Terms of Reference

National Consultant for implementing What Works Hub for Global Education (WWHGE) priorities in Nepal

August 2025

**About British Council**

The British Council is the UK’s international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. Through our arts, education and English programmes, we give opportunities to hundreds of millions of people worldwide each year. We are on the ground in six continents and over 100 countries. The British Council has been operating in Nepal since 1959.

The British Council’s education work is far-reaching and covers nearly all 110+ countries in which we do business. Our education programmes, which are core to our charitable purpose, are built to give people opportunities, make connections to the UK and ultimately engender trust. The British Council believes that by delivering education programmes that are mutually beneficial to the UK and other countries, we will create more understanding and links between people, making a brighter future for all of us.

Education priorities for British Council Nepal are guided by the Nepal Government’s National Education Policy 2019, School Education Sector Plan (SESP) priorities, and strategic priorities of the British Council.

**About What Works Hub for Global Education**

The What Works Hub for Global Education is an international partnership working out how to implement education reforms at scale, with the ultimate goal of increasing literacy and numeracy. The WWHGE aims to improve how evidence is communicated and used at all levels of government and at all stages of the delivery cycle, supporting evidence-based and cost-effective education policies that improve learning for all.

Strategic partners include UK government’s Foreign, Commonwealth & Development Office (FCDO) – the primary funder, the Bill & Melinda Gates Foundation, World Bank, USAID, UNICEF, UNESCO-IIEP, the Learning Generation Initiative, the British Council, the Jacobs Foundation and the Blavatnik School of Government, University of Oxford.

The What Works Hub for Global Education mainly works under following pillars:

**Pillar 1**: Help **make the best existing evidence clear and available** to governments so they can use it immediately.

**Pillar 2**: Support **governments’ use of evidence for bold reform** through embedded evidence labs, and by building and nurturing networks of government, researchers and practitioners.

**Pillar 3**: Generate a **new field of implementation science in education**, which will leverage existing research on what policies work to understand how they should be implemented in practice, at the scale necessary for transformative outcomes.

This financial year, we will prioritize policy dialogues at both federal and provincial levels to promote the development of contextually relevant, evidence-informed education policies. In parallel, we will strengthen the capacity of 8 to 10 local governments in Lumbini Province to engage in data-driven education planning, using existing system data and participatory processes to inform inclusive and actionable local education plans.

**Objective and scope of the assignment**

The objective of this assignment is to design, lead, and facilitate policy dialogues at federal and provincial levels in close coordination with the Government of Nepal, the British Council, and FCDO, while also supporting selected local governments through targeted workshops and technical assistance to strengthen their capacity for evidence-informed education planning.

**Specific scope of the assignment**

Working with in-country British Council and FCDO colleagues, the tasks of the consultant shall compromise of the following:

1. Familiarise with the British Council’s and the WWHGE’s priorities for this financial year in Nepal, the scoping study report conducted in Nepal in May 2025, the Global Education Evidence Advisory Panel (GEEAP) Literacy/Reading Report and Nepal’s School Sector Education Plan (SESP) and familiarizing with similar initiatives planned under FCDO’s Bilateral Programme Samartha.
2. Lead the design, development, and implementation of federal and provincial-level policy dialogues in Lumbini Province to strengthen contextually relevant, evidence-informed education planning and policy formulation, in close collaboration with the British Council, the FCDO team in Nepal, the Ministry of Education, Science and Technology (MoEST), and other like-minded organisations, drawing on the GEEAP report, and the Nepal scoping study.
3. Liaise with the Development Assistance Coordination Section (DACS) and TWG and CEHRD’s EIMIS division and develop or revise Local Education Plans (LEPs) through participatory, data-informed processes that leverage existing education system data (e.g., EMIS, school profiles, census) to identify and address equity gaps, improve learning outcomes, and strengthen local planning capacity and other relevant line agencies at the MoEST, as well as provincial ministries and agencies, to ensure their ownership and active engagement from the planning to the implementation of the federal and provincial policy dialogues.
4. Ensure that the key takeaways from both the federal and provincial-level policy dialogues are well documented and shared with the Ministry and relevant line agencies.
5. Plan and deliver a three-day workshop in Province -level ensuring gender balance among the participants (split into 2+1 days) effectively on evidence based local education plan including genders sensitive content.
6. Lead gender and EDI mainstreaming into the design, development and implementation of federal and provincial level policy dialogues.
7. Provide technical assistance to 8 to 10 selected local governments to develop or revise their local education plans based on evidence through participatory, data-informed processes that leverage existing education system data (e.g., EMIS, school profiles, census) to identify and address equity gaps, through sex disaggregated data improve learning outcomes, and strengthen local planning capacity.
8. Document all the lessons learned during the consultancy period and share with the British Council and FCDO team.
9. Ensure all the external communication materials are compliant with the British Council and WWHGE brand guidelines.
10. Ensure the delivery adheres to the British Council’s Safeguarding, Environmental Framework Tool (EFT), and Equality, Diversity and Inclusion (EDI) and Counter Fraud policies.
11. Provide recommendations to the federal and local governments on gender and EDI mainstreaming into their education planning and policy making process.

**Deliverables:**

* Submission of a work plan within one week of commencement of services.
* Submission of framework for policy dialogues aligned to the WWH priority and the framework must also highlight how gender and EDI will be mainstreamed.
* Delivery of the policy dialogues by the end of December ensuring that the events are comply with British Council EDI policy
* Submission of the plan with content for the three-day workshop by the end of December.
* Delivery of the workshops by the end of February
* Submission of a well-documented lessons learned report by the end of March.

**Consultant Level of Effort**

The National Consultant is expected to work for 82 days between September to March 2026.

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| **Tasks** | **Number of days** |
| Federal level policy dialogue planning (Meetings, visits, documents/reports reviews, document preparation and travel time) | 20 days |
| Provincial level policy dialogue planning (Meetings, visits, document preparation and travel time) | 10 days |
| Federal level policy dialogue (plus documentation) | 3 days (1+2) |
| Federal level policy dialogue (plus travel time and documentation) | 5 days |
| Local level workshops planning  | 3 days |
| Delivery of local level workshop (2 days plus 1 day, need to travel twice) | 8 days |
| Technical assistance to Palikas for developing or revising their local education plans based on evidence (Virtual) | 30 days (3 days for one Palika) |
| Lesson learned and reflection documentation  | 3 days |
| Total | 82 days |

**Consultant Specifications**

* University-Degree in a relevant field (e.g. education, economics, statistics or other social science)
* Significant experience (>10 years) and understanding of the education sector in Nepal.
* Experience in working with federal and provincial governments, including the MoEST, DACS, provincial ministries, and local governments (Palikas)
* Excellent networks and relationships with education sector stakeholders in Nepal.
* Demonstrated experience of organising policy dialogues, conferences, workshops, and webinars.
* Hands-on experience supporting local education planning processes, preferably using data and evidence at the municipal or Palika level.
* Experience in developing and delivering training, workshops, or coaching for government officials considering gender-sensitive and EDI principles.
* Strong skills in documentation, including producing reports, concept notes, lessons learned, and workshop proceedings.
* Ability to work independently with accuracy, using own initiative and under minimal supervision.
* Strong communication and interpersonal skills and experience of engaging with a range

of external actors, including interacting with senior government officials.

**Implementation Arrangement**

The Consultant will report to Head of English and School Education and designated staff from the British Council.

**Duration of Assignment**

The task will be implemented from **10 September 2025** till **31 March 2026.**

**How to apply:**

Interested eligible applicants should submit the necessary documents as mentioned to [**indira.basnet@britishcouncil.org**](https://mailto:indira.basnet@britishcouncil.org/) within 7 September 2025.

1. Application with eligibility statement (one pager)
2. Financial proposal per day rates for the services
3. Curriculum Vitae (CV)