

INVITATION TO BID FOR CONSULTANCY

1	Title of Consultancy	Research Study: Shared Responsibility: Parental Contributions as a Cornerstone of Education Financing in Somalia
2	SCI Contracting Office	Save the Children Somalia Country Office
3	Period of Consultancy	The assignment will be conducted 90 working days
4	Consultant type required	Consultancy Firm,
5	Responsibility for Logistics arrangements and Costs	Save the Children will pay the fees for the consultancy in a lump sum and will not reimburse any incurred costs during the assignment. The consultant will cover their Logistical arrangements and costs in the country to coordinate and implement the consultancy.
6	Taxation Provisions	The consultant shall be responsible for all Taxes arising from the consultancy in line with the local Tax regulations applicable at the SCI contracting office named above.
7	Travel requirements	The consultant will cover their travel costs (tickets) and arrange local travel to field sites if needed
8	Security requirements	The consultant will comply with standards of the Federal government and Save the Children Security procedures, including the completion of SCI online security training prior to travel to Somalia.
9	Professional quality and Expertise	The following are the minimum requirements for the consultant to be considered for carrying out the assignment Applicants must demonstrate the following qualifications and experience: Education: - Advanced degree (master's or PhD) in Education, Linguistics, Social Sciences, or a related field. Experience: - Minimum of 7–10 years of proven experience in conducting educational research, particularly in language of instruction, bilingual education, or academic performance studies. Regional Expertise: - Demonstrated understanding of the Somali educational context, cultural nuances, and linguistic landscape. Methodological Skills: - Strong expertise in both quantitative and qualitative research methodologies, including statistical analysis and qualitative data interpretation. Language Proficiency: - Fluency in both Somali and English (written and spoken) is essential. Knowledge of Arabic will be an added advantage. Communication Skills: - Excellent report writing, presentation, and interpersonal communication skills.
	Team leader	Education: - Advanced degree (Master's or PhD) in Education, Linguistics, Social Sciences, or a related field. Experience: - Minimum of 7–10 years of demonstrated experience leading education research or evaluation studies, preferably in fragile or conflict-affected contexts.

		- Provides overall strategic and technical leadership of the research study, ensuring high-quality outputs and adherence to the agreed methodology and timeline. - Leads the design and finalisation of the study methodology, data collection coordination across all Federal Member States, and quality assurance of all tools and outputs. - Serves as the primary point of contact between the study team, MOECHE, and Save the Children International, managing all stakeholder relationships and communications. - Leads all key stakeholder engagements, including the Inception Workshop, Validation Workshop, and National Dissemination Event. - Oversees data analysis and takes lead responsibility for the preparation and quality of the final research report and policy recommendations.
	Research Expert:	Education: - Advanced degree (Master's or PhD) in Education, Linguistics, Research Methods, or a closely related discipline. Experience: - At least 5 years of experience in mixed-methods research in education or social science, preferably in the Somalia or Horn of Africa context. - Applies rigorous mixed-methods research approaches to ensure scientific credibility and comprehensive, evidence-based analysis across all study components. - Leads the design of data collection instruments and the development of a comprehensive research evaluation framework tailored to the Somali education context. - Collects and analyses data using both quantitative and qualitative methods, ensuring analytical rigour and meaningful interpretation of findings. - Contributes to the preparation of detailed research reports with clear, actionable policy recommendations for MOECHE and education partners.
	Data Analyst	Education: - Bachelor's degree (minimum) in Statistics, Data Science, Economics, Mathematics, or a related quantitative field; a master's degree is an added advantage. Experience: - At least 5 years of experience analysing education or social science datasets, with demonstrated proficiency in statistical software (e.g., SPSS, Stata, R) and qualitative data tools (e.g., NVivo). - Manages, cleans, and analyses all quantitative and qualitative data collected during the study, ensuring accuracy, consistency, and data integrity throughout. - Develops and maintains the data management system; performs statistical analyses of learning outcome assessments and survey data. - Produces data visualisations and disaggregated tables (by gender, disability, IDP/non-IDP status, and urban/rural location) to support equity-focused analysis and reporting.

