

## Annex 4 – Goods and services specification

### TERMS OF REFERENCE

#### ONLINE ACCESSIBILITY STANDARDS FOR NEPAL

TA 9215: Supporting Policies and Implementation in the School Sector Nepal's School Sector Development Plan - TA Facility

#### BACKGROUND

ADB and the British Council signed a contract in January 2019 under TA 9215: Supporting Policies and Implementation in the School Sector for programme management, coordination and technical support to the Government of Nepal to implement School Sector Development Plan (SSDP). The three TA outputs relating to this ToR are: (i) capacity development for policy implementation strengthened; (ii) programme management and monitoring strengthened; and (iii) knowledge management strengthened.

Building on SSDP's Mid Term Review (MTR), a Capacity and Institutional Assessment (CIA) was carried out for SSDP, and a Capacity and Institutional Development Plan (CIDP) was developed further elaborating priority TA interventions. Capacity building interventions at different levels have been planned to effectively undertake implementation of policies and plans to support the programme at national and sub-national levels considering emerging needs from federalism. The TA is now implementing targeted capacity building interventions.

CIDP is aligned with the priorities of Ministry of Education Science and Technology (MOEST), Center for Education and Human Resource Development (CEHRD), Local Governments and allied institutions for implementing capacity building interventions. Therefore, thematic priorities identified by the TA are Integrated Education Management Information System (IEMIS), Communication, Continuous Professional Development (CPD) / Teacher Professional Development (TPD), Assessment and Examination, and Curriculum Implementation. In addition, SSDP TA is providing programme management support to MOEST/CEHRD on all SSDP reform areas while also supporting some knowledge management initiatives. The TA has also reviewed and revised CIDP in the context of needs emerging from COVID situation. As part of needs arising from COVID, TA is providing support for blended/virtual CPD to teachers for teaching learning continuity and diversification of modalities for in-service teacher training.

#### CEHRD LEARNING PORTAL

The Government currently provides a wide range of online multimedia activity modules to support children's learning in 4 subjects (Math, Science, English and Nepali) for grades 1-10, with workbooks and storybooks for pre-school children. These modules are openly available to access on the CEHRD portal at <https://learning.cehrd.edu.np>, and have been popular during the pandemic when students and teachers are working from home. The modules can be accessed freely online by anyone with appropriate devices and internet.

A Portal Taskforce, headed by Deputy Director General CEHRD and supported by the SSDP TA, is overseeing long term development and mainstreaming of the Portal.

#### OBJECTIVE OF THE ASSIGNMENT

The portal and its content have so far been developed or procured under crisis conditions in order to provide a 'best possible' service to teachers and children working remotely.

For future development of the portal and any other national eLearning platforms, CEHRD is working to establish a set of standards that will ensure quality, stability, relevance and accessibility. This particular assignment is focused on **accessibility**.

A range of eLearning accessibility standards exist around the world. They broadly share the same goal: making technology-based learning available to every learner of any age, in any state of health, with different needs and abilities. Some are focused entirely on preventing physical barriers to access. Others are more nuanced, providing standards and guidelines to ensure that eLearning content is inclusive and representative of a diverse society.

In addition to adopting an existing international standard, CEHRD intends to publish a comprehensive national eLearning accessibility standard that is appropriately tailored to Nepal's unique context.

The objective of this assignment is therefore to identify, collect and analyse information that will contribute to development of a national eLearning accessibility standard.

Assignment activities will include:

- A comprehensive search, mapping and analysis of key global standards and recommendations for eLearning accessibility
- A comprehensive search, mapping and analysis of data evidencing access and inclusion needs of disabled and disadvantaged groups in Nepal
- A comprehensive search, mapping and analysis of data evidencing device and technology access and use in Nepal
- A report summarising and merging these searches, providing evidence and recommendations of structure and content for Nepal-relevant eLearning accessibility standards.

The SSDP TA is seeking an individual, team of consultants or consulting firm with research experience in the field of online accessibility/inclusion. The consultancy requires skill sets in policy and social research as well as broad knowledge relating to the implementation of educational standards and technology standards.

