE PROGRAM (ECW MYRP II) FOR FEDERAL GOVERNMENT OF SOMALIA

The ECW facilitated Multi-Year Education Programme (MYRP) outcomes have been carefully designed through a participatory process to respond to system strengthening and to the needs of boys and girls in Somalia. The programme aligns to the Somalia Education Sector Strategic Plan (ESSP) 2022-2026, and the Somalia Transformation Plan (STP) 2025-2029.

Program Outcomes	
Outcome 1:	Improved equitable access to and retention in safe and protective learning environments for the most vulnerable and/or crisis-affected school-aged girls and boys (including children with disabilities) with a focus on sustainable education programming.
Outcome 2:	Improved safety, protection, and wellbeing for the most vulnerable and/or crisis-affected school-aged girls and boys (including children with disabilities) during and beyond emergencies.
Outcome 3:	Improved holistic learning outcomes (basic literacy, numeracy, and social and emotional learning) for the most vulnerable and/or crisis-affected school-aged girls and boys (including children with disabilities) during and beyond emergencies with a focus on supporting children, teachers, education management, and community committees.
Outcome 4:	Strengthened resilience of education systems to support the delivery of more equitable, inclusive, quality, gender transformative, and safer learning opportunities during both rapid emergency response and in the long term.

The MYRP-II adopts an intersectional approach focused on vulnerable and crisis-affected children in Somalia, aiming to develop and implement a resilient, holistic, and targeted education program. This program is designed to achieve four key outcomes. First, it will improve equitable access to and retention in safe and protective learning environments for the most vulnerable and/or crisis-affected school-aged girls and boys (including children with disabilities), focusing on sustainable education programming. This directly addresses the inequitable access to education experienced by marginalized and vulnerable displaced and non-displaced school-aged children, particularly those with disabilities. Second, the program will improve safety, protection, and wellbeing for these children during and beyond emergencies, responding to the challenges posed by crises caused by climate emergencies and conflict. Third, the MYRP-II aims to improve holistic learning outcomes (basic literacy, numeracy, and social and emotional learning) for these children during and beyond emergencies, including supporting teachers, education management, and community committees to address weak foundational literacy and numeracy (FLN) and develop children's life skills for adapting to crises. Finally, the program will strengthen the resilience of education systems to support the delivery of more equitable, inclusive, quality, gender-transformative, and safer learning opportunities during both rapid emergency response and in the long term. This aims to create a supportive, inclusive, and resilient education system capable of generating and using data for informed policies and sustained positive change. The MYRP-II will achieve these outcomes by prioritizing capacity development and coping mechanisms of all stakeholders throughout the Somali education system at the child, school, community, and government levels.

2.1 Target Populations

The MYRP-II's target population is the result of a thorough and consultative process with stakeholders in the MYRP-II Development Committee and has received endorsement from the Ministry of Education, Culture, and Higher Education (MoECHE).

- **IDPs and Returnee** The MYRP will target a total of 17,360 IDP children (10,416 girls and 6,944 boys) in the six targeted districts, representing 40% of total target.
- **Children with Disabilities:** A total of 6,510 Children with Disabilities (3,907 girls and 2,603 boys) will receive support, representing 15% of total target.
- **Children Out of School:** The MYRP will target a total of 24,000 out of school children (OOSC) in the six targeted districts, consisting of 14,400 girls and 9,600 boys. These children are out of

school due to conflict, poverty and climate change which leads to famine, drought and flooding, representing 55% of total targeted children.

- **Teachers, Facilitators and Education Personnel:** 540 teachers and education personnel will receive pre-service or in-service training required for teaching at the relevant level as well as organized training in line with the INEE Training for Primary School Teachers in Crisis Contexts (TICC) standards, to meet the needs of the 43,400 crisis-impacted children in the six targeted districts.
- **Community Education Committees (CECs) and Community Based Organisations (CBOs):** The MYRP will target 360 CEC members (4 per school) and 5 CBOs for capacity strengthening programs.

To address the needs of the target groups above, the MYRP-II design will focus on inclusive and cross-collaborative learning approaches that are **formal, non-formal, cross-sectoral** (linked with nutrition and health) and **holistic** (covering social emotional wellbeing and mental health and psycho-social support (MHPSS)).