EVALUATION CRITERIA The proposals submitted by consultant firms will be evaluated based on the following criteria:		
	Essential Criteria	Pass/Fail
	The Bidder and its staff agree and Sign to comply with the government and SCl policies embedded below at this ITB. The Bidder is to download below listed items, read, understand and sign off and stamp appropriate section in below. a) Terms & Conditions of Bidding b) Supplier Sustainability Policy and the included mandatory policies	Pass/Fail
1	The bidder must provide a valid Commercial License issued by the Ministry of Commerce and Industry of the Federal Government of Somalia is required.	Pass/Fail
2	A valid Tax Compliance Certificate from the Ministry of Finance and Industry - Federal Government of Somalia is required from the Firm with good standing of Q2 2026.	Pass/Fail
Capability Criteria (Technical Evaluation):		
3	Detailed technical proposal with clear methodology of how the consultant intends to conduct a Research Study: Shared Responsibility: Parental Contributions as a Cornerstone of Education Financing in Somalia or similar Research and evaluations, objective and methodology including the study design, sampling and sample approach, tools, data analysis and ethical consideration and detailed work plan with clear milestones, methodologies, data analysis, and interpretation, reports, including software to be used for analysis. This to be evaluated based on: a) Overall quality, clarity, organization and relevance of the technical proposal document. b) Comprehensive work plan detailing how it relates to the proposed methodology.	
	Experience in conducting similar assignments related to Research Study: Shared Responsibility: Parental Contributions as a Cornerstone of Education Financing in Somalia or related fields. This to be evaluated based on: a) Prior experience in conducting Consultancy Services on Research Study: Shared Responsibility: Parental Contributions as a Cornerstone of Education Financing in Somalia or related fields. – Please provide at least two contracts and/or LPOs . • Submission of at least two curriculum vitae (CVs) together with the copies of the certificates to the proposed technical team, clearly demonstrating their relevant academic qualifications and professional experience. Both candidates should hold an advanced degree (master's or PhD) in Education, Linguistics, Social Sciences, or a closely related discipline. b) Cover letter introducing the company, outlining their technical expertise and interest in the assignment as well as their availability and commitment. c) Updated Company Profile	
	Sample of previous work: The consultant must share at least Two Copies of the previous similar reports relevant with the subject matter.	

Financial capacity/Organizational Stability.

The bidder must submit copies of original, official bank statements covering the period 1st May 2025 to 30th June 2026. These statements should clearly reflect genuine and consistent financial transactions, demonstrating the organization's financial stability and operational capacity. Save the Children International (SCI) reserves the right to verify the authenticity of the submitted bank statements with the issuing financial institution.

Financial proposal: submit a signed financial proposal/ budget of the tasks should be broken down into modules, detailing the following: Consultancy fees, tools development cost, Data processing & analysis, Communication, and Reporting costs and other Miscellaneous (stationery, printing, etc.), inclusive of the Mandatory taxes as per the laws of Somalia. **(30 marks)**

Detailed financial proposal with budget breakdown including all expenses, fees, and taxes.

$$\left\{ \frac{100\% \times \text{Lowest bid value}}{\text{Current value bid}} \right\} \times \text{XX}$$

Total

100 marks

Note: For the technical analysis, the Firm must score **60%** and above on the capability to be considered in the next evaluation process and the ultimate decision will be based on interview performance.

