

# The practices, perspectives and professional needs of in-service teacher educators in Nepal



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# Executive summary

Within Nepal's federal system, the delivery of in-service teacher education is the responsibility of Provincial Education Training Centres (PETCs), and each year thousands of teachers around the country attend PETC training courses. PETCs have their own full-time trainers, though numbers are modest and PETCs thus rely heavily on the services of roster trainers,<sup>1</sup> who are called upon to deliver training when required. We estimate that over 90 per cent of active<sup>2</sup> PETC trainers are roster trainers.

Improving the quality of PETC trainers is an important element in efforts to improve educational outcomes in the country, but limited insight exists into trainers' profiles, preparation, work, and professional perspectives and needs. The purpose of this research was to examine such matters and to make recommendations for improving trainer capacity and effectiveness. The work was supported by the British Council in partnership with the Ministry of Education, Science and Technology in Nepal. This mixed-methods study took place between October and December 2023, and data was collected from teachers, trainers and PETC officials in all seven provinces of Nepal through the observation of training sessions, face-to-face and remote individual and group interviews and an online trainer survey.

As is evident from recent policy papers, Nepal is making progress in the way it conceptualises teacher professional development. Plans to introduce a school-based teacher professional support (TPS) system and recent advocacy for mentoring reflect an awareness of the need to diversify provision for teacher learning so that it is less reliant on formal training courses. However, these processes call for human capacity and adequate resourcing at local levels of government, prerequisites that have not yet been achieved in Nepal's new federal structure. In-service training courses thus remain the predominant form of

professional development available to teachers, and this study raises important questions about the current approach to training. It relies heavily on roster trainers who, while motivated, have received some basic preparation for their role and have limited opportunities to develop trainer competences beyond knowledge of the subject matter to be taught. While the commitment of trainers is a strength of the system, the conditions they operate under are not conducive to high-quality training. Resources are limited, and trainers are responsible for preparing the materials for the training sessions they deliver (preparing sessions was identified by trainers as a major challenge for them). They also receive modest allowances for their work. Teachers are often asked to travel long distances to attend training, but the funding they receive often does not cover their costs, and this affects teacher motivation. There is also a lack of trainer specialisation (for example, basic education courses are at times delivered by trainers who have not worked at that level). Systematic mechanisms for the roster trainer selection, appraisal and development do not exist, while PETCs lack the human and financial resources to evaluate the impact of training. Complex historical, socio-cultural, educational and economic factors define not just how in-service training occurs but, of course, all facets of the educational system more broadly.



**Improving the quality of PETC trainers is an important element in efforts to improve educational outcomes in the country**

<sup>1</sup> Roster trainers typically have other main jobs, such as teachers or school principals, and only deliver training when they are invited to by PETCs.

<sup>2</sup> Trainers who are frequently engaged in delivering training for teachers through PETCs.

There are, though, concrete measures that can be taken to strengthen several dimensions of Nepal's in-service training system by:

- developing a framework of trainer professional standards
- defining a trainer job specification
- establishing and consistently applying criteria for full-time and roster trainer selection
- creating an induction process for trainers
- empowering PETCs in decisions about trainer selection and training curricula
- developing more subject-specific approaches to training
- creating opportunities for the incentivised and ongoing professional development of trainers, with an emphasis on developing their training skills
- establish a PETC trainer community of practice
- developing a system for trainer appraisal, including through observation, teacher feedback and self-assessment
- creating more opportunities for females to work as PETC trainers
- creating improved systems for the longer-term scheduling of training courses
- utilising electronic databases to manage teacher training records and information about trainer profiles and performance
- promoting more interactive and practical approaches to the delivery of in-service training
- assessing the potential for information and communications technology (ICT) to contribute to training effectiveness and identifying the implications of this for trainer preparation and the resourcing of training centres
- harnessing the pedagogical potential of project-based elements of training courses
- establishing a simple but robust system for evaluating training quality and monitoring its impact
- increasing investment in the development of trainers and of training courses.

The report makes 20 recommendations addressing these elements of in-service teacher training in

Nepal, as follows (with more detail for each included in the report):

1. It is important to formally recognise the important role that in-service teacher trainers play in an educational system, and one way of doing this is to establish a framework for trainer professional standards. This should define the competences – skills, knowledge and other attributes – that effective in-service teacher educators require.
2. There is scope for developing well-defined criteria for the employment of PETC trainers. While the criteria for PETC trainers and roster trainers will not be identical, they will share the core competences that trainers generally require in terms of knowledge, skills and other attributes such as a commitment to professional development. The engagement of trainers by PETCs must be regulated more systematically by clearly defined criteria.
3. PETC courses involve multiple trainers, who often plan individually without a collective discussion of a shared training approach. This impacts negatively on the coherence of training courses. It is recommended that prior to every PETC course, efforts be made to ensure that trainers are aware of what colleagues are doing and that there is a commitment to a shared training approach.
4. Teacher professional development (TPD) training remains largely centralised, and the expectation is that a consistent TPD curriculum

for each course is followed with minor variations around the country. This study suggests that this expectation is unwarranted, and it seems that trainers in many cases do not work from the official TPD manuals and instead design their own materials. Further investigation is required for the Center for Education and Human Resource Development (CEHRD) to understand why the official TPD training materials are not being used by PETCs.

5. PETCs are responsible for TPD delivery, but content and certification remain under the control of CEHRD. One argument raised in this study is that if TPD courses are designed locally, they will be more responsive to the needs of teachers in different contexts. Appropriate local expertise would be required and, to ensure national consistency, similar TPD courses across provinces would need to address common standards.
6. The need for a reviewed approach to the development of training capacity is one of the major issues to emerge here. Trainer training focuses largely on subject matter knowledge, but much less attention is awarded to training skills. A significant shift in thinking is required to recognise that subject matter knowledge is one component of trainer competence and that other important components exist.
7. ICT skills should also be recognised as a desirable aspect of trainer competence. This has implications both for the preparation trainers receive (pedagogically oriented and discipline-specific digital skills courses should be provided) and for the resourcing of training centres (especially in terms of hardware, including internet connections, and software).
8. The focus on subject matter knowledge observed in trainer training courses is likely to be a feature of TPD training too. While subject matter knowledge and pedagogical skills are vital for teaching, additional attributes, such as teacher resilience, resourcefulness, creativity, agency and general well-being, are also important and should be addressed in PETC training.
9. PETC trainers need regular opportunities to develop. Beyond formal training, there are many activities that trainers can engage in, both alone and with others, to become more competent, such as self-assessment, peer observation, reflective practice, getting formative feedback from trainees, doing small-scale research projects and writing blogs.
10. As the vast majority of PETC trainers only deliver training sessions for a few hours each year, they may not want to commit additional time to their development as trainers if this is at a personal cost to them. Trainer engagement in professional development, therefore, needs to be incentivised.
11. Roster trainers will often feel isolated, and one way to counter this is to create a dedicated online trainer community that provides opportunities for trainers to interact, access and share ideas and resources, and strengthen their trainer identity.
12. PETC trainers are largely males, and efforts to increase the number of females who deliver PETC training should also be part of any reform efforts.
13. Systematic mechanisms for assessing trainer quality are also currently lacking, and without these PETCs cannot make informed decisions about which trainers to engage and how to help their trainers improve. What is required here is a simple appraisal system through which every trainer has periodic opportunities to receive feedback on their work.
14. Several of the challenges highlighted by this study relate to resourcing. Such matters can



only be resolved through political goodwill based on a commitment to education and an understanding that improving teacher quality is a vital element in the improvement of education systems. However, at provincial levels there may be scope for existing budgets to be used more efficiently.

15. There is also a need to develop more subject-specific approaches to training so that trainees can experience pedagogical approaches they are expected to use with their students.
16. There is also scope for improvement in data management systems to keep records of the training teachers attend and that should inform the selection of teachers for PETC training.
17. Similar data management systems are needed to maintain up-to-date information about trainers' profiles, experience and performance. This would facilitate the process of trainer selection for PETCs.
18. PETC training courses are often announced at short notice, which limits planning time and complicates the process of selecting trainers and teachers. Any steps that can be taken to set up a yearly training plan well in advance can only be beneficial for the quality of Nepal's in-service teacher training system generally.
19. TPD training includes school-based projects, and we recommend that these are reviewed so that they can more effectively support connections between TPD course input and what teachers do during their lessons.
20. Given that PETCs lack the resources to follow up training in schools and that PETC and roster trainers currently have no role in the delivery of school-based TPS, we recommend that other ways of maximising the transfer of training to the classroom be explored.





# 1. Introduction

The professional development of teachers in community schools in Nepal takes place largely through training courses that are often designed centrally and delivered provincially through Provincial Education Training Centres (PETCs, previously known as ETCs). PETCs have their own full-time in-service teacher educators (referred to locally and throughout here as trainers), but these constitute a small percentage of the total who are employed to deliver in-service professional development courses, and the majority are called roster trainers, which PETCs hire as needed. Despite the important role that in-service trainers play in Nepal's education system, limited information exists about their profile, preparation, work, and professional perspectives and needs. The purpose of this research was to provide insight into such matters and to make recommendations for improving trainer capacity and effectiveness.

After this introduction, the background to teacher development in Nepal is outlined, followed by a brief theoretical discussion of teacher educator competences. The methodology for this mixed-methods study is then outlined. The core section of the report presents the results of the research,

and, to conclude, the key findings are summarised and recommendations are made for supporting the development of teacher trainers in Nepal.

We acknowledge the support provided by the Center for Education and Human Resource Development (CEHRD), the PETCs and the British Council in Nepal for this study and are grateful to all the teachers, trainers and officials who contributed.

“

**The purpose of this research was ... to make recommendations for improving trainer capacity and effectiveness**



## 2. Teacher development in Nepal

A detailed recent analysis of key features of the educational system in Nepal is provided in Borg and Vertex (2022),<sup>3</sup> and key sections of relevance from this are summarised here.

Following the introduction of a new constitution in 2015, Nepal has experienced the significant political change of transitioning to a federal republic. As a result, the country now has three levels of government – federal (central), provincial and local (municipal). There are seven provinces, each divided into districts, which in turn consist of multiple municipalities and rural municipalities – 753 in total across the country.

The introduction of the federal system has had significant implications for the administration of education in Nepal; responsibility for school education has been delegated to local government, and educational structures that were formerly managed centrally have been replaced by local mechanisms. In particular, teacher professional development and support structures previously managed at district level (such as over 1,000 now defunct resource centres) were dissolved, creating a gap in the capacity to support teachers. To address this gap, and in recognition of the important role of teachers as the key determinant of learning outcomes, the School Education Sector Plan (SESP)<sup>4</sup> aimed at ‘attracting new entrants, providing quality in-service training, developing a continuous teacher professional development system, and institutionalizing mechanisms for support and mentoring of teachers’ (MOEST, 2022, p. 26). The SESP document further highlights the need to

enhance teachers’ competence and motivation through school-based professional support. The structures and responsibilities for teacher professional development envisioned by federalism are summarised in Table 1. Some of the units here, such as Education Development Coordination Units (EDCUs), have wider responsibilities, but only those relevant to professional development are included here. The two main forms of teacher continuing professional development (CPD) mentioned here – teacher professional development (TPD) training and teacher professional support (TPS) – are explained below.



**The SESP aimed at ...  
‘providing quality in-service training,  
developing a continuous teacher professional development system, and institutionalizing mechanisms for support and mentoring of teachers’**

3 Borg, S. and Vertex Consult (2022). *The status of teacher education and development in Nepal*. British Council. Available at [https://www.britishcouncil.org.np/sites/default/files/the\\_status\\_of\\_teacher\\_education\\_and\\_dev\\_design.pdf](https://www.britishcouncil.org.np/sites/default/files/the_status_of_teacher_education_and_dev_design.pdf)

4 MOEST (2022). School Education Sector Plan 2022–32. Available at [https://moest.gov.np/upload\\_file/files/post/1668690227\\_1997409338\\_Nepal%20School%20Education%20Sector%20Plan%20final%202022%20.pdf](https://moest.gov.np/upload_file/files/post/1668690227_1997409338_Nepal%20School%20Education%20Sector%20Plan%20final%202022%20.pdf)

**Table 1: CPD in Nepal – structure and responsibilities of the government units**

Level	Units	Responsibility
Federal	MOEST – CEHRD	Formulate policies and central level plans; develop TPD framework and set TPD standards; provide central funding for TPD training; set quotas for TPD/ customised training; design TPD curriculum and training manual; conduct MTOT/ TOTs; verification of training.
Provincial	PETC	Deliver TPD training, plus customised training (needs-based) on cross-cutting issues and topics not covered in general TPD training and refresher training.
District	EDCU	Co-ordinate between PETC and Local Education Units in the selection of teachers for TPD training, sharing of trainers for TPD and customised trainings, curriculum orientations workshops.
Local (municipal)	Local Education Units	Support the selection of teachers for TPD training in coordination with schools; deliver customised training using programmes designed by CEHRD; implement TPS by observing teachers in schools and providing feedback; design and organise tailor-made training courses for teachers within the municipality.