To address the needs of the target groups, the MYRP will adopt a multi-tiered approach targeting 43,400 learners across different levels and types of education as follows:

1. Formal Education (Primary): The program will support a total of 15,060 children in accessing quality education and social & emotional learning (SEL) in formal schools, ensuring that primary learners, particularly those from marginalized backgrounds, IDPs, and CWDs, are included. In the context of Somalia, formal education refers to education delivered through government-recognized public schools, following the MoECHE-approved national curriculum. The MYRP will also support IDP children attending existing government schools but will not establish new formal schools inside IDP camps.

2. Accelerated Learning in Non-Formal Education: The MYRP will provide Accelerated Basic Education (ABE) to 24,000 out-of-school children and youth who have missed years of schooling due to conflict, displacement, or socio-economic barriers. These programs, coordinated with the GPE program will offer flexible, accelerated pathways for learners to transition back into formal public government owned education or acquire foundational and life skills. In terms of delivery mechanisms, where capacity allows, ABE classes will be integrated within existing government primary schools, allowing a pathway into the formal education system. For children in hard-to-reach areas without access to government schools, ABE will be delivered through non-formal education (NFE) centers established by other grants (GPE, USAID). In IDP settlements, ABE will be implemented through TLSs to ensure displaced children have access to education. For pastoralist and nomadic learners, ABE will be delivered through mobile education units, ensuring continuity of learning despite mobility challenges.

3. Early Childhood Education (ECE): Recognizing the importance of school readiness, the MYRP will invest in early childhood education (ECE) services to ensure that young learners (ages 3 to 5) receive support for their cognitive and social development. This includes training ECE teachers, providing age-appropriate learning materials, and improving access to safe and inclusive ECE centres for 4,340 learners in the six targeted districts. In terms of delivery mechanisms, ECE services will be integrated into existing government primary schools, strengthening the formal education system while in remote and marginalized areas, community-led models will expand access to early learning. In displacement-affected areas, the MYRP will establish temporary or semi-permanent ECE classrooms to ensure young children access learning despite mobility challenges.

4. Cross-Sectoral Integration: The MYRP will integrate education with complementary services including school-based nutrition, child protection, water and sanitation, and MHPSS, ensuring a holistic approach to learning. This includes school feeding programs, menstrual hygiene management, and safe learning spaces with gender-sensitive and disability-inclusive interventions.