11	Application Procedure	- Interested firms who meet the requirements are requested to submit their bid and each application package should include the above required minimum requirements. Applications can be submitted by either: Electronic Submission via ProSave (Recommended) ➤ Submit your response in accordance with the guidance provided in the below document:  Bidding on a Sourcing Event.pptx - Bidders are encouraged to apply via Ariba system. Please request the Ariba link via email sending your company profile and Business registration certificate/CV. Please address your Ariba link request to css.logistics@savethechildren.org - Note – this is a sealed tender box which will not be opened until the tender has closed. Therefore, do not send tender related questions to this email address as they will not be answered. Electronic Submission via Protected Email box (Optional) Applications must be submitted via email should be addressed to Somalia.GPEProcurement@savethechildren.org - The subject line of the email should read: “Consultancy Services for Research Study: Shared Responsibility: Parental Contributions as a Cornerstone of Education Financing in Somalia” Applicants are required to submit both a technical proposal and a financial proposal combined into a single PDF document. - All attached documents should be clearly labelled so it is clear to understand what each file relates to. - Emails should not exceed 15mb – if the file sizes are large, please split the submission into two emails. - Do not copy other SCI email addresses into the email when you submit it as this will invalidate your bid. Applicants should also indicate the date they are available to start working on the consultancy All applications MUST be submitted on or before the closing date below to be considered for the assignment. Only shortlisted Candidates will be contacted.
12	Closing date for Applications	Interested consultants shall submit their applications through the above procedures on or before Monday, 10th August 2026 .

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

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

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

Signature:

Name:

Title:

Company:

Date:

FEDERAL GOVERNMENT OF SOMALIA
Ministry of Education, Culture and Higher Education (MOECHE)

TERMS OF REFERENCE (ToR)
FOR RESEARCH CONSULTANT

Research Study:

Research Study: Shared Responsibility: Parent Contributions as a Pillar of Education Financing in Somalia

1. Introduction and Background

Somalia's education sector has undergone significant institutional recovery between 2017 and 2025. The enactment of the General Education Act (2021) laid the legal and policy framework for sector-wide reforms, formalizing standards for curriculum, teacher certification, and school management. Additionally, the development of the national transformation plan has provided a comprehensive roadmap for targeted investments and interventions aligned with national priorities. Despite these notable achievements, the sector continues to grapple with persistent structural challenges that threaten long-term progress:

Access Gap: Approximately over 4 million school-age children remain out of school, with a primary Gross Enrollment Rate (GER) of only 35% as of 2025. This gap is particularly pronounced in rural areas, nomadic communities, and among internally displaced people, where barriers such as distance, security concerns, poverty, and gender disparities significantly hinder access to education. Efforts to increase enrollment are further challenged by limited infrastructure, inadequate transportation, and social norms that sometimes deprioritize education for girls and marginalized groups.

Quality Concerns: Overcrowded classrooms, inadequate WASH facilities, and a shortage of trained teachers undermine learning outcomes. High student-to-teacher ratios impede individualized instruction, while insufficient classroom materials and outdated curricula limit the quality of education delivered. Many schools lack proper toilets and clean water, contributing to absenteeism, especially among girls. The scarcity of professional development opportunities for teachers, coupled with low salaries and limited support, further affects motivation and the ability to meet diverse student needs.

The National Transformation Plan (NTP 2025–2029) sets ambitious targets, including raising basic education GER to 75%. Achieving these goals requires bridging the gap between policy intent and community-level implementation, specifically through empowered parental and community engagement. This includes fostering local ownership of education initiatives, building the capacity of communities, and promoting inclusive participation in Education financing. Mobilizing resources at the grassroots level, increasing awareness about the importance of education, and addressing specific local challenges are critical steps. Moreover, sustained collaboration between government, the community, and development partners will be essential to ensure that policies translate into tangible improvements for all learners across Somalia. This ToR outlines the scope, methodology, and deliverables for a national research study commissioned by MOECHE and implemented in partnership with Save the Children International designed to generate rigorous evidence on the nature, magnitude, and equity implications of parent education contributions, directly informing the Education Sector Plan 2026–2030

Key Education Sector Facts

Sources: MOECHE Annual Education Statistics Yearbook, 11th Edition 2023/24; UNICEF; GPE; IMF; UNHCR; SIHBS 2022