To support the continuing professional development of teachers, the SESP defines how teacher support will be managed. The MOEST formulates the policies for teacher professional development, while CEHRD certifies and prepares customised curricula, and the PETCs run teacher development courses. Although the SESP acknowledges that the existing in-service training and professional development programmes are not able to fill the knowledge and skills gap among serving teachers, the role of trainers in the professional development process is not given much policy attention.

The education system in Nepal is divided into basic education (Grades 1–8, which is compulsory, free and includes one year of ECED/pre-primary education) and secondary education (9–12). Various qualification pathways are available in Nepal to individuals who wish to become teachers, and these vary depending on the level being targeted. Prior to entry to the teaching profession, all government schoolteachers on a permanent contract, though, require a teaching licence that is obtained by passing the Teacher Service Commission (TSC) examination.<sup>5</sup>

Professional development for teachers takes two basic forms – formal training courses or the more recently introduced TPS, which consists of locally provided non-training development opportunities (for example, mentoring).<sup>6</sup> This research project focused on the work of in-service trainers who deliver courses for PETCs and are engaged in

delivering training for early childhood education, basic education and secondary education. Two kinds of training courses are provided – TPD (which is the main form) and customised. The latter lasts up to five days and focuses on more specialist topics not generally covered by the TPD training, which is the main focus of this study.

Although a revised structure for TPD has been proposed in the latest SESP (see below) and a new TPD framework has been endorsed (CEHRD, 2023<sup>7</sup>), the existing format lasts 30 days and is divided into two 15-day blocks (Phase 1 and Phase 2).<sup>8</sup> Each phase includes ten days of face-to-face input (three 90-minute sessions a day) and five days of school-based projects, including action research, which the trainees are required to complete in their schools. Based on the framework, the training centres are allowed to locally contextualise up to 20 per cent of the TPD curriculum. There are different TPD courses for different subjects and educational levels, and the subject-specific TPD training manuals are available on the CEHRD website.<sup>9</sup> To cite an example, the Phase 1 level English Grade 9–10 TPD curriculum seeks to enable teachers to:

- select appropriate techniques and materials for teaching English language skills and aspects
- design and effectively implement language tasks and projects for offline and online environments

<sup>5</sup> See <https://tsc.gov.np/> for sample papers.

<sup>6</sup> For more details on TPS, see MOEST (2022). Education Vision Paper, Section 4.5.7 (Translation).

<sup>7</sup> [https://www.cehrd.gov.np/file\\_data/mediacenter\\_files/media\\_file-25-229270500.pdf](https://www.cehrd.gov.np/file_data/mediacenter_files/media_file-25-229270500.pdf)

<sup>8</sup> The latest SESP proposes a revised TPD structure that lasts one month and is divided into a 15-day online/offline training component and a 15-day school-based reflective component.

<sup>9</sup> <https://cehrd.gov.np/infocenter/29>

- appraise, evaluate, contextualise and deliver the textbook materials, maintaining the curricular objectives
- design and deliver content and language integrated learning (CLIL)<sup>10</sup> lessons with a judicious balance of the content and the language
- plan and deliver lessons using classroom management strategies such as scene-setting, transitioning and cooling-off
- practise critical pedagogy so as to ensure equitable learning experiences.

Similar objectives are set for other subject teachers in the TPD curricula. PETC trainers are expected to deliver the content of the TPD curriculum, demonstrate a model lesson and engage trainees in activities as much as possible. The trainees are required to carry out four pieces of project work during the school-based phase. Among the four projects, execution of ten planned lessons with reflection on practice and completion of action research are the two mandatory projects, and the remaining two projects can be chosen from the other options listed in the TPD curriculum. A written examination at the end of the TPD course carries 50 per cent of the total score for the course.

PETCs have a small number of full-time trainers and rely on a much larger pool of roster trainers who are engaged as required according to the training schedule. Most of the trainers are secondary-level teachers and have subject-specific qualifications. Published criteria for trainers do not seem to exist, though the TPD framework (2015)<sup>11</sup> defined some generic criteria for the selection of roster trainers. These criteria include:

- university professor or secondary-level teacher
- master's degree graduate
- ability to use technology to search and use innovative techniques of teaching
- a record of student achievement of 60 per cent or above in the subject taught.

The criteria for the selection of roster trainers have been updated as follows in the revised 2023 TPD framework:

- professors working in universities or any higher education institutions
- secondary teachers who have at least five years' teaching experience
- having a master's degree qualification
- having knowledge and skills in the use of information and communications technology (ICT)
- record of applying innovative techniques and research in teaching and learning
- having a TOT training on the relevant training curriculum.

All prospective trainers attend a preparatory course (known as Master Training or Training of Trainers – TOT). The analysis of a sample schedule for a TOT course<sup>12</sup> shows that it is an intensive seven-day course lasting over 30 hours. An analysis of the topics on the course also indicates that there is an exclusive focus on developing participants' subject matter and pedagogical knowledge. There is no reference at all to the development of the broader range of competences that teacher trainers require (see Section 3 below).

According to CEHRD, approximately 8,500 teachers participate in TPD training each year.<sup>13</sup> It is thus a substantial activity within the education system, yet, despite a policy focus on professional development in recent years, the benefits of TPD training to the educational system remain unclear (MOEST, 2022).<sup>14</sup> The effectiveness of in-service training will be strongly influenced by the capacity of the trainers, yet limited information exists about these trainers' profiles, preparation, work, perspectives and professional needs. This study provides insight into these issues and makes recommendations that can support improvements not only in trainer competences but in the effectiveness of in-service training in Nepal more generally.

10 For an explanation of CLIL, see <https://www.teachingenglish.org.uk/professional-development/teachers/multilingual-approaches/articles/content-and-language-integrated>

11 National Center for Educational Development [NCED] (2015). *Teacher professional development framework* [Shikshak peshagat bikash prarup-2072 BS]. NCED, Bhaktapur.

12 This was for Grade 11–12 teachers of English – see [https://docs.google.com/document/d/16zIYcACI-7HyuTHP1RsKddeToddJCe\\_wA/edit](https://docs.google.com/document/d/16zIYcACI-7HyuTHP1RsKddeToddJCe_wA/edit)

13 This estimate is based on the programme implementation guideline – 2023/24, prepared by the CEHRD.

14 MOEST (2022). School Education Section Plan 2022–32. Available at <http://tinyurl.com/mdrv9czm>

# 3. Teacher educator competences

The important role of teacher educators in educational systems has been periodically emphasised in the academic literature, along with commentaries on the range of competences that effective teacher educators require. For example, Koster et al. (2005)<sup>15</sup> suggest a teacher educator competence profile consisting of four areas: content competences, communicative and reflective competences, organisational competences and pedagogical competences. While such frameworks have been developed with university-based teacher educators in mind, they do highlight the critical point that teacher educator competence is not simply a matter of subject matter knowledge. The Flemish teacher educator development profile<sup>16</sup> also emphasises this point, arguing that teacher educators fulfil multiple roles, such as:

- a supervisor of learning and development processes
- a supporter and supervisor of personal, social and interactive processes
- a teacher education specialist (an expert in teacher education didactics)
- a content expert
- an organiser
- an innovator and researcher
- a member of a teacher education team
- a partner for external stakeholders
- a member of the educational community
- an involved and critical social participant.

More recently, the British Council has developed its CPD Framework for Teacher Educators (revised 2022),<sup>17</sup> which, while widely used in the context of teaching English, similarly highlights the wide range of competences that teacher educators require. In this framework, competences are grouped into three broad categories (knowledge, skills and approaches to professional development), which are further broken down into 11 professional practices as below, each with further more detailed elements.

Knowledge:	Knowing the subject; Understanding the educational context;
	Understanding teacher learning
Skills:	Planning teacher learning; Managing teacher learning; Evaluating teacher competence; Supporting ongoing teacher professional development; Adopting inclusive practices; Supporting remote learning
Development:	Taking responsibility for own professional development; Contributing to the profession

While subject matter knowledge for teacher educators is included in this framework, it is clear that effective teacher educators need to know much more than the content they wish teachers to learn about. The ability to use technology effectively to support teachers (including remotely) is also a contemporary characteristic of effective teacher educators.<sup>18</sup> The British Council has also developed a trainer training course that is linked to its CPD Framework for Teacher Educators – the Assured Certificate in Teacher Education (ACTE).<sup>19</sup> This addresses the fundamental skills and knowledge that effective teacher educators require.

It is important to recognise that in-service trainers fulfil a distinct role within an education system – they are not just teachers with higher academic qualifications or more advanced subject matter knowledge. They require, to use terminology from a European Commission report on teacher educators,<sup>20</sup> both first-order competences (i.e. the content they will teach) and second-order competences (knowledge of how teachers learn and become competent). Identifying the broader range of competences that in-service trainers require and supporting their development is a key element in an effective national system for teacher professional development.

<sup>15</sup> Koster, B, Brekelmans, M, Korthagen, F, and Wubbels, T (2005). Quality requirements for teacher educators. *Teaching and Teacher Education*, 21(2), 157–176.

<sup>16</sup> VELOV (2012). *The Flemish teacher educator development profile*. [https://velov.files.wordpress.com/2012/02/velov\\_bro\\_en\\_111206.pdf](https://velov.files.wordpress.com/2012/02/velov_bro_en_111206.pdf)

<sup>17</sup> [https://www.teachingenglish.org.uk/sites/teacheng/files/4204\\_British-Council\\_CPD\\_Teacher\\_Educators\\_FINAL\\_040222.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/4204_British-Council_CPD_Teacher_Educators_FINAL_040222.pdf)

<sup>18</sup> For a detailed discussion of online competences for teacher educators, see Borg (2022). <https://www.teachingenglish.org.uk/sites/teacheng/files/2022-06/COMPETENCES%20FOR%20SUPPORTING%20TEACHERS%20ONLINE.pdf>

<sup>19</sup> <https://www.teachingenglish.org.uk/sites/teacheng/files/2022-12/ACTE-course-Brochure-A4.pdf>

<sup>20</sup> <https://clarekosnik.files.wordpress.com/2014/12/european-commission-on-tchr-ed.pdf>



# 4. Methodology

## 4.1 Objectives

The objectives of this study were to generate insight into:

- the profile of PETC in-service trainers across subjects and educational levels
- their professional responsibilities and any challenges trainers face in discharging these
- trainers' professional practices (i.e. how they deliver training)
- trainers' professional development needs.

Informed by these objectives, the study addressed these research questions:

1. How many full-time trainers are employed by PETCs and what is their profile across subjects, levels (basic/secondary) and gender?
2. How many roster trainers are on the lists maintained by PETCs and what is their profile across subjects, levels (basic/secondary) and gender?
3. What criteria do trainers need to meet to be employed as TPD trainers by PETCs?
4. What roles do PETC trainers fulfil while delivering TPD training (for example, designing sessions, delivering sessions, assessing teachers)?
5. To what extent do PETC trainers follow or adapt the official TPD curriculum?
6. How many courses/hours of training do full-time and roster trainers deliver each year?
7. What preparation do PETC trainers receive (that is, trainer training)? If trainer training is provided, who designs and delivers it and what are its features in terms of length, organisation of content and process?
8. Do PETC trainers feel adequately prepared for their role as PETC trainers?
9. To what extent are TPD trainers required to use technology and how confident are they in their technological competences (generally and pedagogically)?
10. To what extent is the work of TPD trainers monitored and do they receive feedback on their work?
11. Do PETC trainers have professional development opportunities?
12. How do teachers assess the quality of the TPD training they attend?



## 4.2 Data collection

Data collection took place between October and December 2023 and included four concurrent strands of activity as shown in Figure 1.

Strand 1 consisted of the collection and analysis of relevant documents, including educational policies, TPD training materials and trainer training resources. These are discussed in Section 2 above.

Strand 2 consisted of an online survey (see Section 5.5) administered in Nepali via Google Forms. The survey link was distributed in various ways. CEHRD shared it with PETCs, who were asked to pass it on to their trainers. During the face-to-face fieldwork for this research, trainers were also given the link (often as a QR code) and asked to complete the survey. The local consultant for the project also made use of his network of contacts and followed up with PETCs to maximise engagement by trainers in the survey. The survey opened on 13 October 2023 and closed on 10 December 2023.

Strand 3 involved face-to-face data collection by the local consultant (second author of this report), involving:

- observations of training delivery
- interviews and focus group discussions with trainers
- focus group discussions with teachers
- interviews with the PETC officials.

Strand 4 consisted of additional remote data collection in the provinces that were not visited physically. In these cases data collection involved online focus group meetings with trainers and online interviews with PETC officials. These were also conducted by the local consultant.

Apart from the meetings involving English subject trainers and teachers, all data collection took place in Nepali.

Decisions about which provinces to visit were determined by CEHRD and PETC training schedules. For example, no training took place in Karnali during the fieldwork period for this study. The trainer focus groups conducted at CEHRD were made up of individuals from different provinces who were attending Master Training, but in all other cases trainer focus groups were conducted with trainers from a single province.