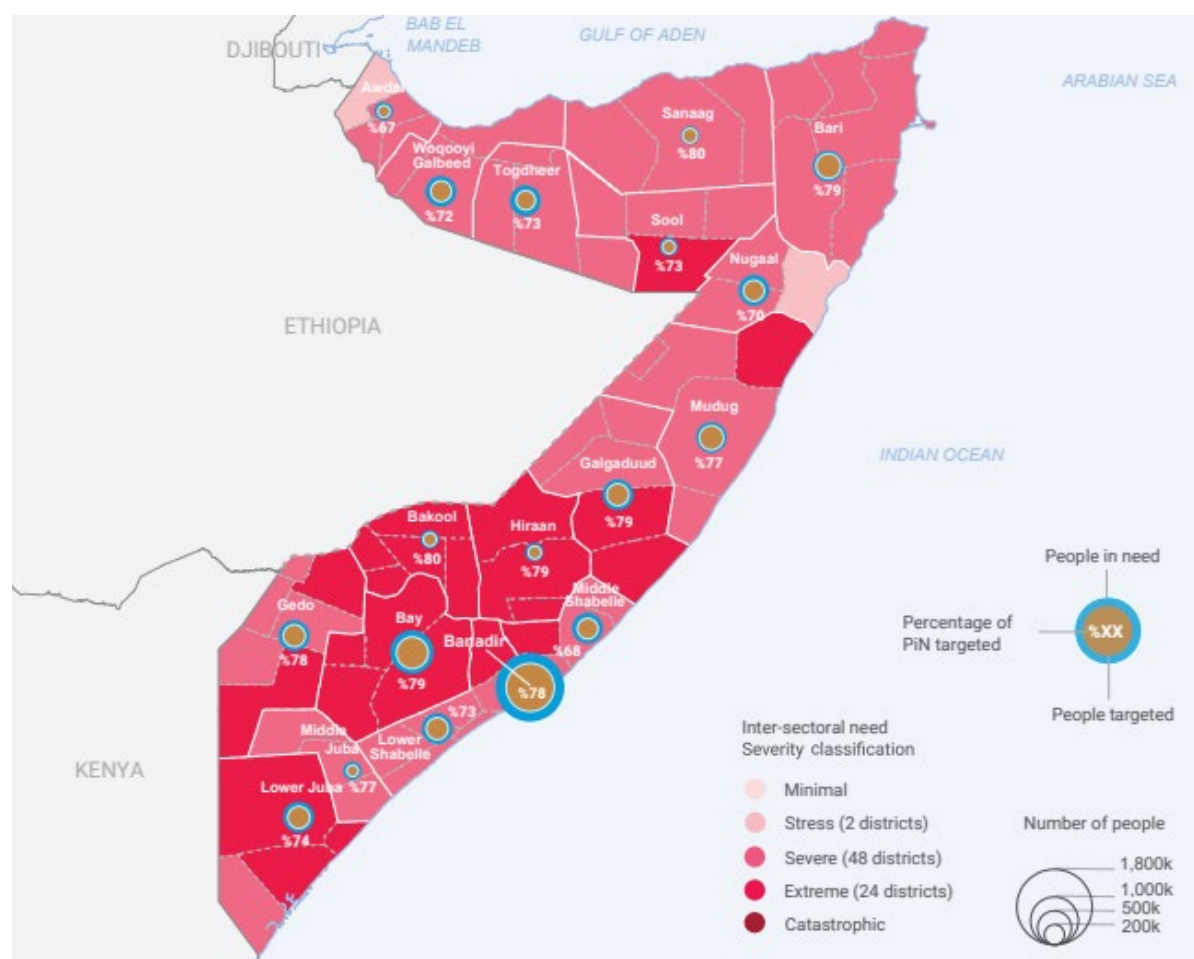
5. Climate-Adaptive and Conflict-Sensitive Education: Given the risks posed by climate change and conflict, the program will incorporate flexible learning modalities, including mobile schools for pastoralist communities and digital learning solutions where applicable. Disaster risk reduction (DRR) and peace education will also be embedded in the program to promote resilience and stability. To enhance preparedness and early response, the MYRP will align with the Anticipatory Action (AA) framework supported by ECW in Somalia (implemented by NRC). This will involve integrating early warning systems into education planning to ensure swift responses to climate-induced disruptions, pre-positioning essential learning materials in high-risk areas to facilitate rapid education continuity when disasters strike and coordinating with cluster, humanitarian and government actors to trigger early interventions that prevent education disruptions due to droughts, floods, or conflict-induced

displacement. These approaches will prioritize the needs of diverse learners and contexts, adaptability to climate change, and sensitivity to conflict and peacebuilding. This approach will ensure the MYRP-II continues its work at the triple nexus for sustainable education programming.

2.2 Target Geographies

Twenty-four districts across Somalia are classified as having a Level 4 inter-sectoral need severity, where social service delivery systems struggle to meet growing needs. The 2024 Humanitarian Needs and Response Plan (HNRP) estimates approximately 3.9 million people in need in these areas, with children comprising nearly two-thirds of that population. The MYRP-II prioritizes these vulnerable children and their support systems—parents and caregivers, communities, educators, and government staff—to ensure they receive holistic learning that fosters adaptation and resilient livelihoods. To maximize resource utilization, the MYRP-II employs a targeted geographical approach based on the severity of humanitarian and education need, using the 2024 HNRP inter-cluster severity index. This two-fold strategy involved shortlisting the most severely affected districts and then selecting six based on key education criteria, using the most recent Education Cluster and EMIS data. Consequently, six districts—Beletweyne, Afmadow, Baardheere, Gaalkacyo, Buur Hakaba, and Garoowe—were proposed for the MYRP-II. All but Buur Hakaba were HNRP 2024 priority districts. These six districts were confirmed by the MoECHE, ECW, and the Education Cluster as the MYRP-II's final geographical coverage.

Figure 2.1: Data of people in need¹ (PiN) in MYRP-II targeted regions



Source: Data on the number of People in Need (PiN) is taken from the *Humanitarian Needs and Response Plan 2024*.

¹ HRP (2024) Humanitarian Response Plan, Summary Report, 2024.