Indicator	Figure / Source
Out-of-school children (ages 5–17)	4.84 million (Education Cluster / UNICEF, July 2023)
Primary gross enrolment rate (GER)	35.3% (female: 31%, male: 40%) — MOECHE 2023/24
Gender parity index (GPI) primary	0.84 nationally; 0.78 in Banadir
Internally displaced persons (IDPs)	3.8 million (UNHCR/PRMN, 2023)
Govt. education budget (% of total expenditure)	5.36% (2022); committed to 9.36% by 2026
Household vs. public education spending	Household expenditure ~7× higher than public investment (2017)
Children out of school due to high costs	42.5% (SIHBS 2022)
Parents citing financial barriers	80% cited lack of resources as primary reason (SIHBS 2022)
SCI education portfolio (Somalia)	>300 schools; >200,000 learners annually

2. Research Problem Statement

Somalia's education system is financed through a complex and largely undocumented mix of sources: the Federal Government, Federal Member State governments, households and communities, private actors, and international donors. The Education Financing Framework (2024) estimates total annual donor-funded education programmes at USD 70–90 million, annual household expenditure at approximately seven times higher than public investment, and the total estimated cost of providing quality primary and secondary education at over USD 1.33 billion per year.² Yet no systematic, nationally representative evidence exists that maps, quantifies, and compares these contributions across financing actors.

Specific evidence gaps include:

- The precise scale and composition of household and community contributions across school types, regions, and socioeconomic groups;
- The equity implications of the current financing structure, particularly the disproportionate burden on low-income, IDP, and female-headed households;
- The actual level and distribution of FMS education budget allocations and expenditures at school level;
- The nature, volume, and conditionality of development partner financing flows;
- The role of the private sector and diaspora in education financing;
- Gaps between formal policy provisions (e.g., school fee circulars, the EFF) and actual financing practices.

Without this evidence, MOECHE and its partners lack the empirical foundation needed to design equitable education financing policies, operationalise the EFF resource allocation mechanisms, and achieve the enrolment and quality targets set in the NTP 2025–2029 and the Education Sector Plan 2026–2030. This research study directly addresses these evidence gaps. It places parental and household contributions at the centre of inquiry while situating them within the broader financing landscape, generating rigorous, disaggregated evidence from across all five Federal Member States to inform MOECHE's financing policies and the Education Sector Plan 2026–2030.

3. Research Objectives

3.1 Overall Research Objective

To generate comprehensive, nationally representative, and disaggregated evidence on the nature, scale, composition, equity implications, and governance dimensions of parental and household contributions to education financing in Somalia — examined within the broader multi-source financing landscape including government (FGS and FMS), development partners, and private sector contributions — in order to provide MOECHE with the empirical foundation needed to design equitable, transparent, and sustainable education financing policies aligned with the Education Financing Framework (2024) and the Education Sector Plan 2026–2030.

3.2 Specific Objectives

1. Quantify and categorise all major education financing streams — including public (FGS and FMS), household, community, private sector, and development partner contributions — across five Federal Member States.
2. Analyse the scale, composition (monetary, in-kind, and labour), and distribution of household and community contributions to education, disaggregated by school type, urbanicity, gender, displacement status, and income quintile.
3. Assess the proportion of household and community contributions relative to public financing and the degree to which household subsidies compensate for gaps in public investment.
4. Examine the equity implications of the current financing structure, with particular attention to the disproportionate burden borne by low-income, displaced, and female-headed households, and implications for access for girls, children with disabilities, and other marginalised groups.
5. Review the existing legal and policy framework — including the General Education Act (2021), the EFF (2024), school fee policies, and School Management Committee mandates — governing education financing, and identify gaps between formal provisions and practice.
6. Evaluate the awareness, attitudes, and capacities of parents, school management committees, teachers, and education authorities regarding contribution obligations, accountability mechanisms, and willingness-to-pay.
7. Assess existing financial management and governance practices at school level, including record-keeping, fund utilisation, transparency, and accountability to communities.
8. Conduct a cost-benefit analysis providing economic valuation of total education financing relative to educational outcomes across school types and regions.
9. Develop actionable, policy-ready recommendations for integrating all financing streams into Somalia's education financing architecture equitably, transparently, and sustainably.