A package of data collection tools was designed for the study, and these are included in the appendices to this report. With permission, all interviews and focus group discussions were audio recorded. Table 2 summarises the different kinds of data collected across the whole study and for each province. For focus groups, the first number represents the number of different groups and the second number how many individuals took part.

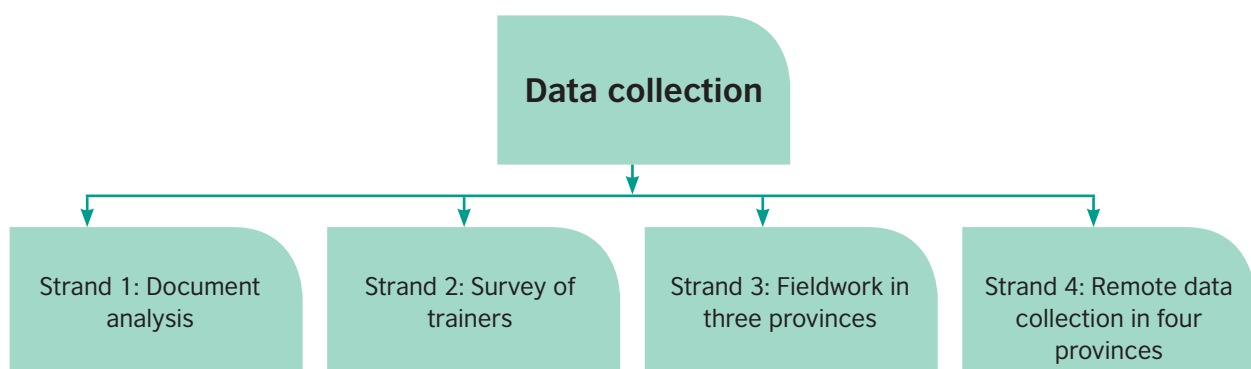


Figure 1: Data collection

**Table 2: Data collected**

Province	Training observations	Observed trainer interviews (individual)	Trainer focus groups	Teacher focus groups	PETC official interviews
Koshi	2	1	0	1 [6]	1
Madhesh	0	0	1 [9]	0	1
Bagmati	3	2	2 [14]	2 [10]	1
Gandaki	0	0	1 [4]	0	1
Lumbini	0	0	1 [9]	0	1
Karnali	0	0	1 [3]	0	1
Sudurpaschim	2	2	1 [27]	1 [6]	1

In total, then, this study draws on seven observed training sessions, five individual trainer interviews, seven trainer groups involving 66 trainers, four teacher groups with 22 teachers and interviews with seven PETC officials. In addition, 162 trainers completed the survey.

Data analysis involved quantitative and qualitative techniques. Most survey questions were closed and were analysed using descriptive statistics. Open questions were analysed thematically. The observations, interviews and focus groups were all analysed thematically; through a process of close reading (for observation notes) and listening (for the recorded data), recurrent topics relevant to the study's research questions were identified and summarised for each source of data collection (Sections 5.1 to 5.4 below). For the interviews, key direct quotations were transcribed and are included in the results presented below.

### 4.3 Limitations

Provincial participation in the fieldwork for the study was uneven, and this was determined by PETC training schedules as well as by the strict time period during which the study had to be completed (this period also coincided with national festivals during which data collection was not possible). Training schedules were also not published in advance, meaning that it was difficult to plan ahead, and the local consultant was often required to travel to training venues at short notice. Also, while the response rate to the survey was eventually satisfactory, we did not have direct access to the target respondents (the survey link was shared by the educational authorities) and there will have been variations in how much PETCs encouraged their trainers to participate. Significant efforts were also made by the local consultant through his own networks, using social media and telephone calls to maximise survey responses. Access to teacher focus groups was only possible in those provinces where face-to-face PETC training was observed. It would have been of value to observe a larger number of PETC training sessions; this was not possible due to the scheduling and time constraints noted above.





# 5. Findings

The findings below are organised into five sub-sections as follows:

- Training observations
- Trainer perspectives
- Teacher perspectives
- PETC perspectives
- Trainer survey

## 5.1 Training observations

### 5.1.1 Master Training

While the work of Master Trainers was not our main focus here, the Training of Trainers (TOT) course is the main form of preparation that in-service trainers in Nepal receive. The quality of this Master Training, therefore, will affect the quality of training that trainers are subsequently able to provide when they deliver courses for their PETCs. Two TOT sessions were observed, and their details are summarised in Table 3.

**Table 3: TOT sessions observed**

Province	Bagmati (CEHRD)	Sudurpaschim
Subject	English	ICT
Topic	Dealing with literary texts	Preparing PowerPoint slides
Level	Grades 11–12	Secondary
Duration	90 mins	270 mins
Trainers	24 (18M 6F)	27 (24M 3F)

The first Master Training session took place in a comfortable and well-equipped training room (it had a projector and furniture that allowed for group work). The aims of the session were first presented, and the resource person<sup>21</sup> then gave a short lecture (supported with slides) on the interface between language and literature. A reading lesson from the Grade 11–12 English textbook was then introduced, along with an explanation of the stages of reading lessons and different kinds of reading (such as intensive and extensive). The trainers were then asked to think about why literature is challenging for students, and after a brief discussion a poem was introduced and trainers were asked to discuss why poetry should be taught in the classroom. Groups discussed for about 15 minutes, followed

by whole-group discussion. For the next task, the trainers analysed a text from Unit 2 of the textbook and thought about how to teach it. The resource person moved around and supported each group as required. After 15 minutes, the groups were told to continue this task as an out-of-class project. The resource person then presented a slide with a summary of techniques used for teaching poems. A homework task for participants to complete for the next day was then assigned, and the session ended.

This session displayed many positive features. Group work was used, and the session was divided into clear sections. The aims were introduced at the start, and there was a summary at the end. There was also a positive atmosphere, and the resource person used humour. Participants had opportunities to draw on their own knowledge and experience, technology was used to support input, and examples from the school textbook were used as the basis of tasks. Nonetheless, the implications of the theoretical ideas discussed for the classroom were not explored in detail.

The second observed Master Training session took place in Sudurpaschim. The subject was ICT (Secondary) and the focus was on preparing PowerPoint slides. Following a recap of the previous session, the resource person asked the trainers to sit in groups (at least one laptop per group – teachers' own devices) and the topic for the session was introduced. The resource person demonstrated the process of opening PowerPoint and creating slides. He started with a title slide, then added a content slide. The trainees followed the steps, and the resource person moved around the class to support as needed. The resource person also demonstrated how to format a slide (for example, changing fonts), and the trainers tried that too. The resource person also demonstrated how to insert graphics into slides, then the trainers (in their groups) were asked to create three slides (about ten trainers had laptops). The resource person moved around the class and provided support as required. Transitions and animations (features of PowerPoint) were also introduced to participants. At the end of the session, the resource person responded to trainers' questions. For example, he showed them

<sup>21</sup> The individuals who deliver TOT sessions are referred to as resource persons rather than Master Trainers. They are selected based on their expertise in specific topics.

how to insert hyperlinks into slides. In the second part of the session, the focus was on using Google Drive. The process followed was similar to that in the first part – demonstration by the resource person and practice by the participants.

This training session was very practical, and the trainers were learning concrete ICT skills. The limited number of laptops available, though, meant that not all trainers were able to practise the new skills individually. The rapport in the training room was positive throughout, and the participants were actively engaged.

### 5.1.2 TPD training

Five TPD training sessions were observed, as summarised in Table 4.

**Table 4: TPD training sessions observed**

Province	Bagmati	Bagmati	Sudurpaschim	Koshi
Subject	English	Social Studies	Nepali	Early Childhood Development
Topic	ICT for English language teaching	Child-centred ecosystem	PPP model	Aspects of child development
Level	Grades 11–12	Grades 6–7	Grades 1–5	Early Childhood Development
Duration	90 mins	90 mins	90 mins	180 mins
Teachers	31 (15M 16F)	24 (16M 8F)	29 (18M 11F)	25 (all F)

Two observations of TPD sessions were completed in Bagmati, and the topics covered were ICT for English (Grades 11–12) and Social Studies (Grades 6–7).

During the English session, the trainer (using PowerPoint slides and a networked laptop connected to a projector) introduced teachers to a website called quizzes.com, which can be used to create interactive quizzes for students. Teachers used their laptops to access the site, though the internet connection was unstable, and some teachers had difficulty connecting. The trainer demonstrated how to create a quiz for students, and the teachers who were able to get online played the quiz. Some teachers were then invited to quickly create a quiz and to share it with other teachers to try. Those who were able to connect participated. The trainer also shared links to various other websites that can support the learning of English and she focused in particular on Grammarly. Teachers were asked to download the application, then the trainer went around and explained to individual teachers how to use it. Many teachers, though, seemed unable to download and install the application. It was time for a break and the session ended there.

The trainer had a good understanding of the tools she was introducing to the teachers and she spoke English fluently. However, many teachers

seemed to have difficulty following the session and understanding what precisely they were expected to do. This was partly due to difficulties connecting to the internet but also a result of the trainer not providing specific instructions for the teachers to follow. The content of the session was practical (i.e. the tools introduced were ones teachers could use with students), but the trainer did not check teachers' understanding of key points. Participation by teachers in the session also varied – some were enthusiastic, while others were not engaged. The teachers needed more specific information about how to access and use the tools that were introduced.

The focus of the Social Studies training session was 'Child-centred ecosystem' and it was delivered to 24 teachers in a well-equipped room. The session started without any explanation of its objectives, and the teachers listened to some input on the child-centred ecosystem. While they listened, the teachers copied down information from the slides. The trainer discussed ways in which teachers can support children's holistic development and provided advice such as 'we have to empower the learners with leadership opportunities' and 'we can improve child-friendly learning in our schools through the participation of all stakeholders'. The trainer also displayed a picture showing the ecological relationship between child, family, school and



community. The teachers then worked in groups of four on a task, which was to identify the challenges for developing a good child. Teachers were given resources for this task, such as paper, markers and sticky notes, and they produced posters. The task lasted around 20 minutes, and the teachers were engaged. During the task, the trainer circulated, monitored the teachers and supported them as required. At the end of the task, groups displayed their posters on the wall and everyone moved around to look at them. Then each group was asked to present their work. The trainer listened to each presentation, then summarised what was said. When all groups had presented their work, the trainer summed up the session. A key message was that 'we are responsible for improving the social conditions ... so teachers should create a role model, a person with good values'.

The trainer demonstrated a positive attitude towards the teachers throughout, offering support and praise for their work. The teachers, too, were positively engaged during the session. Overall, though, the content remained somewhat theoretical, and it was unclear what practical ideas teachers would have been able to take back to their classrooms.

In Sudurpaschim, the observed session was for Nepali and the focus was on the PPP (presentation, practice, production) model. The room was well equipped with comfortable seating, fans, a projector, display screen, small speakers and a water

dispenser. As this was the first session of the course, 20 minutes were spent on introductory matters. The topic was then introduced (but no aims for the session were stated). The teachers were then asked to complete a task (make a sentence using one of the words provided) and teachers' sentences were then discussed. The trainer used this task to illustrate a process for teaching language that the teachers can use and moved on to introduce the presentation and practice stages of a PPP model of language teaching. The trainer explained what the presentation stage involves and then talked about several strategies for language practice. Another task for the teachers was then set: this time they had to write down the words that correspond to a given set of meanings. However, the task was not clear to the teachers, and several of them asked for clarification. The trainer took feedback on the task and discussed the correct answers.

The next task for teachers involved word formation. The trainer gave teachers a number of words and asked them to form words that belong to different word classes. They could use part of the given words or the full words to form compound words, such as *black + board = blackboard*. Sometimes they could also take only parts of words and combine them to form new words. The trainer conducted this as a whole-group activity, and possible answers were discussed interactively with positive teacher participation. In the final task, the teachers were asked to do



a production task by writing down the names of rivers in alphabetical order – one for each letter. The trainer moved around the room and assisted teachers who had questions. Some teachers decided to pair up for this task and helped each other. At the end of the task, the trainer took feedback and the correct answers were displayed on a slide.

At the end of the session, the trainer summarised the PPP model, explaining that in the presentation phase the teacher has 75 per cent control, in the practice phase the teacher has 40 per cent control and students work for 60 per cent of the time, and in the production phase the teacher controls for 10 per cent of the time and students work for 90 per cent. The trainer addressed any further queries (for example, about why errors should not be corrected immediately during production activities) and the session ended.

Throughout the session, the teachers were actively involved in completing tasks. They were asked to work individually but often worked together. At times, the instructions for the tasks were not clear. The tasks gave the teachers the opportunity to experience presentation, practice and production activities they might use in class, but the objectives of the session were not defined, and the teachers were not given opportunities to reflect on the strategies presented in relation to their own classrooms and lessons.

