



Call for Expression of Interest for Consultancy on Comparative Study (Lesotho and SADC) on Inclusive and Non- Formal Education.

1.0 INTRODUCTION

The Lesotho Council of NGO's is an umbrella body for civil society organisations in Lesotho. The organisation was established with the purpose of providing the supportive services to the NGO community through networking, leadership, information dissemination, capacity building, coordination, advocacy and lobbying, and representation when dealing with the international community and government.

The council of NGOs operates through sectoral commissions to ease coordination of alike members. Of the six commissions it has there is one that oversees issues related to education and other socio economic indicators of the country.

The rationale to include education in LCN work emanates from the strong belief from LCN that human resource is the best asset any country has. Educational attainment is the only surest way of ensuring that people who have been disadvantaged by ills of historical trajectories can advance from a disadvantageous position to a position where they can demand and attain positive change in their lives.

It is on the basis of believing in change through educational attainment that LCN uses social accountability tools in its work as those are increasingly recognized as a means of improving service delivery and governance across the globe. Social accountability as an approach relies on civic engagement in that citizens participate directly or indirectly in demanding accountability from service providers and public officials. To that effect LCN conducts participatory budgeting, public expenditure tracking, citizen report cards, social audits, citizen charters, right to information acts, and community scorecards (CSCs), the focus of this

concept note. And in particular LCN had previously analysed education budget as in Lesotho Education gets the highest share from the national covers.

Despite this huge economic boost in education the country still faces high unemployment rate, graduates that most potential employers reject hence a need to develop innovative funding model for Lesotho Education.

The end of Millennium Development Goals (MDG) gave birth to the current Sustainable Development Goals (SDGs)

With the promulgation of the Sustainable Development Goals (SDGs) by the United Nations General Assembly (UNGA) 2015, after extensive multi-stakeholder, multi-sector consultations in various spaces around the world, spanning more than two years, the Incheon Declaration, here named Education 2030, provided a framework of action to guide Education actors on how Education resources would need to be harnessed and directed to achieve the vision captured in SDG4, that is, *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.

Education, being a basic right of everyone, and where governments as the duty bearers, have been made to shoulder the primary responsibility to provide at the minimum, inclusive quality basic Education, that is free and compulsory. The government is expected to deliver this through an efficient, equitable and sustainable financing mechanism.

In 2015, the world leaders committed to achieving the Sustainable Development Goals (SDGs) and the Education 2030 Framework for Action (FFA) within the next fifteen years, the most ambitious global development agenda in history. For education, this includes the pledge to *'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030'* – regardless of personal, social or political context.

The Education Sector Strategic Plan (ESSP 2016- 2026) amongst others indicates that the number of out of school children form a significant part of the school going age population in Lesotho. The plan also has a comparative analysis on levels of access and drop- out by District. This obtaining situation have dire consequences if not addressed. These are not only in meeting the SDG 4 targets Lesotho committed for, but most importantly can negatively affect Lesotho Human development as a whole.

Although, Lesotho has some strides as far as inclusive and non-Formal Education is concerned as currently there is Non- Formal Education Policy and Inclusive Education Policy, Lesotho Council of NGOs hold a strong view that the country is capable of doing better.

It is on the basis of inherent belief that inclusive and non-formal education can benefit and elevate the status of the would otherwise be left out of educational realm thus subjecting them into perpetual poverty and underdevelopment.

That is why the Lesotho Council of NGOs under the auspicious support of OXFAM IBIS under the project “Education Out Loud” is embarking on a comparative study (Lesotho -SADC) on the inclusive and non-formal education modalities and success.

2.0 SPECIFIC OBJECTIVES OF THE CONSULTANCY

1. To analyze, and compare various models on the inclusive and non-formal education modalities and success focusing on Lesotho and five SADC countries, and that which ensures that the furthest of the target communities are reached first, in a transformational way. This will ensure and include:

- a. Conducting a desk survey of a comparative study (Lesotho -SADC) on the inclusive and non-formal education modalities and success.
- b. Assessing and exploring modalities utilized in SADC countries, find gaps and recommend findings for policy advocacy the Lesotho context
- c. Undertaking a comprehensive and comparative analysis of the model/s to assess their merits and demerits.
- d. Making recommendations thereof on models, options that the government may adopt in order to improve the country level inclusive and non-formal education modalities while leaving no one behind.

