



EAQIP – Higher Education Systems Strengthening in Somalia

TERMS OF REFERENCE

BASELINE SURVEY OF THE HIGHER EDUCATION SYSTEM STRENGTHENING IN SOMALIA (HESSS) ACTION AND INTERNAL SYSTEMS ASSESSMENT OF COMMISSIONS FOR HIGHER EDUCATION AND DEPARTMENTS OF HIGHER EDUCATION IN SOMALIA

Position: Lead Consultant and Associate Consultant

Terms: Temporary (Approximately 30 days)

Availability: From October, 2022

1.0 Introduction

Kenyatta University is implementing a European Union funded Action titled 'Education Access and Quality Improvement Programme – Higher Education Systems Strengthening in Somalia (EAQIP – HESSS) which aims at ensuring that targeted steps are taken to address the apparent systemic gaps in higher education in Somalia. This is in partnership with the Ministry of Education, Culture and Higher Education (MOECHE) in the Federal Government of Somalia (FGS), Ministry of Education and Science (MOES) in Somaliland, and Ministry of Education and Higher Education (MOEHE) in Puntland, in addition to the respective Commissions and Departments for Higher Education in the three regions. The Action will build on the gains made under previous higher education initiatives also funded by the EU, especially on strengthening regulatory frameworks, development of quality assurance tools, institutional level improvements, and networks. The countenanced interventions will target three levels – policy framework, regulatory bodies (High Education Departments and Commissions for Higher Education) and Higher Education Institutions (HEIs).

Overall Objective: To strengthen quality assurance and accreditation within Somalia's higher education sector, contributing to quality research, academic mobility and shared learning to improve educational attainment and recognition of qualifications for the target population.

Specific objective: To support the delivery of good quality education services for the target population in Somalia through operationalization of quality assurance and

accreditation agencies and building capacity in higher education institutions to operate within an enabling policy environment.

Achievement of the aspirations of the specific objective shall be done through **five (5) Key Result Areas (KRAs)** made up of several activities designed to achieve the goals of this action. The KRAs are:

- (i) Capacity enhancement of Commissions for Higher Education to effectively perform their functions in quality assurance, accreditation and overall regulation of the higher education scene
- (ii) Strengthening institutional-level governance and quality related interventions for greater accountability and learning outcomes in universities
- (iii) Promoting the culture of research as a central practice within higher education institutions
- (iv) Promoting networking and peer learning amongst higher learning institutions and other affiliate institutions
- (v) Strengthening the higher education policy framework to make functional, adaptable and responsive to the evolving higher education landscape

There are specific activities under each of the above listed KRAs, totalling to 37. The details of these activities will be shared accordingly, upon contracting. However, for purposes of developing the sampling frame for the baseline survey, note the following;

a) Regulatory Bodies

1. In FGS, the project shall be working with the MOECHE, and the National Commission for Higher Education (NCHE).
2. In Somaliland, the project shall be working with the National Commission for Higher Education, which has mandate over higher education matters, as an autonomous body, apart from the Ministry of Education and Science (MOES).
3. In Puntland, the project shall be working with the MOEHE, through its Department for Higher Education, and the Commission for Higher Education.

b) Higher Education Institutions

The project shall work with about 10 universities from each of the three regions. These are both public and private universities.

2.0 Purpose, Objectives and Scope of the Assignment

The **purpose of the consultancy** is to establish comprehensive baseline information on the state of higher education in Somalia to augment implementation of the HESSS Action in the target regions. The generated information will be critical in keeping track of the progress made during the life of the project. Additionally, this consultancy seeks to conduct an internal systems assessment to gain a deeper understanding of the existing gaps in the commissions and higher education departments so as to tailor-make relevant support to these entities.

The **overall objective** of the consultancy is to establish baseline data, guided by the indicators in the log-frame, as the basis for designing interventions and evaluating the outcomes amongst the institutions and individuals.

The specific objectives of the consultancy are to:

- a) Generate baseline data that will identify and set benchmarks against which progress will be measured at both the mid-term and end-term levels of the consultancy. The data should cover the five Key Result Areas, and the specific activities under each of them as outlined in the proposal and log-frame.
- b) Conduct an assessment of the current state of regulatory bodies (commissions for higher education) and ministry departments in charge of higher education to coordinate, supervise and monitor higher education in the FGS, Somaliland and Puntland.
- c) Design a monitoring and evaluation framework for the project, which should include a plan for collection, analysis, interpretation and dissemination of data.

The **Scope of Work** under this consultancy includes the following;

- i. Review the HESSS Action proposal and log-frame, to deepen understanding of the intended interventions and suggest possible adjustments, if at all.
- ii. Conduct an extensive review of all relevant literature related to higher education in Somalia.
- iii. Develop an Inception Report with a clear methodology and data collection tools.
- iv. Proceed to the field (Somalia) to collect the required primary data through interviews and consultations with all the sampled stakeholders in the FGS, Somaliland and Puntland – targeting the ministries, commissions, and departments of higher education, as relevant.
- v. Analyze the data, develop the baseline survey report and the internal systems assessment report, and submit the drafts to the contracting authority for review.
- vi. Disseminate the findings (virtually) of the two core assignments during the project's inception meeting later in October, 2022.