The two ECD sessions observed in Koshi focused on the elements of child development. The trainer started by asking a previously appointed reporter to sum up key points from the previous session. The trainer then introduced key aspects of holistic development, listing six key aspects on a PowerPoint slide (physical, emotional, intellectual, cultural, linguistic and social development). The teachers then formed groups (seating arrangements were not very comfortable) and were given a task to complete – there were six groups and each focused on one aspect of child development and discussed activities they can use to develop it. They worked on this for about 15 minutes, then, without warning, the trainer asked them to report back on their work. Each group reported on the activities they can use to develop children, and the trainer added further explanations to these, including through practical demonstration (for example, of a song that can help children's physical development). At the end of the session, the trainer asked if everything was clear and encouraged the teachers to study further.

### 5.1.3 Summary: Training observations

The Master Training and TPD sessions illustrated many consistent features of trainers' work. In most cases, the trainers (i.e. those leading the sessions):

- presented information with the support of PowerPoint slides
- engaged participants in group tasks
- encouraged whole-class discussion
- created a positive learning environment, including through the use of humour
- monitored and supported participants
- gave participants opportunities to ask questions.

There were, though, variations in how effectively the following areas of training were implemented:

- defining learning objectives at the start
- reviewing learning at the end
- time management
- giving clear task instructions
- motivating all participants to be active.

One issue that was typically not well addressed was how ideas covered during training might be transferred to the classroom. Trainers did often involve participants in practical activities or asked them to think of activities they might use in their lessons. However, the brevity of such work was generally insufficient to allow teachers during TPD sessions to return to their classrooms with well-developed practical strategies in place.

In some sessions, too, the effectiveness of the training was hindered by resource limitations, such as unstable internet and limited availability of laptops among teachers. Seating arrangements were generally appropriate, apart from one session where they were not very comfortable or suitable for group work.

One other overall characteristic across sessions here was that, beyond the content being addressed, TPD training was not distinctively disciplinary in nature. The ICT session observed did involve teachers in completing practical tasks on laptops, but otherwise, irrespective of subject, sessions followed a common template based on the presentation of content, with some scope for discussions and for teachers to complete tasks. There is thus scope for more disciplinary differentiation in the way TPD is designed and delivered (for example, through the use of experiments in science courses).





## 5.2 Trainer perspectives

Trainer perspectives elicited through individual interviews and focus group discussions were the key source of qualitative data for this study. Table 5 summarises the fieldwork conducted, and this elicited contributions from 66 PETC trainers (76.1 per cent

male)<sup>22</sup> in seven provinces. Most participants were roster trainers, though some PETC trainers also contributed and they were able to comment on their PETC's internal procedures (for example, in terms of selecting and engaging roster trainers).

<sup>22</sup> This reflects the gender distribution more generally among trainers who work for PETCs – see Section 5.5.

**Table 5: Trainer interviews and focus groups**

Province	Individual interviews	Face-to-face focus groups [participants]	Remote focus groups [participants]
Koshi	1	0	0
Madhesh	0	0	1 [9]
Bagmati	2	2 [14]	0
Gandaki	0	0	1 [4]
Lumbini	0	0	1 [9]
Karnali	0	1 [3]	0
Sudurpaschim	2	1 [27]	0

The key issues discussed during these interviews are summarised below.

### 5.2.1 Selection of trainers

PETCs have many trainers on their roster lists, and we wanted to understand how decisions are made about which trainers are engaged when courses are delivered. No consistent systematic mechanism (such as a specific list of trainer criteria) seems to guide this process; rather, trainers were often identified by PETCs on the basis of their performance on previous training:

*We consider the qualification and experience of the applicants to list them as trainers. But we do not have a systematic procedure of measurement of their performance for listing.* (PETC trainer)

*In a TPD training, my participation was more effective compared to others, the trainers and teachers said this to me. Perhaps I could develop a good image among the trainers of ETC, so that they started requesting me to facilitate trainings.* (Science trainer)

*The selection was not made based on any qualification, and experience. I think they selected us observing our participatory performance and hard work.* (Science trainer)

It was also suggested during the interviews that once roster trainers had delivered some training, perceptions of their competence also influenced decisions about whether they would continue to be engaged:

*When we see the feedback from the participants and their rating, if we find that a trainer has low*

*rating we will not invite the trainer again in the training.* (PETC trainer)

*They don't have any measuring rods but they have their own perception towards trainers and their performance. More than that is the feedback from the participants.* (English trainer)

These comments indicate that trainer performance is evaluated in some way, including through participant feedback, though here, too, no consistent procedures across PETCs seem to exist (see Section 5.2.6 below).

Roster trainers were drawn almost entirely from among individuals working in schools, either as teachers or in some administrative capacity such as head teacher. In contrast, it was suggested that trainers who work at university were engaged less frequently:

*Sometimes the trainers who are invited from the university level are not preferred by teachers. The participants comment on the styles of the experts. The teachers say, 'we studied the same thing with the teacher while studying Master's and now also the same thing'. So they do not find a difference. They think that the training does not relate to school classroom.* (PETC official)

In addition to perceptions of trainer quality, decisions about which roster trainers to engage were also influenced by more practical considerations such as availability, particularly given that trainers were often approached at short notice. This and other issues related to planning are discussed in the next section.

## 5.2.2 Trainer preparation

Several trainers noted that they were often invited to deliver training just before a course was due to start. The typical notice period seemed to be about 3–4 days, though instances where this was even shorter were noted. For example, one English trainer noted that ‘I was informed on the 12th and the training was from 13th. So I had to hurry’, while a Science trainer explained that ‘in my case, I am invited by ETC while the training has already started. I don’t even know what is going on, but they invited me’. Of course, where trainers are repeating sessions they have previously delivered, then less preparation time is required, and some PETCs did explain they had different procedures for returning and new trainers:

*The regular trainings courses, such as TPD, we do not change most often ... so the trainers who have worked in the training for some years are approached for training here. We do not need to tell them the same thing time and again. Those who are new, we sit together and plan.* (PETC trainer)

TPD courses were typically delivered by several trainers, and how much coordination among them took place at the planning stage seemed to vary across PETCs. Generally, though, such coordination seems to focus largely on decisions about which topics would be covered by which trainers:

*Sometimes we have an online meeting and sometimes we meet face to face and we decide which content will be delivered by whom and each facilitator prepares accordingly and then they deliver the content.* (English trainer)

*We prepare training schedule based on the curriculum. We contact roster trainers, mostly over the phone. In some cases we talk face to face. We share the schedule and we make work division and decide who to take what sessions.* (ICT trainer)

*Before the training kicks off, they invite us for a group meeting, to discuss the training especially related to training materials, participant demands, work division, and schedule. Sometimes they ask us about what materials are needed to deliver training within each topic assigned to us ... It basically happens 3–4 days prior to the training time.* (Social Studies trainer)

At this coordination stage, there were no discussions about the approach to training that was to be adopted (i.e. the training methodology), and each trainer made their own decisions about this issue.

## 5.2.3 Training content

The official position regarding TPD training content was defined by one trainer as follows:

*The TPD course is developed and endorsed by CEHRD, and the same course is sent to all the seven provinces. This happens because the training has to be certified by them.*<sup>23</sup> (Social Studies trainer)

The interviews conducted with trainers during this study, though, indicated that trainers played a significant role in defining the content of the sessions they delivered. General session topics were defined by the PETC, but trainers generally did not seem to have access to TPD training manuals and were thus responsible for developing session materials:

*As trainers we are given freedom to select the content ... I can teach whatever I want to teach in this subject category ... All that I prepared is based on my own interest and knowledge ... There is no TPD curriculum for primary level. I have not got it.* (Basic Education trainer)

*They give me topic and I prepare accordingly ... They give me objective, e.g. they say this topic and this objective to be fulfilled. Then I prepare accordingly.* (ECD trainer)

*We prepare the contents ourselves. They provide us with the topic, and we explore and present the contents ourselves.* (Science trainer)

*We have to make materials by ourselves and sometimes organisers share some basic ones.* (English trainer)

*The trainers are usually informed of the training topic, and the trainers prepare on the topic as per their own experience and insights.* (Secondary trainer)

<sup>23</sup> Despite the transition to a federal system, TPD courses are still controlled centrally; the curriculum is defined by CEHRD and they are also responsible for certifying that teachers have completed TPD training, even though this is delivered provincially.



*In the training, we make roster trainers fully responsible for preparing handouts, slides and so on. We given them curriculum and the training schedule. (PETC trainer)*

While planning, each trainer focuses on the sessions they will be delivering without any broader discussion within the group of trainers (as one trainer noted, 'I do not share the content with others').

PETC trainers (who were often responsible for coordinating the work of the roster trainers) acknowledged that the quality of the training materials was determined by trainers' choices, not by the CEHRD curriculum:

*Basically, we provide them with the topic. We say that they need to present focusing on that topic given. Sometimes we share ideas about the sources of the materials, and so on. Whether the material presented on the topic is of quality or not depends on the study of the trainer. The trainer has to be responsible for what to bring and from what sources. (PETC trainer)*

There was also some evidence that, even after trainers had planned their sessions, they were required to make further adjustments at short notice, for example because teachers said they had already covered similar content on a previous course. This relates to points noted elsewhere in this study regarding the selection of teachers and the lack of systems to track which courses teachers had already attended.

## 5.2.4 Teacher motivation

Trainers were asked to comment on the extent that teachers were motivated to participate in and learn from PETC training. Overall, responses indicated that levels of teacher motivation varied, particularly between younger and older teachers:

*Their motivation is quite mixed type. If there are old or aged teachers who have obtained trainings previously, they take the training*

*lightly. They think that the training is one thing and the classroom instruction is another thing. But those who are new or those who are here in the training after a long gap, they are quite motivated. (Social Studies trainer)*

*The new group of teachers is much more motivated for training. The participation of teachers is good and I see that teachers are aware of the need for training. (ICT trainer)*

*I think the age matters there. The teachers with relatively younger ages have this motivation. The young generation is more active. (Science trainer)*

*The new teachers now are much more motivated to learn. Some improvement is already there. (Science trainer)*

*Teachers' motivation seems mixed. More experienced teachers are relatively less motivated. Because they think that they know many things, and they are familiar with the nature of training and so on. They give less value to training. (Secondary trainer)*

Trainers also felt that many teachers were concerned mainly about the benefits of training for their careers (i.e. promotion) rather than about how the training can make them more effective teachers.

According to the trainers, two factors that affected teachers' motivation were (a) training content and (b) the lack of post-training monitoring. Regarding the first of these, teachers often experienced content that was not new to them – for example, it was similar to what they had studied at university or overlapped with topics covered on other training they had attended. Theoretical content was also of less interest to teachers. In contrast, teachers responded more positively when the content was new and had practical relevance:

*If the teachers have already taken training, such teachers are less motivated and less attentive. If there is new content, they are more interested. (Nepali trainer)*

*Another thing is that if there is anything they need to know if not they cannot move ahead, then they are motivated to learn. For example, when the letter grading system was introduced, the teachers were even calling me in the late evening, sometimes visited my school to learn it, requesting me to provide them with 15/20 minutes. So, if the training is related to their professional growth and mandatory learning content for them for survival in the profession, they will be motivated otherwise if the training content is not much useful for them, then they don't give attention to it. (Social Studies trainer)*

*We have to engage them fully in activities, no need for any kinds of theories. Activities should be related to the content of the units of the textbooks that the teachers are likely to use in the school classrooms. (English trainer)*

The lack of post-training monitoring of teachers was also felt to be a factor that affected their motivation. As one trainer noted, 'teacher motivation is weak. It may be because they know that they will not be monitored later. They don't feel a threat in it' (Basic Education trainer). Trainers acknowledged the lack of training follow-up and ascribed this to limited resources:

*There must be a monitoring mechanism to check what has been taking place in schools, especially after the teachers were trained. (Basic Education trainer)*

*We need to know what impact our training made in our classrooms. We are too busy to go to the classroom. There are limited financial resources ... In our province, there are relatively many trainings, so we are busy conducting training here. We do not have time to visit the schools to know the impact of training. (Social Studies trainer)*

*This mechanism is very, very difficult. After this federal practice because in the past there were a large number of training centres ... Now if you look at the training centres there are only seven in the country. And this is the provincial training centre which has to cover 13 districts and we have a very limited number of trainers to support the teachers. We do that very less, very little and that is not enough. (English trainer)*

*To be very frank, we do not have adequate time to do so. There are participants from the*

*districts that are far away from us. So, it is almost impossible for us to follow them up about their teaching based on the training content. (Social Studies trainer)*

## 5.2.5 Transfer to the classroom

A key measure of training effectiveness is the extent to which teachers apply new ideas in their classrooms. Trainers generally reported having limited insight into this issue; they were employed to deliver training sessions and had no role in monitoring what teachers did when they returned to their schools. However, the general impression among trainers was that training was not transferred to the classroom. Some trainers felt that the school environment made it difficult for teachers to change their classroom practices:

*Here we have all the resources. It is difficult to use the learning here in the classroom. We cannot transfer the learning from here to the classroom. (Science trainer)*

*In terms of learning and skills the teachers, today are very much competent but the problem is that they do not have good environment for practising their knowledge and skills in the schools. (ICT trainer)*