Table: 2.2 Districts targeted in MYRP-II

State	Region	District	EMIS GER 2023 (Primary)	Inter-Cluster Needs Analysis 2024 Q2 (out of 10)	Education Cluster 2024 Severity Score (out of 5)	HNRP 2024 Priority Districts
Hirshabelle	Hiraan	Beletweyne	69%	8.50	3.67	Yes
Jubaland	Lower Juba	Afmadow	13%	6.75	3.67	Yes
Jubaland	Gedo	Baardheere	20%	6.75	3.67	Yes
Galmudug	Mudug	Gaalkacyo	30%	6.75	2.67	Yes
South West	Bay	Buur Hakaba	12%	6.50	4.00	No
Puntland	Nugaal	Garowe	20%	5.25	3.00	Yes

2.3 Theory of Change (ToC)

In response to the needs of the Somali education system, the MYRP-II will focus on the following thematic areas through evidence-based interventions and support:

- **Access and Retention:** Reducing barriers to education access for children, addressing the diverse needs of vulnerable children, and creating protective support systems to ensure their continued schooling and learning. Focus will be placed on marginalized groups, particularly girls, children with disabilities (CWDs), displaced children, and those affected by climate shocks.
- **Quality and Improvement:** Prioritising the quality of learning in classrooms and schools ensuring that all vulnerable children groups gain relevant foundational literacy and numeracy and needed social-emotional skills at all levels evidenced by measurement.
- **Transition and Life-skills:** Empowering vulnerable children and youth through improved livelihood support, enabling them to become citizens who contribute positively to their communities. The program will integrate safe school environments, mentorship programs, and social behaviour change interventions to address sociocultural barriers.
- **Resilience and Sustainability:** Strengthening collaboration, emergency preparedness, accountability, and resilience for relevant stakeholders in the overall EiE system. The program will focus on institutional capacity-building, disaster preparedness, and integrating education into broader social protection mechanisms.

Building upon the identified needs of the Somali education system, the MYRP-II Theory of Change envisions that **IF:**

1. Equitable access to and retention in safe and protective learning environments is improved for vulnerable and/or crisis-affected school-aged girls and boys (including children with disabilities) through formal and non-formal education approaches and community support;
2. Safety, protection, and wellbeing are improved for vulnerable and/or crisis-affected school-aged girls and boys (including children with disabilities) during and beyond emergencies;
3. Holistic learning outcomes (basic literacy, numeracy, and social and emotional learning) are improved for vulnerable and/or crisis-affected school-aged girls and boys (including children with disabilities) during and beyond emergencies through contextualized and evidence-based teaching and learning practices (including MHPSS support); and,
4. The resilience of education systems is strengthened to support the delivery of more equitable, inclusive, quality, gender-transformative, and safer learning opportunities during both rapid emergency response and in the long term;

THEN the most vulnerable and/or crisis-affected school-aged girls and boys in Somalia (including children with disabilities) will have improved equitable access to quality, inclusive, and gender-transformative education opportunities in safe and protective learning environments that support their overall well-being. In parallel, the education system will be strengthened for improved responsiveness, sustainability, and resilience.

ADRA as the lead grantee of this ECW MYRP, is desirous in hiring the services of a qualified consultant to carry out a baseline survey/assessment for this project.

3. Purpose and Objectives of the Consultancy

The overarching purpose of this consultancy is to generate robust, context-specific baseline data on the current state of education services across target regions in Somalia. This data will serve as a critical reference point for the ECW Multi-Year Resilience Programme (MYRP), guiding evidence-based planning, ensuring effective monitoring, and strengthening accountability for results across the consortium.

The baseline assessment will inform the design and delivery of inclusive, quality, crisis-responsive education interventions, enabling implementing partners to track progress over time and adjust strategies as needed. The baseline will also offer a snapshot of education system readiness and resilience capacities at federal and state levels.

Overall Objective:

To generate comprehensive, disaggregated, and actionable baseline data—both quantitative and qualitative—on access, quality, equity, protection, and resilience in education within the MYRP's targeted areas, thereby establishing benchmarks for tracking the program's progress and effectiveness.

Specific Objectives:

1. **Set Baseline Benchmarks:** Collect and analyze data to establish benchmarks and milestones across key thematic areas: Basic Education, Education in Emergencies (EiE), Alternative Basic Education (ABE), Non-Formal Education (NFE), Teacher Training, and MoE capacity strengthening. This includes disaggregated data on:
 - Enrolment and attendance
 - Education infrastructure and learning resources
 - Teacher availability, training, and qualifications
 - Curriculum and instruction modalities
 - Gender equity, disability inclusion, child protection, and community resilience
2. **Conduct Needs Assessment for Target Schools:** Assess 90 public schools targeted under the MYRP in terms of:
 - Current enrolment by age, gender, and disability status
 - Physical infrastructure and learning environment
 - Staffing levels and teacher capacity
 - Access to learning materials and curriculum relevance
 - Availability of co-curricular and life skills programs
3. **Assess Institutional Capacity:** Evaluate the planning, delivery, and monitoring capacity of MoECHE and State Ministries of Education in Banadir, Jubbaland, Southwest, Galmudug, and Hirshabelle with regard to delivering resilient, inclusive, and quality education in crisis-affected contexts.
4. **Develop a Resilient Education M&E Framework:** Propose a practical and context-appropriate monitoring and evaluation framework, complete with customized baseline tools for use by implementing partners throughout the project life cycle and for future programming.
5. **Strengthen Local Capacity:** Build the capacity of education project staff, MoE officials, and implementing partners in data collection, analysis, and reporting on education resilience through structured training and collaborative implementation of the baseline process.

3.1. Scope of Work

This consultancy falls under the ECW MYRP funded by Education Cannot Wait and implemented by a consortium comprising ADRA Somalia (Grantee), Save the Children (SC), Concern Worldwide and FENPS, in partnership with the Federal Ministry of Education, Culture and Higher Education (MoECHE) and the Ministries of Education in Jubbaland, Southwest, Galmudug, Puntland and Hirshabelle.

The consultant will be responsible for the end-to-end execution of the baseline process across these regions and will carry out the following tasks:

Key Tasks:

1. Participate in inception briefings with MoECHE and State MoEs to align on scope, methodology, and stakeholder roles.

2. Familiarize with key sector documents including the ESSP, Education Cluster Needs Overview, previous EiE project reports, and the ECW MYRP proposal and logframe.
3. Conduct a detailed desk review to identify existing data, avoid duplication, and shape primary data collection.
4. Analyze the ECW MYRP results framework and recommend refinements to indicators or definitions where necessary based on field realities.
5. Design and deliver a 3-day training for education project staff and partners on baseline methodology, data collection protocols, and ethical considerations.
6. Lead the design, pre-testing, and refinement of baseline tools (quantitative and qualitative).
7. Coordinate the recruitment and deployment of data collection teams in collaboration with the consortium and MoE officials.
8. Supervise and oversee field data collection across the targeted schools and learning centers.
9. Analyze data using robust statistical and thematic analysis techniques, ensuring findings are disaggregated by location, gender, age, disability, and displacement status.
10. Present preliminary findings to stakeholders (MoECHE, State MoEs, ECW partners) in a validation workshop.
11. Draft and finalize the baseline report, incorporating feedback and ensuring alignment with ECW global guidance and the MYRP's results framework.
12. Submit a digital database of analyzed data and a ready-to-use M&E framework for partners.

4. Deliverables

The consultant is expected to deliver the following outputs:

1. **Inception Report** detailing the proposed methodology, sampling framework, ethical safeguards, workplan, and logistical considerations (approved prior to data collection).
2. **Validated Baseline Tools** including survey instruments, FGD guides, KII templates, observation checklists, and disability screening tools.
3. **Training Workshop Report** summarizing capacity-building sessions delivered to project and Ministry staff on baseline methodology and tools.
4. **Field Work Summary** documenting the data collection process, enumerator challenges, mitigation actions, and quality control measures.
5. **PowerPoint Presentation** of preliminary findings shared during a debrief session with ECW MYRP consortium and MoE stakeholders.
6. **Draft Baseline Report** for review and feedback.
7. **Final Baseline Report** incorporating inputs, structured to include:
 - Executive Summary
 - Methodology and Limitations
 - Analysis and Findings
 - Indicator Benchmarks
 - Institutional Capacity Findings
 - Recommendations
 - Draft MEAL Framework and tools
 - Annexes (Tools, Data Tables, Training Materials, Consent Forms)
8. **Electronic Dataset:** A cleaned and anonymized dataset in Excel or SPSS format.

The final report must be submitted within **2 weeks after** the completion of data collection and finalized **2 weeks after** receipt of consolidated feedback. The report shall not exceed **60 pages** (excluding annexes).

4.1 Proposed Methodology

The consultant must employ a mixed-methods, inclusive, and participatory approach that aligns with humanitarian principles and ECW's operational guidance. Data should be disaggregated by gender, age, disability, displacement, and location.