3.0 SCOPE OF THE CONSULTANCY

The scope of the consultancy will involve undertaking the following key tasks;

- (i) Reviewing existing education inclusive and non-formal education modalities (Lesotho -SADC)
- (ii) Reviewing samples from five SADC countries tools and documentations that have been used with the aim of providing recommendations on sustainable improvements.
- (iii) State how the state and non-state actors can explore inclusive and non-formal education modalities which can act as an important supplement to, and catalyst

for, SDG4, that is, *ensure inclusive and equitable quality education and promote life-long learning opportunities for all*

- (iv) Compile a report on inclusive and non-formal education modalities.
- (v) Provide recommendations for policy options
- (vi) Facilitating a validation meeting on presentation of proposed Lesotho- SADC inclusive and non-formal education modalities
- (vii) Finalizing the report and proposed Lesotho- SADC inclusive and non-formal education modalities that can be applied at country level for use in advocacy by the Lesotho Council of NGOs.

4.0 LCNs ROLE FOR THE EXPECTED DELIVERABLES

- Supervision of the consultancy
- Financing the study
- Support
- LCN will have ownership of the final document.

5.0 DURATION OF CONSULTANCY AND EXPECTED DELIVERABLES

Dates	Number of days for consultancy	Deliverables
	10 days	Advertising for consultancy
	2 days	Selection of consultancy
	3 days	Contracting and Negotiating
The consultant will be expected to undertake the assignment within 21 working days starting on Monday the 21st September as follows;		
	7 days	Research/review process and development of first draft report
	10 days	Sharing report with LCN's staff and Board members then with Project Technical Team for their input.
	2 days	Collection of input, Finalising the draft report
	1 day	One day Validation Meeting
	1 day	Finalising all input and cleaning the document ready for printing.

	1 day	Submission of the final report

The call is a desk top type of comparative study aimed at improving LCN advocacy work on improving access to inclusive and quality education for vulnerable children in Lesotho.

The consultancy is open for individuals or institutions whose staff possess relevant educational background, skills and expertise in Educational Policy Research.

6.0 MINIMUM REQUIREMENTS

Qualifications

- The incumbent(s) must possess M.Ed in Educational Research or equivalent or any Master's Degree or above with strong research background.

Work Experience

- Proven track record of having worked with civil society, donor agencies, related bodies involved in financing of social sector, and extensive knowledge of broad-based movements that operate as networks/coalitions.
- Minimum of 5 years of experience in a combination of applied financial modeling or structuring, research and analysis and project management, with private financial sector experience;
- Corporate or structured finance experience preferred

Skills/ Competencies

- Excellent understanding of finance concepts and financial markets • Highly developed analytical, problem solving and research skills with the ability to work with a large amount of data.
- Advanced financial modeling skills
- Outstanding communication skills
- Able to communicate complex financial analyses information in an easily comprehensive manner.
- Effective in writing reports and preparing presentations.
- Ability to think and work independently and to meet aggressive deadlines.
- High proficient with MS Excel, MS PowerPoint and MS Word. 6
- Team player, collaborative style, creative and innovative with an engaging personality

7.0 HOW TO APPLY

Kindly send through your application mail no later than Friday **11th September 2020** by **13:00 PM**

Send two Hard copies to:
Lesotho Council of NGOs
Hoohlo Extension
House No. 544
Maseru 100, Lesotho
Southern Africa
Telephone (+266) 22317205/ 22325798
E-mail: gm@lcn.org.ls/

Soft Copies to email address: **gm@lcn.org.ls** together with the following documents;

- Expression of Interest
- A copy of your CV.
- A short write up of 1,000 words on the methodology to be used to complete the consultancy.
 - FONT: Arial
 - SIZE:11
 - SPACE: 1.5
 - TABLES and GRAPHS accepted in any format
 - Sources and annexure's
- Sample of similar consultancy conducted will be an added advantage.
- Methods of practice

For either submission detailed budget should be send separate from the technical proposal

8.0 STAKEHOLDER LIST:

A list of stakeholders from National Education Coalition, Government Officials, Parliamentarians, Donors and other stakeholders will be provided to the successful applicant.