Others, though, felt that change was possible if the teachers were sufficiently motivated:

*If they wish to do, it is not impossible. They can change the seating arrangement. The benches in schools are attached horizontally. If teachers want, they can manage to buy sticky papers, sharpeners, and so on. Buying these materials is not expensive. The schools also get some funds to support this. The local governments also want to invest there. The teachers can reorganize the classroom management. They can form groups in different ways as I did here. (Social Studies trainer)*

Lack of interest among school leaders was another factor that trainers felt limited the transfer of training to classrooms:

*If the school administration does not care about what was learnt by the teacher who got leave from school for a week, then the training cannot be effectively translated to the classroom. (Social Studies trainer)*

Thus, trainers suggested that, for example, teachers who attend training should be required by their schools to share their learning with other teachers as this would increase the broader impact of the training: *Another possibility would be that if the schools create environment for teachers who got training to share what they learnt in the training. It could be around two hours sharing about the training learning. This process helps both the trainees and the other teachers to learn from each other.* (Social Studies trainer)

Another reason that was suggested for the lack of training transfer to the classroom was the training model itself – it was largely based on lecturing, and teachers were thus unable to develop adequately the practical skills they needed to transfer knowledge to their classrooms:

*The quality of training is dependent on the practical aspects of it. We do not need ideas like 'scholar A says this or scholar B says that'.* (English trainer)

## 5.2.6 Trainer development

Trainer competence will influence training effectiveness, and during the interviews trainers were asked about opportunities they had to develop knowledge and skills for training. While all trainers acknowledged and appreciated the TOT training provided by CEHRD, this was generally the only opportunity they had to develop as trainers:

*Except their participation in several TOT conducted by CEHRD, the trainers did not get extensive training-focused opportunities for their professional development.* (Secondary trainer)

*Mechanism or system for professional development, that is really lacking and I think the central government and the provincial government should think about this because the quality of training definitely depends upon the quality of the trainers they have.* (English trainer)

*Such opportunities are zero. Since I joined the service nine years ago, I got a subject-related TOT once only. If I get one in nine years, then I do not imagine that I will get more soon. Even if there are opportunities, they have not reached here in our centre.* (Social Studies trainer)

*The teachers who come here for training have high expectations on us. But we have not got regular opportunities for developing as trainers ... Until now I have not been able to get any training that is directly related to development of me as a trainer.* (ICT trainer)

*What I think is all of our TOTs are within certain limitation. The same thing here, the same thing there, and the same thing in the classroom. The newness in the content is very rare. There is a large repetition of the content.* (Science trainer)

Additionally, trainers felt that the TOT training they received improved their subject matter knowledge but did not help them develop their skills as trainers:<sup>24</sup>

*I think we do not need the content matter. We can search the content using the internet and other resources such as Google, AI and so on. We need the skills. We need activities to show us how the people can be engaged in the activities to deliver a particular content. We do not go to training because we lack the content, but we go there because we want to develop skills. I think the skill part is lacking in the trainings that we have attended. The trainings that we are involved now are again focusing on the content.* (Social Studies trainer)

*Practically how to enter the classroom should be taught to be a better trainer. Training should teach us how to engage the students entertainingly in the lesson. Action based training skills should be developed in trainers. We can change the method of training from the current lecture method to the practical training skills. Activity-based training is to be conducted.* (English trainer)

Also, given that trainers are responsible for developing training materials, this is another area of their work they need support with: 'The other thing we need is how to prepare the materials. We have not got that idea here' (Science trainer).

Another potential source of development for trainers is feedback on their performance, and trainers were asked if there were any specific mechanisms in place for this. Most trainers said they had never been observed by PETC officials, and those who had recalled receiving only some oral feedback.

<sup>24</sup> The sample TOT training schedule referred to in Section 2, which only includes subject matter content, supports this claim.

Some trainers also said they collected feedback from the teachers attending their courses, but here too procedures were not standardised, and trainers were responsible for collecting feedback if they wanted to:

*No, I do not think there is any mechanism that supports our professional development.* (Social Studies trainer)

*There is no official feedback for me. They say that my performance was good, so they call me time and again.* (Basic Education trainer)

*There is no specific guideline for evaluation of the training materials but at the end of the training we prepare some Google forms in which the participants can fill out their remarks and observation.* (ICT trainer)

Trainers sometimes requested oral feedback from teachers: 'Yes, at the end of the training, the trainers get feedback from 2/3 trainees on oral basis in the whole class' (Nepali trainer). It must be recognised, though, that such a selective and public approach is not likely to generate insightful or critical feedback, as noted by trainers themselves when they are asked to provide oral feedback on the performance of the TOT trainers ('For courtesy reasons, we do not comment the trainers negatively' – English trainer).

Some trainers did indicate that they would welcome opportunities to receive constructive feedback on their work:

*I want my work or performance evaluated and with constructive feedback.* (Social Studies trainer)

*I want feedback and if my performance is not good, I would love to improve.* (Nepali trainer)

As noted in 5.2.1 above, decisions regarding the selection of trainers are informed by judgements about their quality, though PETCs vary in how exactly they go about the process. As one PETC trainer explained, 'we try to minimise the role of those who do not have good performance. We gradually reduce their workload'. This process may, however, often occur without any feedback being provided to the trainers concerned, thus limiting their potential to develop.

## 5.2.7 Summary: Trainer interviews

One strength of PETC training in Nepal is the availability of a large pool of roster trainers. These are typically individuals who work as teachers or school leaders and who are engaged to deliver sessions according to demand. PETCs maintain large pools of roster trainers who have attended preparatory TOT, but many of these individuals have not actually been invited to deliver training. This does raise questions about whether the resources available could be more effectively used to support the development of those trainers who are actually delivering PETC training (i.e. rather than investing in TOT for large numbers of potential trainers who are not employed, those who are employed could be given further development opportunities).

The individual and group interviews with full-time and roster PETC trainers highlighted various aspects of their work, and these are summarised here:

1. PETCs do issue notices when they require roster trainers, but the quality of applicants varies and very often it is the PETCs who approach individuals based on their performance as teachers during TPD training.
2. Trainers are typically invited to deliver training a few days before a course begins.
3. Perceptions of trainer quality affect PETCs' decisions about who to invite, but other factors such as trainer availability are also influential.
4. PETCs will sometimes organise an initial meeting for the different trainers who will be contributing to a course, though in some cases this is only for the new trainers, rather than those with previous experience.
5. Prior to a course, training topics are allocated to different trainers. The trainers are then responsible for developing the sessions for those topics.
6. The official TPD curriculum provides a point of reference, but trainers typically do not have access to the training manuals and develop their own materials.



7. The planning of TPD courses does not involve any general discussion among trainers of the training methods they will adopt. Individual trainers make their own decisions.
8. Trainers plan individually, without consulting the other trainers on the course.
9. Teacher motivation to attend training is seen to vary and seems to decrease in teachers with more experience or who have attended training previously.
10. Teachers are more motivated during training when it addresses practical needs they have in their work.
11. The lack of post-training follow-up is a factor that reduces teacher motivation to apply training knowledge and skills in their classrooms. PETCs lack the resources to systematically monitor what teachers do in their classrooms after the completion of training.
12. School leaders can take steps to encourage the sharing and application of training content in schools, but they often show limited interest in such matters.
13. The lecture-based nature of TPD session delivery also reduces the likelihood that teachers will transfer new ideas to their classrooms.
14. Trainers appreciate the TOT training they receive but would like opportunities to develop their skills as trainers (including in how to design materials); TOT training focuses on subject matter knowledge.
15. Systematic mechanisms for evaluating and providing feedback on trainer performance do not exist. Where trainer performance is not adequate, PETCs tend to reduce their involvement in training, but trainers generally receive no feedback on their performance (and this limits their potential for improvement).

## 5.3 Teacher perspectives

Details of the focus groups conducted with teachers for this study are summarised in Table 6. Teachers from Bagmati, Sudurpaschim and Koshi provinces were met for focus groups and observed in the training sessions conducted at their respective PETCs. Sixteen of the teachers who took part were female (72.3%).

**Table 6: Teacher focus groups**

Province	Focus groups [participants]
Koshi	1 [6]
Bagmati	2 [10]
Sudurpaschim	1 [6]

The following issues emerged through the discussions with 22 participating teachers.

### 5.3.1 Value of training

All teachers recognised the new knowledge that they had acquired through their TPD training, as these examples illustrate:

*This training helped us to add particular other techniques e.g. Teaching through games, pair work, group work, sandwich technique. (Social Studies teacher)*





*This TPD has updated us, and has helped us tune the pedagogical part. (English teacher)*

*[we learned] about student assessment and keeping record of students' achievement. (Basic Education teacher)*

*We learned about a new assessment system in this training. (ECD teacher)*

### 5.3.2 Transfer to the classroom

Some teachers were positive about the impact of PETC training on their teaching. For example, one explained that:

*We have somehow changed our presentation styles. We take away the techniques from here. In training, we do not learn only from the trainer, we learn from other trainee teachers as well. Beside training, we discuss some issues we face in contents. We also use social media to learn. When we attended this training, we added new friends to the network. We can share through Messenger as well. It is quite convenient for us to learn now compared to before. (Social Studies teacher)*

Others, though, were less positive in their comments about whether knowledge from training is transferred back to their classrooms. One reason for this highlighted by teachers was that while the training venue was well equipped for certain activities, classrooms were not:

*The computer room is good, the hall is good here but if we go to schools in the remote areas such facilities are not available. So it is difficult to use the techniques learnt here in our teaching context. (Social Studies teacher)*

*Here the classrooms are decorated, all facilities available ... But in schools we have benches where students sit in rows, small classrooms. (Social Studies teacher)*

The teachers also highlighted the lack of post-training follow-up in schools as another reason why transfer to the classroom was lacking:

*The main reason is the lack of follow-up of the training. For example, here we take this five-day training on social studies, and when we exit the ETC, we do not have any contact with it. There is no mechanism to follow up to know what changes*

*have been made by teachers who attended trainings, and there is no communication even to the municipal education officer about what were the outcomes of the training. (Social Studies teacher)*

*If there is a provision that forces the teachers to take the learning to the classroom context, then they will do, I think. If the municipal offices can do this follow up, that will be improved. (Social Studies teacher)*

*They [education officials] used to come [to schools] once in a month but now they don't. (ECD teacher)*

In some cases teachers did report that municipal officers visited schools, but these visits occurred in centrally located schools rather than those that were more remote:

*In our municipality, some officers visit our school to monitor. Our school is in the centre of the municipality and is in accessible location, so the officers prefer to go to our school. It is very accessible, so when they happen to come on the way, they just want to stop and visit the school. (Social Studies teacher)*

One example of good practice by a head teacher in following up training was also noted:

*This is a trend in our school also. The head teacher asks the teachers who returned from training to share their training experience. (Social Studies teacher)*

Overall, though, teachers agreed that there was no post-training support to help them apply training knowledge to their classrooms.

### 5.3.3 Teacher motivation

Teacher motivation to attend training was influenced by several factors. One was the location of the training centre, with teachers in remote areas reportedly unwilling to travel to centrally located venues, so one teacher suggested it would help:

*to expand the training to the other places to make it accessible to teachers who are in remote areas, and have difficulty coming this far here. This centre covers 13 districts. So, instead of inviting teachers here, they can develop different centres as training hubs. (Social Studies teacher)*

In other cases, teachers refused to attend training because they did not feel it was worthwhile (especially if they had to travel far):

*Many teachers do not come here even if they are requested many times. For example in the science training, teachers from my school refused to come here. The maths teacher also did not attend. They think that in terms of learning and in terms of the funding support, there is nothing much beneficial, so they think why to go. (Social Studies teacher)*

As implied in this last comment, allowances for teachers who had to attend training were also felt to be modest, and this was another demotivating factor:

*Regarding allowances, the government has always been negating teachers' needs. While we did TPD, they used to give us Rs 200 only. (Social Studies teacher)*

Some teachers admitted that they only attended training for promotion purposes:

*I came to this TPD because I need certification. If there was not certification matter, I would not come to take this TPD. (Basic Education teacher)*

One suggestion for improving teacher motivation to attend training was to link teacher promotion to student learning (and not just to whether teachers pass the training course):

*Even the teachers have some problems due to their low motivation. Now, there must be a mechanism to associate the teachers' promotion and students' learning. If we can do that, the teachers will work very hard to improve students' learning achievement. (English teacher)*

### 5.3.4 Training quality

As noted above, teachers did feel that they acquired new knowledge from TPD training. Some were also complimentary about their trainers. For example, the ECD teachers felt that their trainer was 'proficient in their subject'. Several less positive points about the quality of the training were, however, also made. These included:

#### 1. Trainers who were not familiar with the level of education the teachers worked in

*There are trainers from campus, there are trainers teaching at the upper level of the school education. They do not know much about the basic level. So, how can they train us to help us develop better skills in teaching in lower level? Some of them are not familiar with the real class. If the trainer had been from the same level of school experience, then that would make more effective. (Basic Education teacher)*

#### 2. Lack of trainer variety

*In the centre that has many trainers, conducting training by only one trainer all the time is monotonous. (Social Studies teacher)*

#### 3. Lack of information about the training content and schedule

*In this five-day training, they must have given us what sessions are run when, and for how long. We have not got any schedule of the training here. (Social Studies teacher)*

#### 4. Lecture-based training

*The training even now is more theoretical ... It must be more interactive and engaging in a workshop model. (English teacher)*

These are all factors that collectively affected in a negative way teachers' perceptions of the quality of the PETC training they attended.

