TOR

Research Organization for Study on status of Teachers Development in Nepal

May 2022

1. 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. British Council is 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 peoples, making a brighter future for all of us.

1. Background

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

The SESP has a strong focus on Teacher Management and Development for enhancing the relevance and quality of school education. The new SESP is anticipated to cover various areas of teachers’ professional development such as teachers’ professional support system, teachers’ CPD programme, teachers’ accountability, teacher preparations, the appointment of teachers, etc.

 British Council has been supporting teacher professional development in various countries including Nepal and there are a number of good practices from Nepal and elsewhere for the future teacher development programme in Nepal to build on. Teacher training system improvement for English language teachers, teacher mentoring pilot, capacity building of teacher and teacher trainers for virtual training and teaching, and improving digital literacy are some of the British Council interventions in teacher development in Nepal in recent times.

1. Objective

Building on the British Council’s work in the field of teacher development, the British Council is looking for conducting a research that will:

1. identify the current situation, gaps and need for teacher development in Nepal in the context of federalism and other emerging issues,
2. identify status and gaps in teacher support mechanisms at the local level
3. share relevant good practices around teacher development from Nepal and elsewhere
4. Review support provided by education stakeholders and learnings in the field of teacher development / CPD and;
5. provide specific recommendations for future teacher development interventions.

The research will provide government and other education stakeholders a knowledge base to inform about the needs and constraints of the teacher development system as well as recommendations for strengthening teacher development and CPD system in Nepal.

1. Scope

The research will analyse secondary information as well as collect primary information from a small sample of university teachers and students, schoolteachers, teacher trainers, headteachers, SMC/PTA members, policy makers, experts and local government officials. The research will explore gaps in the existing teacher’s competency framework and make necessary recommendations. Furthermore, the research scope continues to also explore these:

1) Pre-Service Level:

* Explore the preparedness of teachers for teaching jobs
* Explore the requirement of necessary skills to become a qualified teacher
* Explore the role of universities on teachers’ development

2) In- Service Level:

* Exploring gaps in the current teacher support mechanism delivered through PETCs (Provincial Education Training Centres) and the role of the local government.
* Explore the current capacity of local PETCs.
1. Methodology

The research will use the following methodology

* Primary and Secondary Data collection
* Key Informant Interviews with Professors, Headteachers, teachers, students, Local government, policy makers, experts, PETCs, etc.
* Focused Group Discussions at various PETCs, LGs, Universities, etc.

The findings of the research will also be disseminated through a policy dialogue event with key stakeholders at both the federal and provincial levels.

1. Deliverables
* Work closely with Team Leader (to be recruited separately) to deliver the research outcomes.
* Produce a brief inception report outlining the agreed scope of work and finalized study design within 15 days of commencement. (Tentative deadline – 15 July 2022)
* Lead on local stakeholders’ management and information collection as required for the study.
* Assist team leader in finalizing study design, identifying stakeholders, implement research on the ground and assist the team leader in writing reports, making field visits, conduct questionnaire based KII and FGDs with stakeholders
* Produce final report covering
1. current situation and need for teacher development in Nepal
2. gaps in teacher support mechanisms at the local level
3. evidence and good practices from Nepal and elsewhere
4. specific recommendations for future teacher development interventions at both Pre-service and In-service level
* Produce joint recommendations for further intervention in the area of Teachers Development in Nepal along with the team leader.
1. Consulting Team

NB: Please note that the British Council will identify a Team Leader for this assignment, so the proposal by the bidding Service Provider/Company should NOT include the position of the Team Leader for this assignment.

Besides of the Team Leader, the bidding service provider is free to propose study team. A suggested study team is as follows:

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| **Consultant / Organization** | **Qualification and Summary Scope** |
| Education Research Lead (National)  | The research lead should have relevant degree in education and / or research. S/he should have at least 5 years of experience in leading similar education sector research in Nepal. The consultant will assist team leader in finalizing study design including sampling design, identifying stakeholders, collect secondary information, prepare study tools, lead implementation of research on the ground and in writing reports.  |
| Research Assistant(s)  | RA should have relevant university degree and relevant experience in field consultations, conducting KII and FGDs for education sector research. RA will support to finalize study tools and conduct FGDs and KIIs.  |
| Enumerator(s)  | Enumerators will support in collecting information from the field through questionnaire-based survey from a small sample size.  |
| Data Analyst | Data Analyst will support is analysis of quantitative and qualitative information collected from the field.  |

1. Consultant/Firm Specifications

Applicants should be able to provide evidence of how they meet the following specifications:

* Demonstrable experience in leading research generating information and evidence of current situation and learnings in the education sector.
* Experience in education sector and preferably in the field of teacher development.
* Relevant degree and/or Research qualification or commensurate work
* Experience of the core team.
* Strong communication and interpersonal skills and experience of engaging with a range

of external actors, including interacting with senior government officials.

* Ability to design, plan, and implement robust, innovative, and effective research approaches and methodologies which integrate primary and secondary data and qualitative and quantitative analysis.
* Proficiency in English and Nepali.
1. Implementation Arrangement

The research specialist organization will be responsible for the implementation of the research. A project manager from the British Council will be assigned to monitor the study.

1. Cost and Financing

The British Council will finance the recruitment of the consultants and research organization and other costs associated with the study. Please fill out the pricing approach in Annex 3

1. Duration of Assignment

The Study will be implemented from 20 June 2022 till 31 September 2022