5. Education Financing Landscape in Somalia

While the research study centres on parental and household contributions, these cannot be understood or properly evaluated in isolation. The Education Financing Framework (2024) establishes that Somalia's education system is financed through a complex mix of actors and streams. Understanding this broader landscape — and specifically the relative share and role of household contributions within it — is essential to the study's analytical framework and policy relevance. The major financing actors are summarised below.

Financing Actor	Key Characteristics and Evidence
Federal Government of Somalia (FGS) / MOECHE	The FGS education budget grew from USD 6.6 million in 2014 to USD 75 million in 2024, representing 7% of the national budget. The Education Financing Framework (2024) commits FGS to increase this to 15% by 2027. FGS is responsible for teacher recruitment and salary payments, teacher professional development, national learning assessments (Grade 12), and the data and quality assurance system. ¹
Federal Member State (FMS) Ministries of Education	FMS MoEs bear responsibility for monthly school operational costs (capitation grants), Grade 8 examinations, and infrastructure. Education spending varies significantly: 3.4% in Jubaland, 3.6% in Hirshabelle, 3.8% in South West, and 6.7% in Galmudug. The EFF (2024) commits FMSs to raise allocations to 15% by 2027. ²
Households and Parents	Household education expenditure in Somalia is estimated at approximately seven times higher than public investment, yet this financing is undocumented and unregulated. Average annual school fees are USD 99 at primary level and USD 149 at secondary. SIHBS (2022) found 42.5% of out-of-school children are absent due to cost, with 80% of parents citing lack of financial resources as the primary barrier. ³

Communities and Social Mobilisation (CECs)	Community Education Committees (CECs) play a critical role in school governance and resource mobilisation. However, 60% of FMS participants in EFF consultations rated current community contribution management as unsatisfactory. The EFF (2024) calls for a dedicated Social Mobilisation Function to formalise community contributions, including diaspora support, at both FGS and FMS levels. ²
Private Sector (Public-Private Partnerships)	Non-state actors manage 76% of primary schools in Somalia. The EFF (2024) identifies PPP models — including school management initiatives, capacity building, infrastructure, and voucher programmes — as a key resource stream. The Federal Government has adopted the PPCDA (2015) as the legal framework for PPPs, though no education-specific PPP strategy currently exists. ²
Development Partners (International Donors)	Donor-funded education programmes are estimated at USD 70–90 million annually and continue to be the largest single financing source for the education sector. This is expected to continue for the foreseeable future, though the EFF (2024) emphasises the urgency of reducing dependency on external financing through diversified domestic resource streams. ²
National Education Basket Fund (proposed)	The EFF (2024) proposes the establishment of a National Education Basket Fund to pool contributions from government, the Somali private sector, foundations, diaspora groups, and communities. This pooled fund is expected to address the dominant issue of low domestic financing, with establishment targeted within 2025. ²

6. Scope of Work

6.1 Geographic and Institutional Scope

The study will be conducted across five Federal Member States: Hirshabelle, Galmudug, Southwest State, Jubaland, and Banadir (Mogadishu). Within each state, the study will cover a representative sample of schools across urban, peri-urban, and rural settings, including schools serving IDP populations. The study will encompass government, community, and supported-private schools to enable comparative analysis across school types.