### 5.3.5 Summary: Teacher interviews

The views teachers expressed here about PETC training reflect those highlighted in the more detailed study of teacher professional development in Nepal published in 2022.<sup>25</sup> Overall these are the key conclusions from these interviews:

1. Teachers recognise TPD training as a source of new knowledge.
2. Teachers found it challenging to transfer to their low-resource contexts the pedagogical techniques and strategies demonstrated by trainers in well-equipped training centres.

<sup>25</sup> Borg, S. and Vertex Consult (2022). *The status of teacher education and development in Nepal*. British Council. Available at [https://www.britishcouncil.org.np/sites/default/files/the\\_status\\_of\\_teacher\\_education\\_and\\_dev\\_design.pdf](https://www.britishcouncil.org.np/sites/default/files/the_status_of_teacher_education_and_dev_design.pdf)

3. The lack of post-training follow-up in schools was another factor that was felt to limit the extent to which teachers made efforts to transfer PETC training to their classrooms.
4. Teacher motivation to attend training was influenced by various factors such as its perceived value for the classroom, the location of the training centre and the financial allowances provided. Career advancement was often the key factor that motivated teachers to attend training.
5. Teachers valued the efforts of their trainers but felt that training quality would be better if they were exposed to a range of trainers, if trainers had experience of the educational level the training addressed, if the delivery of training was less lecture-based and more interactive, and if more information about the training schedule was shared with teachers in advance.

## 5.4 PETC officials

Details of the interviews conducted with PETC officials (one per province) for this study are summarised in Table 7.

**Table 7: PETC official interviews**

Province	Face-to-face	Remote
Koshi	✓	
Madhesh		✓
Bagmati	✓	
Gandaki		✓
Lumbini		✓
Karnali		✓
Sudurpaschim	✓	

The purpose of the interviews was to learn more about the processes through which roster trainers were selected and engaged, and about quality-related aspects of PETC training such as materials design, training evaluation and follow-up, and trainer professional development. The key points from the discussions are summarised below.

### 5.4.1 Selection of trainers

Roster trainers delivered most of the training organised by PETCs. Full-time trainer positions did exist, but the full quota of positions had generally not been filled. For example, in one case, the PETC official explained that 'we have few trainers here. Nepali and mathematics trainer positions are vacant', while in another PETC only one appointment had been made, where seven posts were available.



Consequently, roster trainers were employed to enable PETCs to deliver training courses to thousands of teachers each year. Where they existed, full-time trainers also contributed some training sessions, but they dedicated much of their time to the administrative side of training planning and delivery, as one PETC official explained:

*They have to do planning of the training. They have to coordinate in the selection of the roster trainers. They spend more time in planning and coordination. Because, you know, there are more than 30,000 teachers. Contacting these teachers, ensuring their participation and managing day-to-day training responsibilities are time-consuming tasks, and they are engaged in them most often.*

In some cases, though, it was noted that individuals appointed as full-time PETC trainers did not have sufficient background in teaching, and this raises questions about the criteria that are used in making such appointments:

*We have the new trainers who pass the public service exam and come to the office, who do not even have teaching experience. When they conduct training, then the training will not be effective as expected.*

The process through which roster trainers were invited to deliver training was fairly consistent across PETCs:

*We select the talented or good teacher in the region as our roster trainers. Also, we select the retired teachers who are good and can provide good training. After we select those teachers, we provide them training and keep them in our roster. Whenever we need trainers for training we mobilize them ... we engage the trainers who are liked by trainees, those who have good training skills, and those who work hard to make training effective. We use such trainers more than others.*

However, PETCs require approval from school and local levels before a teacher can be released to work as a roster trainer, and thus, 'even if some of the good ones want to come, the schools do not allow them to go for training'. It is also the case that while larger numbers of trainers complete their TOT preparation, many of them are not available when the PETC seeks trainers:

*We have more than 150 roster trainers. Last year, we had a TOT program for preparing 125 trainers, in five subject groups. However, from each group only four or five trainers were available for our training. In the beginning we got oral commitment from all the trainers but when we needed them only a few were able to join us. So, though we have a huge number of roster trainers, we can only employ a few because not all of them can deliver the training and not all of them are available to us.*

There is also an issue of quality in that not all those who attend the TOT course are actually capable of working as trainers. For example, one official explained that 'out of the 25 trained, only eight trainers were able to work in our trainings. The other 17 trainers were not suitable'.

How often roster trainers were employed varied according to need and to the kinds of courses that were being offered, but in some cases roster trainers did not have frequent opportunities to work for the PETC; for example, one official explained that 'on average, the subject-wise trainers get one opportunity in a year'. This suggests that even some of those roster trainers who are active may actually only deliver a few hours of training each year.

PETC officials suggested three other factors that influenced the selection of roster trainers – payment, vicinity to the PETC and status:

*Also, the payment for the trainer is relatively low. So some teachers if they find the other beneficial tasks, then they do not want to come to the training as a trainer. The other thing is that those who are close to the ETC, they have got opportunities and they repeatedly facilitate trainings in several topics, and the same goes to ICT training, head teacher training and so on. In some cases, the head teachers take most of the opportunities as he or she has the authority to make decisions on who goes where. The head teachers who are also the roster trainers get more opportunities.*

This last observation highlights an inequitable aspect of the roster trainer selection system in that status rather than merit plays a defining role. In terms of allowances, one official felt that roster trainers showed great commitment to work with PETCs despite the modest remuneration:



*So, I think the trainers have contributed a lot to our training in comparison to what we have given to them. If we can provide reasonable allowances for them, they will have more motivation to prepare, and the training quality might improve. But we have very much nominal and minimum payment for them.*

Judgements about trainers' performance also influenced the PETCs' decisions about how often to employ them (see Section 5.4.4 below).

## 5.4.2 Selection of teachers

PETC officials noted that the selection of teachers for training was limited by ineffective record-keeping systems. This meant that while some teachers had repeated opportunities to attend training (usually the customised courses), others, who were perhaps in greater need, did not. This was seen to be a problem at municipal level that affected the PETCs:

*The other things we are facing is about the complexity in selecting teachers for training. You know the municipalities are already loaded with various responsibilities. They do not have training as their priority. For us, we cannot reach to each of the schools and invite teachers for training here. So, we have to go through the municipalities to select teachers for training. But the problem is that the municipalities also do not have a record of teacher trainings.*

One PETC official explained that he was implementing a software solution that would assist in the selection of teachers for training:

*After I took this position, I tried to make training opportunities more systematic. For this, we have emphasized the record keeping mechanism. We have developed a software ... In this, we have started recording which teachers have got what trainings in the local level, and how many other teachers are yet to get training. I think this database will provide us with more information about who to be prioritized.*

Even where teachers were invited to attend training, though, they were often reluctant to do so given the allowances made available for accommodation and food:

*The current allowance we have provided to teachers can hardly cover their expenses. Due to this, there is difficulty to increase participation*

*of teachers as well. Teachers are not much motivated and excited as the allowance is not adequate to cover their accommodation and food. The norm for providing allowance was established thinking that the trainee teachers get free hostel facility in the training centres. Neither the federal government nor the provincial government are taking this thing seriously.*

Teachers' unwillingness to attend training was particularly evident where they were expected to travel to training venues that were far away from their homes. It was also noted that while some PETCs had hostel facilities for teachers (for example, Bagmati), others did not (for example, Sudurpaschim PETC).

## 5.4.3 Training content

PETC officials confirmed that trainers were expected to develop the materials for their training sessions, as these comments from officials show:

*Mainly, the trainers prepare the materials themselves ... We provide them topic of the training, and we also provide them with content specification and request them to present based on the specific content. We usually ask them to send us PowerPoints one day before the training. Sometimes we discuss the content of their presentation with subject trainers. Those who have already been established trainers and those who we trust, we do not worry much about them. But those who are new, we focus on them and guide them through.*

And:

*Usually, we follow the TPD curriculum. Once we discuss and settle the topic of study for each of the trainers, the trainers can make some changes in the materials covering all of those stated in the curriculum. They are given flexibility to add new ideas on the given topics and contents of the curriculum.*

Although trainers are invited to produce their own materials, they are also asked to keep these to a minimum for budgetary reasons:

*The norm for training is very much minimum. Some training we have been conducting lack the resources. We are almost unable to conduct the training because of difficulty in managing the cost. We sometimes have difficulty managing the 700 rupees per day as allowance for trainees.*

*So, we are not in the condition to invest much in training materials. We cannot purchase materials as per our expectation and needs. We try to conduct training with low-cost materials. If we provide them little support, they can provide training with their own skills.*

And:

*The availability of materials is associated with the funds available. In training, there is no separate fund for materials ... So there is no condition for providing the trainers with materials. We give them topic. There is internet access everywhere. The trainers prepare the minimum required materials by themselves.*

Some PETC officials were critical of the centralised system for developing TPD curricula and felt it would be more effective to devolve this responsibility to local government:

*The current practice of the CEHRD or the central agencies designing and changing the curriculum for TPD should be changed. Every training package should be developed with the involvement of the trainers who know the real ground, and one training package cannot be used equally in all the provinces or districts. Instead of involving the experts in training module design, there must be the involvement of trainers.*

#### 5.4.4 Training evaluation

PETC officials agreed that they lacked robust systems for assessing the quality and impact of training (as one official noted, 'we do not have a systematic mechanism for measuring the quality of training'). In terms of quality, some officials said they observed some training sessions and collected feedback from teachers:

*I am observing the training from here. We have CCTV in all halls and they are connected to my computer screen here, so I can see what is going on in the training halls ... I observe the way they conduct training, how they control participants, whether they provide necessary content information, and so on ... We have also evaluated the roster trainers getting feedback from trainees' satisfaction.*

And:

*At the end of the training, we ask the participants to rate the training, and if they rate good, we think that the trainers and training content were useful.*

While some PETCs collected such feedback from teachers in writing, others relied on oral feedback only, but generally 'feedback is not systematically recorded'.

Judgements about trainer performance and about how well trainers responded to feedback influenced PETCs' decisions about which trainers to employ in future. As one official explained, 'we invite those who have satisfied our trainees', while another elaborated further:

*Based on the feedback, we inform them what aspect they need to improve. Some trainers have improved a lot based on the feedback as well. Some trainers have reflected on their previous mistakes and done some correction as well. Some do not have a correction attitude. In that case, we gradually try not to engage them in the training.*

Training quality can also be evaluated on the basis of what teachers do when they return to their classrooms, but PETC officials said that they lacked the resources to conduct any systematic follow-up of teachers:

*The monitoring part of the teacher training is very weak with us. We have not been able to observe or monitor whether the teachers who got training have implemented the training input or not. I think this is the most important part of the training, but this is missing in our training process ... We have not been able to see what the teachers have done immediately after they complete the training and begun work in the school. For this, we lack funding resources and also the human resources. In terms of human resources, we could also mobilize the roster trainers, but we do not have funds for this mobilization as well. Due to this, we have not been able to focus there ... So, we have realized that we have just conducted training, and we know this has not been effective.*

They also felt that there was a gap between what trainers did in the training centres and what teachers were able to do in schools, and this limited the impact of the training, as did limited support from school leaders:

*There is a difference between the context of training and the context of school classroom. The training halls are well equipped, limited participants and so on, whereas the school*

*classrooms are not well-equipped, number of students is different. So teachers are unlikely to use the techniques learnt here in their classroom. Some teachers are very good, and some are not good in teaching as well as transferring information in the classroom. So this creates inconsistency in the training implementation. There is a tension across several types of teachers. There is no enabling and supportive environment in the classroom. In some cases, the school leadership is not willing to make change.*

### 5.4.5 Trainer development

PETCs recognised the value of the TOT training that trainers received but also identified the need for more ongoing support to help trainers develop their competences:

*There are several training opportunities at CEHRD ... But there are no specific training focused opportunities for the trainers to grow their trainer competencies. For roster trainers also, the current TOT is not sufficient.*

*Our trainers also do not have any opportunities to develop their trainings knowledge and skills. The same case with the roster trainers. There is a huge gap in the opportunities for trainers to develop their training skills. Our trainers are recruited by Public Service Commission. They are posted here as subject experts. They do not have any specific training skills while they are appointed.*

*There is nothing for their professional development. There is a complete stop in the trainers' professional development.*

*The important thing is the training skill. I think this skill is the most important one. I think our trainers need training in this skill. There are a lot of changes, even in the use of technology in training. But we have been delivering training in the same conventional patterns. So, how can it provide quality? This is the big gap in professional learning of trainers.*

### 5.4.6 Summary: PETC official interviews

PETC officials from the seven provinces were fairly consistent in their analyses of the strengths and limitations of the current approach to PETC training. They valued the commitment of large numbers of roster trainers and recognised that while the remuneration provided was modest, roster trainers were vital to the delivery of PETC training. PETCs were aware of the importance of training evaluation and were using observation and teacher feedback (mostly orally) as part of the process. They also recognised the importance of following up teachers in the classroom. The TOT training provided by CEHRD was seen to be a good starting point in the preparation of roster trainers. At the same time, PETCs were aware of several factors that limited the quality and impact of their training work. These included:

- limited full-time trainer capacity as a result of several vacant PETC trainer positions
- a lack of relevant experience and skills in individuals appointed as full-time PETC trainers
- unsystematic and in some cases biased approaches to the employment of roster trainers, with PETCs having to defer to decisions at school and municipal level
- modest trainer allowances
- unsystematic approaches to teacher selection and ineffective training record-keeping mechanisms
- largely central-controlled TPD curricula (with scope for 20 per cent of the content to be locally adapted) that were not always seen to be relevant to varying local contexts and that were adapted based on the capacity and willingness of the local trainers
- limited time and varying motivation among trainers to adapt the TPD curriculum to the local context
- limited budgets for training materials and the requirement that trainers develop their own and work with the minimum resources possible
- lack of systematic approaches to the evaluation of training quality
- limited PETC ability to visit schools and assess the application of training to the classroom
- lack of development opportunities for PETC trainers (both full-time and roster).

