REQUEST FOR EXPRESSION OF INTEREST

Reference Number: SADC/SHD&SP/1/2013

Request for Services Title: Consultancy assignment to undertake finalisation of the report on assessment of cost barriers to access to higher education and student mobility in the SADC Region.

ANNEX 1: Terms of Reference

Terms of Reference to finalise report on assessment of cost barriers to access to higher education and student mobility in the SADC Region

1. Background

1.1 The main purpose of the Southern African Development Community (SADC) is to improve economic growth and development, alleviate poverty, enhance the quality of life of the people of the Region, support its socially disadvantageous areas through productive systems, deeper cooperation and integration so that the region emerges as a competitive and effective player in international trade and world economy. In seeking to meet both its social and economic aspirations, SADC recognises the important role and contribution of human resources development in political, economic and social development of the Region as well as in facilitating regional integration and competitiveness.

1.2 Education is the most important tool for equipping people in the Region with the necessary knowledge, skills and attitude to be able to drive and achieve the vision for the Region. It is also the tool for laying the foundation for scientific research and innovation necessary to facilitate technological advancement of the region. Quality Higher education and research in particular is imperative if the Region has to attain its objective and generate home-grown solutions to regional challenges of socio-economic development. Unfortunately, during the decades of the 80's and 90's, support for education was focused at primary and secondary levels resulting in low enrolment rates to higher education with an average of gross-enrolment rate of about 5%. Consequently, investments in the higher education sector have not been commensurate with the increasing enrollment, leading to many challenges especially in quality.

1.3 The region recognised that no one SADC Member State can alone offer the necessary investment in higher education to offer the full range of world quality education and training programmes at affordable cost and on a sustainable basis. Hence, SADC agreed to include education and training as one of the areas for regional cooperation and integration and entered into a policy and legal framework for cooperation in education and training through the SADC Protocol on Education and Training entered into force in 2000. One of the objectives of the Protocol, is to facilitate the reduction and eventual elimination of constraints to better and freer access by citizens of Member States, to good quality education and training opportunities within the region as well as to promote freer movement of students and staff within the region for the purposes of study, teaching, research and other pursuits relating to education and training.

1.4 Higher education is one of the priorities in the Protocol on Education and Training and the Second Decade Plan of Action for Africa. In order to facilitate

access to higher education and student mobility in the region, Article 7(4) of the Protocol on Education and Training provided that Member States shall within ten years from the date of entry into force of the Protocol, treat students from SADC countries as home students for purposes of fees and accommodation. This means that the grace period came to end in 2010 and all Member States and their public universities in the region are expected to implement this provision.

1.5 SADC Ministers of Education and Training in March 2010 noted that there are some Member States and higher education institutions which were already implementing this provision. It was also observed that even in those Member States and higher education institutions which are charging SADC students local fees in terms of tuition and accommodation, there are other cost barriers such as foreign levies and student visas, which limit access to higher education and student mobility in the region. In this regard, they directed that an in-depth assessment of access to higher education in the region with particular emphasis on cost barriers that prohibit access to higher education and student mobility across the region be undertaken.

1.6 SARUA was commissioned to undertake the study in 2011. Two types of questionnaires were sent. One to be completed by universities and another to be completed Ministries responsible for Higher Education. 18 responses out of the 60 universities was received and only one response from ministry of education. In September 2011, a draft report was presented to Minister of Education and Training. They noted that the low response and committed to complete and return the questionnaire on the 15 October 2011. No additional responses were received and SARUA produced a report. The low response by Member States has led to inadequate data and information for meaningful analysis. In June 2012, Member States undertook to facilitate the speedy completion and submission of the questionnaires by institutions and ministries of higher education by 31 July 2012. All Member States submitted the questionnaires by August 2012.

1.6 It is against this background that a consultant is sought to finalise the study to the cost barriers to access to higher education and student mobility

3. Scope of Work

3.1 The assignment will entail a review of the draft report produced by SARUA and augment the analysis with additional questionnaires. The improvement of existing report should indicate the barriers including cost barriers to access to higher education and student mobility in all the SADC Member States. In addition it should include:

(i) the extent to which national policies promotes access to higher education and student mobility in the region. This should also cover an analysis of the national policies with regard to the implementation of the SADC Protocol on Education and Training to reduce and eliminate cost constraints to access to good and quality higher education by nationals and students from the SADC region.

(ii) the enrolment patterns of SADC students in public universities in each Member State

(iii) the type, nature and magnitude of the cost barriers to access higher education by student from SADC countries in each Member States. This should cover comparative analysis of all fees and levies (tuition, accommodation, administrative cost etc) charged in public universities among local students and foreign students (with focus on SADC students). It should also include other costs such as student visa or foreign student levies that required for SADC students to access higher education in each Member States

3.6. To produce a report with a regional picture on barriers that prohibits access to higher education and student mobility in the SADC region including recommendations on strategies to addressing them. The consultant will be expected to present the draft report to the Technical Committee on Higher Education and Training, Research and Development (HETRD).

4. Expected Outputs/Deliverables

4.1 Prior to the commencement of the studies the consultant will produce:

An Inception Report which provide methodology for undertaking the assignment

4.2 The consultants will produce:

a) Regional report with recommendations
b) Summary of the findings and recommendations

5. TIMEFRAME AND APPROACH

5.1 Duration

The study is expected to be completed within two months of commencement of work.

5.2 Reporting and Supervision by the Secretariat

The consultant is expected to work and report to the Senior Programme Officer responsible for Education.

5.3 Logistic and approach

(i) The SADC Secretariat will facilitate introduction of the consultant to the different countries where necessary and provide a list of contact person in the Ministries of Education for liaison during the duration of this assignment.

(ii) The consultant will be expected to make a presentation of their findings to the SADC Secretariat and the (HETRD) technical committee.

6. REQUIREMENTS OF THE ASSIGNMENT

6.1 Consultant. The consultants should have:

a) be a Researcher with both quantitative and qualitative skills.
b) experience in higher education.
c) experience and knowledge of the SADC Region .
c) The consultant should be available to undertake the work within these timeframes and budget.

6.2 Requirements

The consultant who bid for this work is expected to submit a proposal which should cover the following:

1.

a) A profile showing experience of work undertaken of a similar nature.
b) demonstrate an understanding of the assignment including the deliverables or expected output;
c) Propose a cost effective yet efficient methodology or approach to the assignment. It should indicate the methodology to be used for
d) A Ghant chart indicating schedule of activities and timeframes. Outputs.

Include their CV clearly demonstrating the qualification, experience and expertise that are related with this assignment.

6.4 Evaluation Criteria

The following evaluation criteria will be used to assess the proposal. A Proposal that scores above 65% will be accepted.

Category	**Points**
Understanding	20
Experience	10
Methodology	40
Qualifications	10
Budget	20
Total	**100**