National Campaign for Education Nepal (NCE Nepal)

Terms of Reference (ToR)

For

Study on: Engagement of CSOs in the areas of advocacy, service strengthening, government collaboration and empowering marginalized and vulnerable communities for promoting inclusive and resilient education policy and systems

1. Background

Civil Society Organizations (CSOs) play an important role in improving the public education system of the country. CSOs include the local non-governmental and community organizations as well as the international non-governmental organizations. These organizations play an instrumental role in making the government accountable on its commitments for inclusive and resilient education system. Research also shows that active coordination and collaboration of the CSOs with schools and municipalities have also resulted in positive roles in raising the voices of marginalized people in decision making. There needs to be more collaboration between the government and civil society organizations for more effective development cooperation. But it is seen that the participation of CSOs is not fully ensured in the planning process of the local governments.

With funding from EU, VSO in partnership with NCE Nepal, JJYC and Prerana has been implementing inclusive and resilient education project, SAHAYATRA in four districts of Nepal: Bara, Rautahat, Parsa and Sarlahi. This project aims to strengthen governance to ensure quality education and education governance.

In the context, NCE Nepal is planning to hire a consultant (individual or firm) to conduct a research in the project implemented areas to assess the engagement of CSOs on promoting inclusive and resilient education policy and systems for analyzing roles of CSOs in the areas of advocacy, service strengthening, government collaboration and empowering marginalized and vulnerable communities.

2. Research Objectives:

A. To understand the engagement of CSOs in inclusive and resilient education policy development and implementation process in Bara, Parsa, Rautahat and Sarlahi districts of Madhesh Province.

B. To understand how CSOs have been contributing in the areas of educational advocacy, service strengthening, government collaboration and empowering marginalized and vulnerable communities for equal participation in education

C. To produce an evidence-based research document to advocate the importance of CSOs engagement in the planning processes of the three levels of government to strengthen inclusive and resilient education governance

3. Research Process

The research will be carried out basically through the following tools:

- **Literature Review including Review of reports, policy documents, local government plans, policies and budget:** Mainly the review of the reports will be done through the desk research. Budget and plans of the concerned local governments, policy research reports and also, the relevant news articles will be reviewed during this process.
- **Focused Group Discussions (FGD):** It will be conducted with the selected representative of the civil society organizations, school stakeholders like School Management Committee (SMC), parents and teachers, etc.
- **Key Informants Interview (KII):** Interviews will be conducted with the major stakeholders like representatives of the local governments, Education unit of the local government and notable CSO representative of the district. It may be conducted either in face-to-face modality or virtually or via phone.

3.1 Framework for Research

S.N.	Areas of Research	Description
1.	CSOs engagement for promoting inclusive and resilient education policy and systems at the national level	Literature Review of the national level context
2.	CSOs engagement at the local level; study from four districts of Madhesh Province (Parsa, Bara, Rautahat and Sarlahi) Areas of engagement of CSOs; approaches and practices to inclusive and resilient education:	Brief Background of Province Level Context will be added
a.	*Advocacy initiatives carried out by CSOs*	*CSOs advocacy initiatives to strengthen the accountability of the government for inclusive education, gender-responsive policies and practices, increasing financing in the education sector, ensuring disaster/risk management in education, etc.*
b.	*Service strengthening*	*CSOs lobby and campaign for service strengthening in the education sector, making education equitable and inclusive and improving the quality of learning; especially increasing the access and learning of children from the marginalized communities and children with disabilities*
c.	*Policy and planning, Budget development*	*Level of CSOs engagement in the local level planning process, policy development and implementation (tracking what changes have been seen with the engagement of the CSOs, comparison of different budgets)*

		How the monitoring of the education budget from the civil society perspective is being done, acting as watchdog of government
d.	*Empowering marginalized and vulnerable communities*	*Capacity building, Community sensitization activities carried out by CSOs*
e.	*Schools and Civil Society Partnerships*	*Engagement of CSOs with the school stakeholders for making the school environment more inclusive and disaster-friendly*
f.	*Government Collaboration*	*Supporting government in implementation of the education policies, providing constructive solutions and recommendations to the local governments for improving the public education sector*
3.	Gaps	The gaps seen in the engagement of CSOs, civic participation
4.	Recommendation	Recommendations for creating an enabling environment for civil society engagements to ensure that the educational plans and policies of the local governments are resilient, inclusive and equitable