## 5.5 Trainer survey

An online survey (designed in Nepali using Google Forms) was developed and administered to teacher educators working for PETCs across Nepal. The questions were divided into sections as follows:

- Background information
- Experience of delivering PETC in-service training
- Responsibilities during PETC training
- Challenges encountered during PETC training
- Areas of training where teacher educators would like to develop further.

### 5.5.1 Response rate

The survey was completed by 162 respondents. It is difficult to state with any precision what proportion this represents of active in-service trainers working for PETCs in Nepal. The lists of trainers we initially received from CEHRD included 912 names divided as in Table 8:

**Table 8: PETC trainers**

Province	N	%
Koshi	191	20.9
Madhesh	60	6.6
Bagmati	134	14.7
Gandaki	121	13.3
Lumbini	84	9.2
Karnali	86	9.4
Sudurpaschim	236	25.9
Total	912	100.0

If we take this as our population, 162 is a response rate of 17.8 per cent (we cannot confirm, though, that all trainers received the invitation to take part in the study). Of this total of 912, official figures communicated to us by CEHRD indicate that there are 16 full-time PETC trainers at work at present across the country and six school supervisors who may also deliver training, giving a total of 22 PETC trainers nationally<sup>26</sup> (2.6 per cent of the total). Additionally, evidence from the fieldwork for this study suggests that only around 25 per cent of the roster trainers (around 220) have actually been engaged by PETCs; the remainder (around 670) are 'on the books' and may have completed a preparatory trainer training course but have never

been employed. Ideally, we would have been able to identify and approach only active trainers, but this was not possible given the information available to us. Nonetheless, we did include a question in the survey that allows us to distinguish between active and inactive trainers, and most of the questions we asked were only relevant to the former group.

### 5.5.2 Profile

This section summarises the background data collected from survey respondents. For all questions the number of respondents is 162 unless stated otherwise.

Table 9 shows the breakdown of respondents by province and indicates that:

- response rates across provinces (based on figures in Table 8 above) varied, from a low of 8.1 per cent in Karnali to a high of 40.5 per cent in Lumbini
- within the sample of respondents, the lowest percentage was from Karnali (4.3 per cent) and the highest from Sudurpaschim (24.7 per cent).

**Table 9: Which province trainers work in**

Province	Respondents	Percentage of province	Percentage of respondents
Koshi	17	8.9	10.5
Madhesh	23	38.3	14.2
Bagmati	25	18.7	15.4
Gandaki	16	13.2	9.9
Lumbini	34	40.5	21.0
Karnali	7	8.1	4.3
Sudurpaschim	40	16.9	24.7
Total	162		



**The TOT training provided by CEHRD was seen to be a good starting point in the preparation of roster trainers**

<sup>26</sup> According to CEHRD, the official allocation should be seven positions (six trainers and one school supervisor) per PETC, i.e. 49 in total.





In terms of status, Figure 2 shows that over 95 per cent of survey respondents were roster trainers.

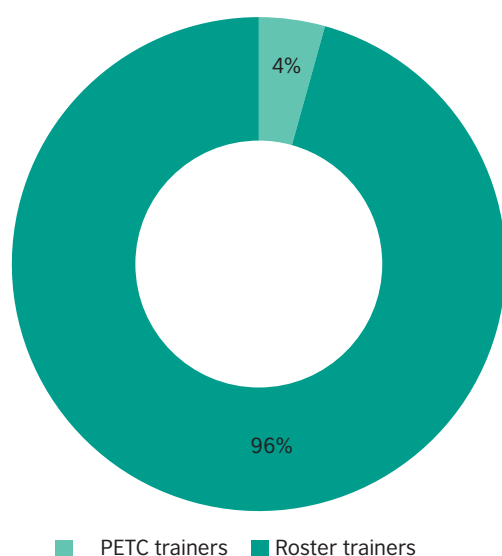


Figure 2: PETC vs roster trainers

The distribution of responses by gender is shown in Figure 3, and this suggests that males are much more likely to be trainers than females (this reflects the trend in Nepal of lower female representation at higher levels of educational activity – for example, almost 70 per cent of secondary teachers in Nepal are also male<sup>27</sup>).

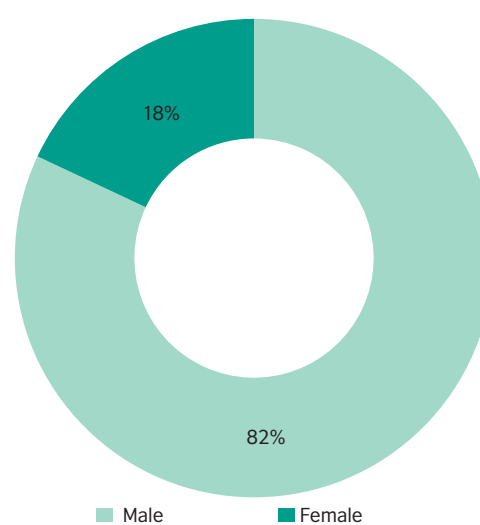


Figure 3: Trainers by gender (N=161)

27 <https://data.worldbank.org/indicator/SE.SEC.TCHR.FE?locations=NP>

Over 93 per cent said their highest qualification was a master's degree, while, age-wise, the distribution of respondents is shown in Figure 4, with 44.7 per cent in 40- to 49-year-old group, followed by 37.9 per cent in 30- to 39-year-old category.

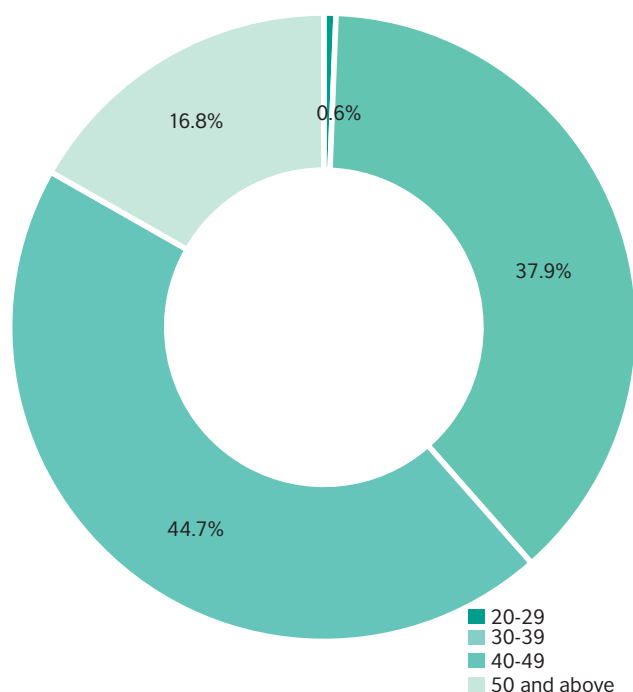


Figure 4: Trainers by age (N=161)

Figure 5 summarises the distribution of respondents by years of teaching experience (the largest category is 16–20 years), while Figure 6 does the same for years of training experience (the largest group is less than five years).

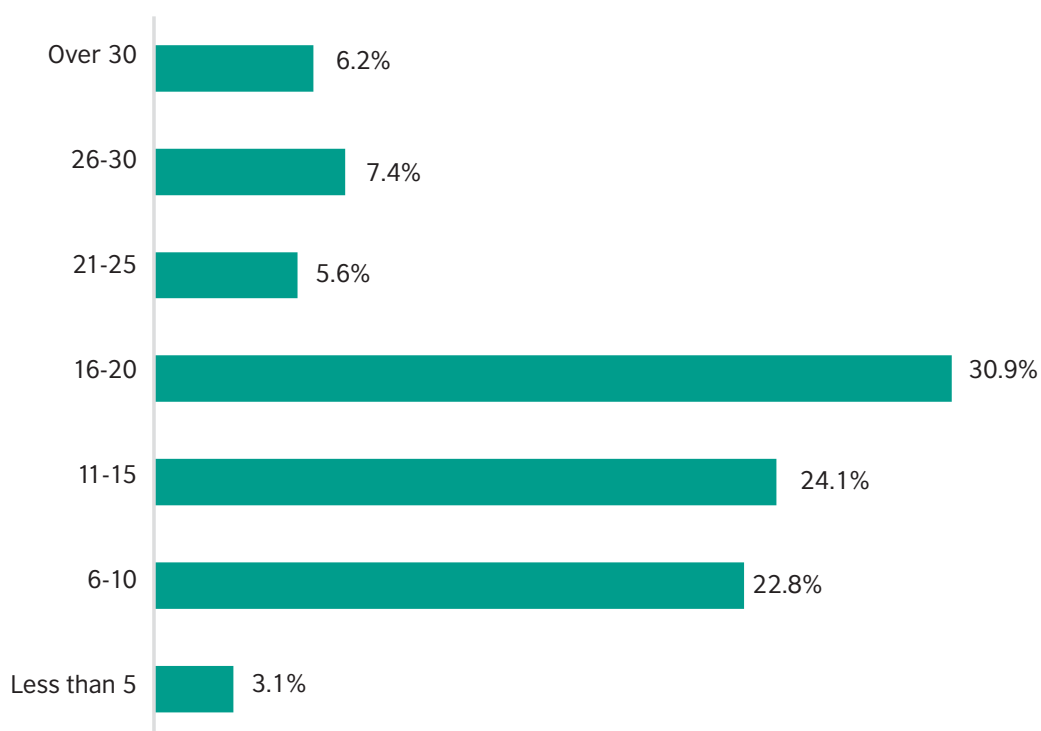


Figure 5: Respondents by teaching experience

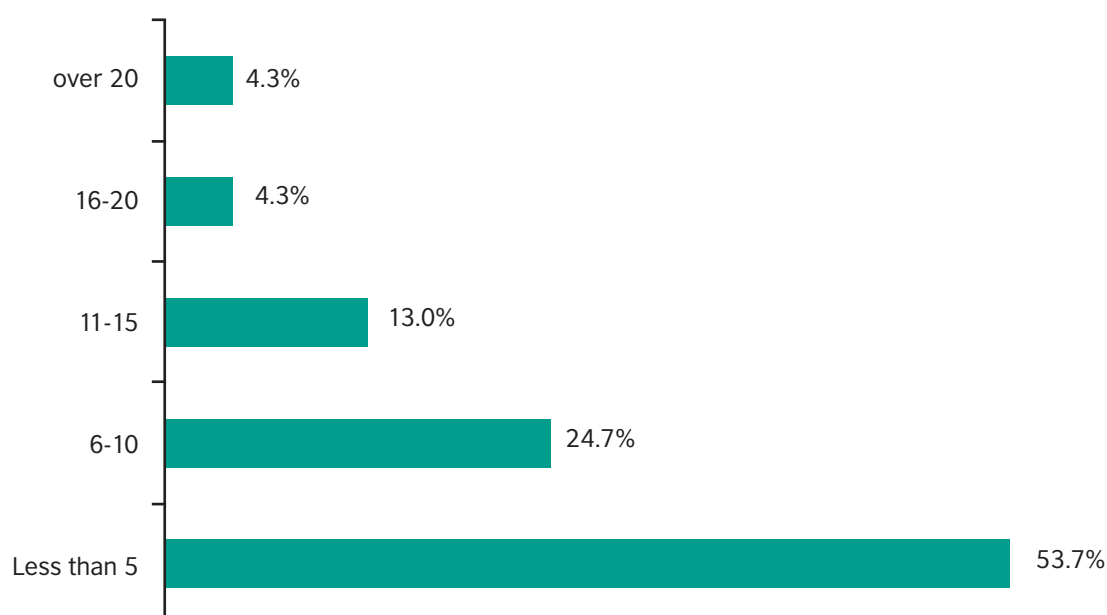


Figure 6: Respondents by training experience

The final background question asked the trainers about their specialised subjects. Figure 7 shows the frequencies for the most common responses, which accounted for 79.6 per cent of the total.