## SCOPE AND DETAIL

### *Actions*

The consultant or team will work under the supervision of the SSDP TA's Remote Education Specialist, and in consultation with the SSDP TA's Quality Education and Equity Specialists along with officials from CEHRD and MOEST.

Work should take no more than 4 weeks to complete from start to finish.

<b>Activity</b>	<b>Action</b>	<b>Detail</b>
Inception briefing	Team meeting	Meeting (virtual) between all consultants and SSDP experts to: <ul style="list-style-type: none"> <li>• Establish paths for communication</li> <li>• Ensure clear shared understanding of all tasks and objective</li> <li>• Ratify agreement on timeline</li> </ul>
Comprehensive search, mapping and analysis of key global standards and recommendations for eLearning accessibility	Propose search and analysis strategy	Share search and data analysis strategy to SSDP TA for feedback and approval. Strategy to demonstrate: <ul style="list-style-type: none"> <li>• Inclusion and exclusion criteria</li> <li>• List of sources (databases) to be searched</li> <li>• Search terms</li> <li>• Sample search demonstrating refinement decisions</li> <li>• Plan for data analysis, including justification of choices</li> </ul>

		<ul style="list-style-type: none"> <li>Validity criteria</li> </ul>
	Conduct search	According to strategy as approved by SSDP TA.
Comprehensive search, mapping and analysis of data evidencing access and inclusion needs of disabled and disadvantaged groups in Nepal	Propose search strategy	<p>Share search and data analysis strategy to SSDP TA for feedback and approval.</p> <p>Strategy to demonstrate:</p> <ul style="list-style-type: none"> <li>Inclusion and exclusion criteria</li> <li>List of sources (databases) to be searched</li> <li>Search terms</li> <li>Sample search demonstrating refinement decisions</li> <li>Plan for data analysis, including justification of choices</li> <li>Validity criteria</li> </ul>
	Conduct search	According to strategy as approved by SSDP TA.
A comprehensive search, mapping and analysis of data evidencing device and technology access and use in Nepal	Propose search strategy	<p>Share search and data analysis strategy to SSDP TA for feedback and approval.</p> <p>Strategy to demonstrate:</p> <ul style="list-style-type: none"> <li>Inclusion and exclusion criteria</li> <li>List of sources (databases) to be searched</li> <li>Search terms</li> <li>Sample search demonstrating refinement decisions</li> <li>Plan for data analysis, including justification of choices</li> <li>Validity criteria</li> </ul>
	Conduct search	According to strategy as approved by SSDP TA.
Report summarising and merging these searches, providing evidence and recommendations of structure and content for Nepal-relevant eLearning accessibility standards.	Propose report structure	<p>Share plan for report structure to SSDP TA for feedback and approval.</p> <p>Plan to include:</p> <ul style="list-style-type: none"> <li>Section headings in order</li> <li>Brief description of section content</li> </ul>
	Issue report draft	Share draft report to SSDP TA, Portal Taskforce and SSDP Equity Technical Working Group for feedback and approval.
	Issue report final	Share final report to SSDP TA, Portal Taskforce and SSDP Equity Technical Working Group.

## Application

Applications should include:

- A provisional workplan/timeline (highlighting task division and flow of work between team members if appropriate), showing number of days allocated to each action.

- A sample search and analysis strategy as described under “Comprehensive search, mapping and analysis of key global standards and recommendations for eLearning accessibility”.
- A report (e.g. completed for another consultancy) on any related topic, demonstrating writing style.
- A statement confirming capacity to complete the work to high standards in the allocated schedule.
- Curriculum vitae(s) of all team members.

#### Team Composition and Qualification Requirement

This assignment could be completed by a single consultant with appropriate qualifications and experience. It may also be completed by a small team.

Specific qualifications and experience should include:

1. Master’s degree in Education and/or Social Science or related field.
2. Minimum 1 research publication of academic paper or high-quality knowledge product (e.g. a policy report released for public engagement).
3. 10 years of proven experience in relevant field.

Preference will be given to those who can demonstrate skills/experience/qualifications of most specific relevance to the assignment.