6.2 Target Respondents

- Households with school-age children (primary data source for household contribution quantification)
- School principals and head teachers
- School Management Committee (SMC) members
- District Education Officers
- Federal Member State Ministry of Education officials
- MOECHE representatives (Mogadishu)
- Development partners and civil society organisations engaged in education financing
- Private sector representatives and diaspora organisations (where accessible)

6.3 Data Sources for Government and Development Partner Financing

For public financing streams, the study will draw on: (i) FGS and FMS annual budget documents and expenditure reports; (ii) MOECHE financial management records within SFMIS; (iii) Development partner project financial reports and ODA disbursement databases; (iv) GPE-STG financial reporting; (v) World Bank, UNICEF, and other partner education financing data. Document review and KIIs with government budget officials and development partners will supplement these data sources.

6.4 Research Activities

1. Conduct a comprehensive desk review of existing evidence on education financing in Somalia, including the EFF (2024), ESSP 2022–2024, SIHBS 2022, GPE financing reports, MOECHE budget documents, and relevant international literature.

2. Design, pre-test, and finalise all data collection instruments including household survey, KII guide, FGD protocol, and school-level financing inventory tool.
3. Obtain ethics clearance from MOECHE and any required national body.
4. Recruit, train, and supervise data collection enumerators.
5. Conduct fieldwork across all five Federal Member States including household surveys, KIIs, and FGDs.
6. Collect and validate government budget and expenditure data from FGS and all five FMSs.
7. Collect development partner financing data through KIIs and document review.
8. Clean, analyse, and interpret all quantitative and qualitative data.
9. Develop a school-level financing flow model disaggregated by school type, region, and urbanicity.
10. Conduct a cost-benefit analysis comparing total education financing (all actors) against educational outcomes.
11. Prepare all deliverables as specified in Section 7.
12. Lead stakeholder workshops and the national dissemination event.

7. Key Deliverables:

- Inception Report: Refined study methodology, finalised tools, sampling plan, ethical clearance, and approved work plan
- Inception Workshop: Stakeholder workshop to validate study design and align on objectives
- Data Collection Tools: Finalised and pre-tested household survey instrument, KII guide, and FGD protocol
- Fieldwork Completion Report: Summary of data collection activities, sample achieved, and any deviations from plan
- Draft Final Report: Full research report including literature review, methodology, findings, analysis, conclusions, and policy recommendations
- Validation Workshop: National workshop for stakeholder review and feedback on draft findings
- Final Research Report: Revised final report incorporating validation workshop feedback, with executive summary
- Policy Brief: Two-page evidence summary for policymakers highlighting key findings and recommendations
- Dissemination Event: National launch event presenting final findings to MOECHE, FMS MoEs, development partners, and stakeholders

8. Budget and Payment Terms

The budget for the consultancy will be allocated based on a detailed cost breakdown provided by the consultant. Payments will be disbursed in installments upon satisfactory completion of agreed-upon milestones and deliverables.

9. Reporting and Supervision:

The consultancy will be supervised by GPE MEAL with joint approval of GPE Chief of Party and the Permanent Secretary within MOECHE Somalia. Regular communication and reporting mechanisms will be established to ensure transparency and accountability throughout the consultancy process. This consultancy level of effort requires one independent consultant who will be engaged by SCI. The consultants will work in a collaborative manner, reporting to the MOECHE and Chief of Party Grant Agent.

10. Consultant Qualifications

10.1. Team Leader Qualification:

- Advanced degree (master's or PhD) in Education, Linguistics, Social Sciences, or a related field.

Experience:

- Minimum of 7–10 years of demonstrated experience leading education research or evaluation studies, preferably in fragile or conflict-affected contexts.

- Provides overall strategic and technical leadership of the research study, ensuring high-quality outputs and adherence to the agreed methodology and timeline.
- Leads the design and finalisation of the study methodology, data collection coordination across all Federal Member States, and quality assurance of all tools and outputs.
- Serves as the primary point of contact between the study team, MOECHE, and Save the Children International, managing all stakeholder relationships and communications.
- Leads all key stakeholder engagements, including the Inception Workshop, Validation Workshop, and National Dissemination Event.
- Oversees data analysis and takes lead responsibility for the preparation and quality of the final research report and policy recommendations. Communication: Excellent report writing, data visualization, presentation, and stakeholder engagement skills.
- Child Safeguarding: All team members and enumerators must hold or obtain a valid SCI Child Safeguarding certificate and sign SCI's Code of Conduct prior to fieldwork.