Expected Methods Include:

- Structured school surveys
- Household-level surveys (if feasible)
- Focus Group Discussions (with learners, teachers, CECs, caregivers)
- Key Informant Interviews (MoE officials, education partners)
- Direct observation and infrastructure checklists
- Disability screening using Washington Group tools

- Secondary data review

Key Areas of Inquiry:

- School access, enrolment, and attendance patterns
- Learning infrastructure and WASH conditions
- Teaching capacity and professional development gaps
- Curriculum use and alignment with ABE and EiE needs
- Community perceptions of education quality and relevance
- Governance and accountability in school management
- Child protection mechanisms and inclusion of CWDs
- Institutional readiness for DRR and anticipatory action

All tools and methodology will be validated by the consortium and MoECHE prior to deployment.

5. TIMEFRAME

This consultant will be engaged for **30** person days between November and December 2025. The activity plan proposed below will be reviewed and agreed by the consultant, ADRA and MoECHE before commencement of the assignment.

S.N	ACTIVITY	NUMBER OF DAYS	LOCATION	RESPONSIBILITY
1	Briefing by Grantee and MoECHE	1	Mogadishu	Consultant
2	Literature Review	2	Mogadishu	Consultant
3	Development of the baseline survey tools and inception report	2	Mogadishu	Consultant
4	Training/orientation of project staff & partners	3	Mogadishu	Consultant The tools developed by the consultant will be discussed and finalized during this workshop
5	Pre-test and finalisation of tools	3	Afmadow, Baadheere, Buur Hakaba, Beletweyne, Garowe, Galkayo	Survey supervisor
6	Data Collection	5	Afmadow, Baadheere, Buur Hakaba, Beletweyne, Garowe, Galkayo	Survey supervisor and enumerators
7	Data Analysis	5	Afmadow, Baadheere, Buur Hakaba, Beletweyne, Garowe, Galkayo	Consultant
8	Preparation and submission of Baseline Survey Report	5	Mogadishu	Consultant
9	Travel between Mogadishu & Target Districts	4	Afmadow, Baadheere, Buur Hakaba, Beletweyne, Garowe, Galkayo	Two rounds of travel are anticipated.
	TOTAL NUMBER OF DAYS	30		

The consultant will be expected to be in Somalia for the full 30 days of the assignment.

6. Profile of the consultant

Essential

- Post graduate degree in education from a recognized institution of higher learning.
- Extensive experience in research including designing and conducting (education) baseline surveys.
- Knowledge and experience of using participatory methodologies in monitoring and evaluation of education work in a developing country context.
- Knowledge and understanding of emergency education management systems.
- Proficiency in computer skills.
- Understanding of education in a developing country.
- Excellent facilitation and report writing skills in English language.
- Extensive experience of delivering training workshops.
- Familiarity with the Somali context and education sector in particular.

Desirable:

- Experience of working in a politically insecure environment.
- Familiarity with donor funded education programmes in Somalia.
- Familiarity with previous work of similar nature will be an added advantage.

SUPERVISION AND MANAGEMENT

The consultant will report to and receive initial briefing from the ADRA Education Program Manager and the Programs Director. At the field level, the Director General of MoECHE in Mogadishu and target regional authorities of Jubbaland, South west, Galmudug and HirShabelle, as well as the Field coordinators and Project Managers of Concern Worldwide, Africa Education Trust and FENPS will provide day to day guidance and support. Relevant background documents/literature will be provided before or during the briefing session by grantee, MoECHE and implementing partners.

TERMS AND CONDITIONS OF SERVICE

- ADRA with funding from ECW will provide such necessary resources required for the successful execution of the assignment. This will include transport, security arrangements, accommodation, lodging, and any other relevant support requested by the consultant.
- ADRA will cover the consultants travel and visa charges and accommodation during the field work.
- Logistics of travel to and from airport and airport tax will be paid for and handled by ADRA.
- The consultant shall be responsible for his/her taxes and/or security implication as a result of the consultant being engaged in this piece of work.

MODE OF APPLICATION

Applications with non returnable copies of CVs, testimonials and 2 samples of previous work related to this assignment (baseline survey reports) should be submitted on or before 10th November 2025 and via email to hr@adrasom.org.

All applications should include the following:

- **Cover letter (maximum 1 page)**
- **Technical proposal (maximum 5 pages).** The technical proposal should include (i) brief explanation about the consultant with particular emphasis on previous experience in this kind of work (ii) understanding of TOR and the task to be accomplished (iii) proposed methodology, and (iv) draft work/implementation plan.
- **Financial Proposal (maximum 1 page)**