3.0 Deliverables

These include the following:

- a) An Inception Report, outlining the consultant's methodological approach to this assignment, and a proposed work-plan.
- b) A set of comprehensive data collection tools that will be used to generate the baseline data. These tools ought to capture both qualitative and quantitative data, as per the indicators in the log-frame.
- c) Final baseline survey report, which shall follow a draft submitted for approval to the project team.
- d) Report on Internal Systems Assessment of the Commissions and Departments of Higher Education.
- e) A Monitoring and Evaluation Plan for the project, outlining data collection, analysis, interpretation and dissemination approaches, against all the indicator data-points in the draft log-frame. Data collection tools should be included in this work.

The three draft reports that will emanate from this exercise (Baseline Survey Report, Internal Systems Assessment of Commissions and Departments of Higher Education, and Monitoring and Evaluation Plan) should be submitted in soft copy to the HESSS Action project team for review, within two weeks of completing field work. The consultant will submit the final reports, within one week after receiving feedback from the project team. Approval of the final reports shall be done by the HESSS Action Programme Manager.

4.0 Proposed Methodology

It is recommended that the successful consultants shall ensure the consultancy is conducted in a consultative and participatory manner that is both complexity-aware and context-sensitive.

The consultants should consider the use of a Mixed Methods Approach through primary and secondary data collection methods, which draw in both qualitative and quantitative data.

The data collection tools ought to be designed in a manner that corresponds to the sourcing for data for all the indicators in the HESSS Action log-frame. The collected data will have to be collated, analysed and interpreted in a coherent and systematic manner, using detailed data/information analysis method(s).

The internal systems assessment of the commissions and departments of higher education ought to be both holistic and specific – to give a broad picture but also flag the specific needs for each of the entities in the three regions. This exercise

should also have a wide spectrum, focusing on human resource needs, equipment, policy and other operational requirements.

5.0 Time-frame

This consultancy will take approximately **30** days, based on a reasonable 'Level of Effort' estimation. These days will be spread from end of September to October, 2022. The consultants are expected to share a **work-plan** that indicates how these days will fit into the three phases of the consultancy; Inception, Field Investigation and Post-fieldwork phases. The proposed plan will be reviewed by the project team in consultation with the consultants, before roll-out.

The consultants will be expected to be in Somalia for about 10 – 14 days during the Field Investigation Phase. Other days will be spent away from the field in accordance with the proposed plan.

6.0 Profile of Consultants

Ideally, this assignment requires two consultants, each possessing one of the two core competencies – programme evaluation and organizational internal systems assessment.

There are mandatory and desirable elements of this;

Mandatory;

- A master's degree and above (preferably in education, monitoring and evaluation or project management) from a recognized university.
- Solid experience in mixed methods research including designing and conducting baseline surveys in education programs.
- Extensive experience working in the education sector, especially in a developing country with post-war context. Knowledge and experience of working in Somalia will be an added advantage.
- Knowledge and understanding of higher education in developing countries especially in the global south.
- Experience in assignments related to institutional strengthening, especially in higher education in the global south.
- Proficiency in report writing skills in English language.
- Familiarity with the Somali religious and cultural context

Desirable:

- Experience of working in a politically fragile environment.
- Familiarity with donor funded education programmes in Somalia.

7.0 Management of the Consultancy

The **Programme Coordinator** shall be directly involved in the supervision and management of the consultant during the period of engagement. During the fieldwork phase, the consultants shall work with the Field Coordinator to ensure meaningful engagement with the stakeholders and successful collection of data from the sampled institutions and individuals.

8.0 Terms and Conditions of Engagement

These include the following;

- The HESSS Action will provide the consultants with the required information.
- The HESSS Action commits to provide 'Duty of Care' to the consultant during the Field Investigation Phase of the work in Somalia as per the EU guidelines.
- The consultants shall be responsible for their taxes and/or security implication as a result of engagement in this assignment.
- As part of the contracting process the consultants shall sign the ASSUMPTION OF RISK, COVENANT NOT TO SUE AND INDEMNIFICATION agreement.

9.0 Application Procedure

Interested applicants should send their applications to the Programme Manager, HESSS Action by Close of Business on **Saturday, 1st October, 2022** via hesssproject@ku.ac.ke.

Applications should include ONLY the following documents:

- a) **Cover letter (max 1 page)**. Ensure that you provide links to the **LinkedIn accounts** in the cover letter, of the two consultants (DO NOT attach your CV to the application).
- b) **Technical proposal (max. 8 pages)**. The technical proposal **must** outline the following;
 - The consultants' understanding of the TORs
 - Proposed methodology
 - Proposed work-plan
 - Consultant's relevant experience in previous related assignments
- c) Attach **TWO SAMPLES** of baseline survey reports that you have conducted in the recent past and ONE SAMPLE of an INTERNAL SYSTEMS ASSESSMENT of an organization.
- d) **Financial Proposal (max. 2 page)** outlining in US Dollars, the consultants' proposed cost for undertaking the baseline survey. This should include both the professional and logistical costs.

Use '**Job No. 5/2022 – Baseline Survey and Internal Systems Assessment**' as the title of your email.