10.2. Research Expert Qualifications

- Advanced degree (master's or PhD) in Education, Linguistics, Research Methods, or a closely related discipline.

Experience:

- At least 5 years of experience in mixed-methods research in education or social science, preferably in the Somalia or Horn of Africa context.
- Applies rigorous mixed-methods research approaches to ensure scientific credibility and comprehensive, evidence-based analysis across all study components.
- Leads the design of data collection instruments and the development of a comprehensive research evaluation framework tailored to the Somali education context.
- Collects and analyses data using both quantitative and qualitative methods, ensuring analytical rigour and meaningful interpretation of findings.
- Contributes to the preparation of detailed research reports with clear, actionable policy recommendations for MOECHE and education partners.

10.3 Data Expert Qualification

- Bachelor's degree (minimum) in Statistics, Data Science, Economics, Mathematics, or a related quantitative field; a master's degree is an added advantage.

Experience:

- At least 5 years of experience analysing education or social science datasets, with demonstrated proficiency in statistical software (e.g., SPSS, Stata, R) and qualitative data tools (e.g., NVivo).
- Manages, cleans, and analyses all quantitative and qualitative data collected during the study, ensuring accuracy, consistency, and data integrity throughout.
- Develops and maintains the data management system; performs statistical analyses of learning outcome assessments and survey data.
- Produces data visualizations and disaggregated tables (by gender, disability, IDP/non-IDP status, and urban/rural location) to support equity-focused analysis and reporting.

11. Reference Material

The following documents constitute the primary reference material for this research study. Consultants are expected to review all listed documents before submitting a bid and to situate their technical proposal within the policy and evidence context they establish.

#	Document	Relevance to Study
1	Education Financing Framework (EFF), MOECHE, December 2024	Primary reference document. Establishes the financing architecture, five resource streams, responsibility matrix (FGS/FMS/community), core cost estimates, and reform agenda. Study findings must be benchmarked against the EFF.

2	General Education Act (2021), Federal Government of Somalia	Governing legal framework for education. Sets legal provisions on school fees, SMC roles, public and private school management, and government financing responsibilities at federal and state levels.
3	Education Sector Strategic Plan (ESSP) 2022–2024, MOECHE	Provides sector-wide strategic objectives, targets, and financing priorities across access, quality, and governance — the baseline policy context for assessing alignment between financing flows and sector priorities.
4	National Transformation Plan (NTP) 2025–2029, Federal Government of Somalia	Somalia's overarching national development framework. Situates education financing within broader socioeconomic priorities including poverty reduction, gender equity, and state-building.
5	Somalia Integrated Household Budget Survey (SIHBS) 2022, FGS/World Bank	The most recent nationally representative household expenditure dataset for Somalia. Key secondary data source for baseline estimates of household education expenditure and cost-related barriers to schooling.
6	Annual Education Statistics Yearbook, 11th Edition 2023/24, MOECHE	Provides enrolment statistics, GER, GPI, school counts by type and region, and teacher data. Essential for per-student financing ratios and equity analyses.
7	Somalia Education Sector Analysis (ESA) 2021, MOECHE	Comprehensive analytical review of education financing gaps, governance challenges, and structural barriers. Provides the pre-EFF evidence baseline for contextual framing and gap analysis.
8	GPE-STG Programme Midline Evaluation Report (Draft V2, May 2026), SCI/MOECHE	Documents progress on the USD 60.76 million GPE System Transformation Grant, including evidence on capitation grants, school-level financing, and community contributions across five Federal Member States.
9	EGRA/EGMA Comparative Factsheet: Baseline (Dec 2024) vs Midline (Apr 2026), GPE-STG/SCI	Learning outcome data by Federal Member State and school type. Relevant for the cost-benefit analysis linking financing inputs to measurable learning outcomes.
10	Study on the Role of Non-State Education Providers in Somalia, World Bank, 2018	Establishes that 76% of primary enrolment is in non-state schools — critical baseline for analysing household contribution patterns across public and private/community school types.
11	Education Cluster/UNICEF Somalia Education Situation Reports (2023–2026)	Current data on out-of-school children, IDP education access, and humanitarian education financing flows — relevant for the development partner stream and equity analysis.
12	FGS and FMS Annual Budget Documents and Expenditure Reports (2022–2025)	Primary quantitative sources for the government financing stream. Consultants should request these from MOECHE and FMS Ministries of Finance during fieldwork.
13	Public Financial Management Act (PFMA)	Governs financial management, budget disbursement, and reporting at FGS and FMS levels. Relevant for assessing

	and SFMIS Guidelines, Ministry of Finance	governance and accountability dimensions of government education financing.
14	Public Procurement, Concessions and Disposal Act (PPCDA) 2015, FGS	Legal framework governing public-private partnerships in Somalia. Relevant for assessing private sector contribution streams and PPP feasibility in education financing.

Consultants are encouraged to identify and incorporate additional relevant literature in their technical proposals, including peer-reviewed studies on education financing in fragile states, household willingness-to-pay analyses, and comparative evidence from East Africa and the Horn of Africa region.

11. Application Process and Timeline

11.1. How to Apply

Interested consultants or consulting firms must submit an Expression of Interest (EOI) comprising a technical proposal (maximum 20 pages), a separate financial proposal, and supporting annexes.

11.2. The technical proposal should include:

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

11.3. The financial proposal must include:

- Detailed, itemized budget with justifications
- Preferred payment schedule

11.4. Annexes should include:

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

11.5. Submission Instructions

Application Submission Address: Somalia.GPEProcurement@savethechildren.org —indicating **"Consultancy Services for Research Study: Shared Responsibility: Parental Contributions as a Cornerstone of Education Financing in Somalia."** as the subject. The deadline for submission is **Sunday 5th July 2026**. All documents must be submitted in English, in Microsoft Word or PDF format, with clearly labelled filenames and a maximum size of 15MB per file.

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

***** END OF INVITATION TO BID *****

References

¹ **Federal Government of Somalia (FGS). (2021).** General Education Act. Mogadishu: FGS.

² **Ministry of Education, Culture and Higher Education (MOECHE). (2024).** Education Financing Framework. Mogadishu: MOECHE / Global Partnership for Education (GPE). 31 December 2024.

³ **Federal Government of Somalia / World Bank. (2022).** Somalia Integrated Household Budget Survey (SIHBS) 2022. Mogadishu: FGS.

⁴ **MOECHE. (2024).** Annual Education Statistics Yearbook, 11th Edition 2023/24. Mogadishu: MOECHE.

⁵ **World Bank. (2018).** Study on understanding the role of non-state education providers in Somalia. Washington DC: World Bank.

⁶ **MOECHE. (2021).** Somalia Education Sector Analysis (ESA) 2021. Mogadishu: MOECHE.

⁷ **MOECHE. (2022).** Education Sector Strategic Plan (ESSP) 2022–2024. Mogadishu: MOECHE.

⁸ **Federal Government of Somalia. (2023).** Annual Education Statistics Yearbook 2022/2023. Mogadishu: FGS.

⁹ **World Bank. (2024).** Public Private Partnership Legal Resource Centre — Public Procurement, Concessions and Disposal Act 2015 (PPCDA). <https://ppp.worldbank.org/public-private-partnership/sites/default/files/2024-11/VP8vduxf.pdf>