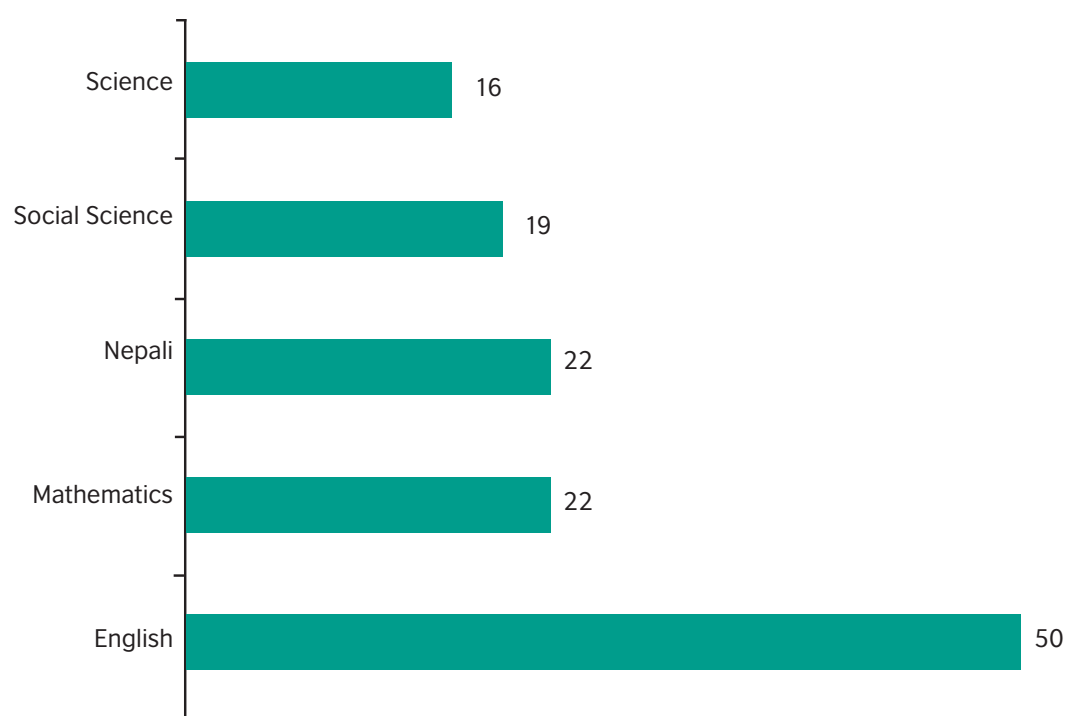


Figure 7: Respondents' specialised subjects (frequency)

The remaining responses consisted either of subjects mentioned infrequently (for example, ECD was mentioned once) or, more often, of combinations of subjects, such as Science and Technology (N=8), Mathematics and Science (N=3) or English and ICT (N=2).

### 5.5.3 Training experience for PETC

We were aware that many trainers on the official PETC lists had never actually been invited to deliver any training sessions. As this was a crucial variable (many of the survey questions were about respondents' training experience), we included a relevant filter question, and 65.4 per cent of the respondents said they had delivered training for the PETC, while 34.6 per cent said they had not. This, of course, does not reflect the distribution of active and inactive trainers in the total population of 912 trainers on the official PETC lists (about 75 per cent are not active), but it is natural that those with some experience were more likely to show an interest in this study. Assuming a population of 245 active trainers,<sup>28</sup> the 106 survey respondents who said they were active represent a response rate of 43.3.

These 106 trainers (henceforth *active trainers*) responded to a series of questions about their training experiences. The respondents without training experience did not answer these and were directed to the final section of the survey (Section 5.5.8 below).

### 5.5.4 Levels of teachers trained

Active trainers were asked which levels of education they provided training for. They could choose multiple options (ECD, Grades 1–8, Grades 9–10 and Grades 11–12), and Figure 8 shows how these were combined. Over 78 per cent of the trainers said they catered for a wide range of levels. For example, 24.5 per cent covered Grades 1–12 and 29.2 per cent Grades 1–10. A small group even covered ECD to Grade 12. In contrast, trainers with a focus on only Basic Education or only Secondary were in the minority. These results raise interesting questions about the need for specialised trainers for particular levels of education, and we return to this point later.

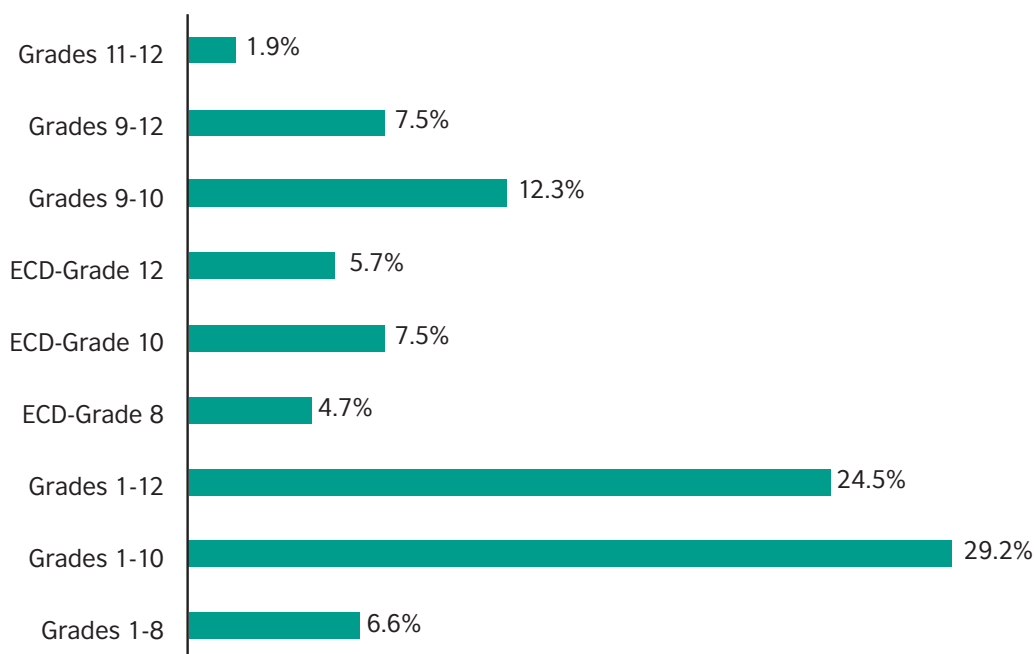


Figure 8: Level of teachers trained (N=106)

28 From the 912 on the official lists, 22 work full-time for PETCs. We have assumed 25 per cent of the remainder, all roster trainers, have been engaged, giving 223. Adding the 22 full-timers gives a total of 245. These are best estimates in the absence of official data.



### 5.5.5 Frequency of training

Active trainers were asked how many times a year they are called upon to deliver either TPD or customised training, and Figure 9 summarises their responses. For customised training, 66 per cent said

they were engaged once or twice a year, compared to 7.5 per cent who worked for the PETC more than six times a year. For TPD, responses were more evenly distributed; just under 38 per cent said they worked for the PETC one or two times a year, with just over 15 per cent saying they worked more than six times.

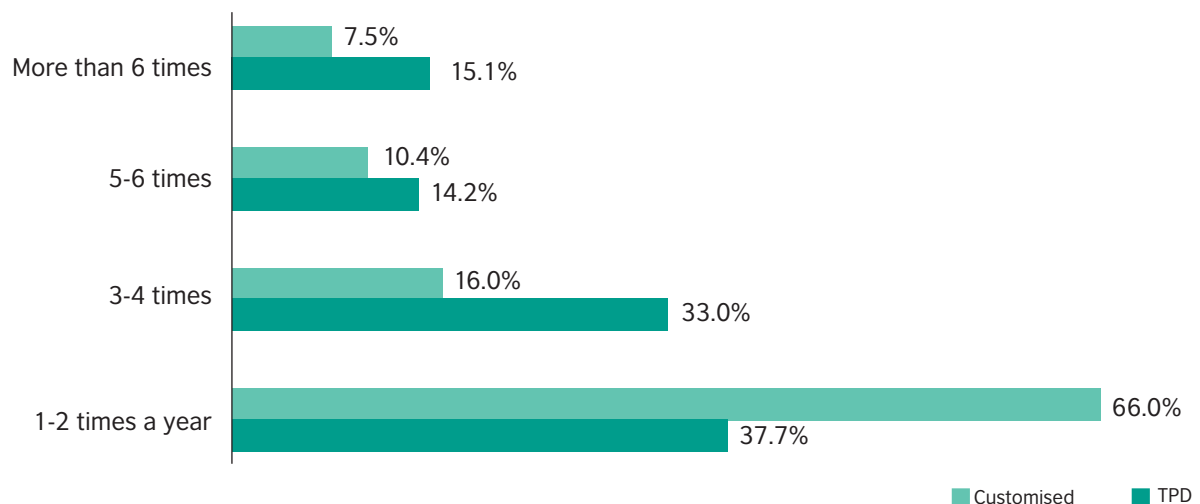


Figure 9: How often PETCs engage trainers (N=106)

Across provinces, a comparison of how often trainers reported being used for TPD training is shown in Figure 10.

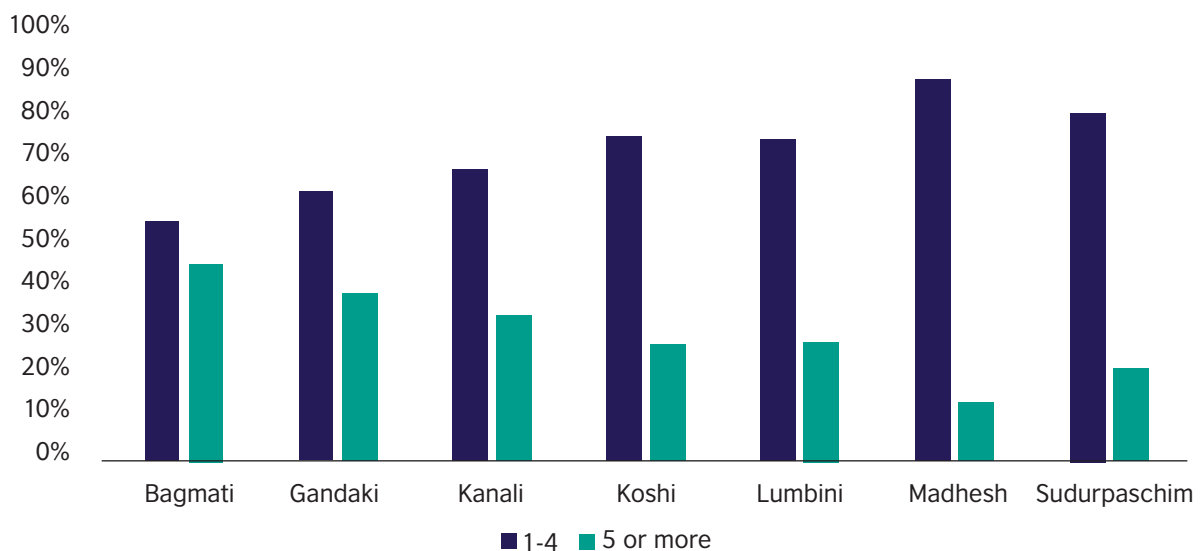


Figure 10: Yearly engagement (courses) of trainers across provinces (N=106)

This shows varying patterns of trainer engagement, although in all cases a greater proportion of trainers said they are engaged 1–4 times a year compared to five times or more. However, differences between these groups across provinces are evident. For example, in Madhesh, 86.7 per cent of the 15 active trainers here said they worked 1–4 times a year, with only 13.3 per cent working more often. Variations

across provinces in how often trainers are engaged will be the result of factors such as which subject areas training is offered in most often and individual trainer availability, but the qualitative data collected in this study also suggested it is often the case of the PETC calling on the same trainer if they been seen to be previously successful.

### 5.5.6 Trainer responsibilities

To obtain insight into what being a trainer for the PETC entails, respondents were asked to indicate from a list provided which tasks were their responsibility, and Figure 11 shows the percentage who chose each item. These results suggest that the responsibilities of trainers who work for PETCs vary. The items chosen most often are those where a high degree of trainer responsibility would be expected, such as preparing materials. However, many responses here suggest that trainers are not

simply delivering packages of content prepared by the PETC; for example, 83 per cent said they make choices about the topics they cover in their sessions, while 21.7 per cent said they design the whole course (for this particular item, Figure 12 highlights variations across provinces). For other responsibilities, such as managing course administration and visiting teachers in schools, variations were also evident here. For example, while almost 40 per cent said it was part of their role to visit teachers in schools after a training course, over 60 per cent said this was not part of their role.

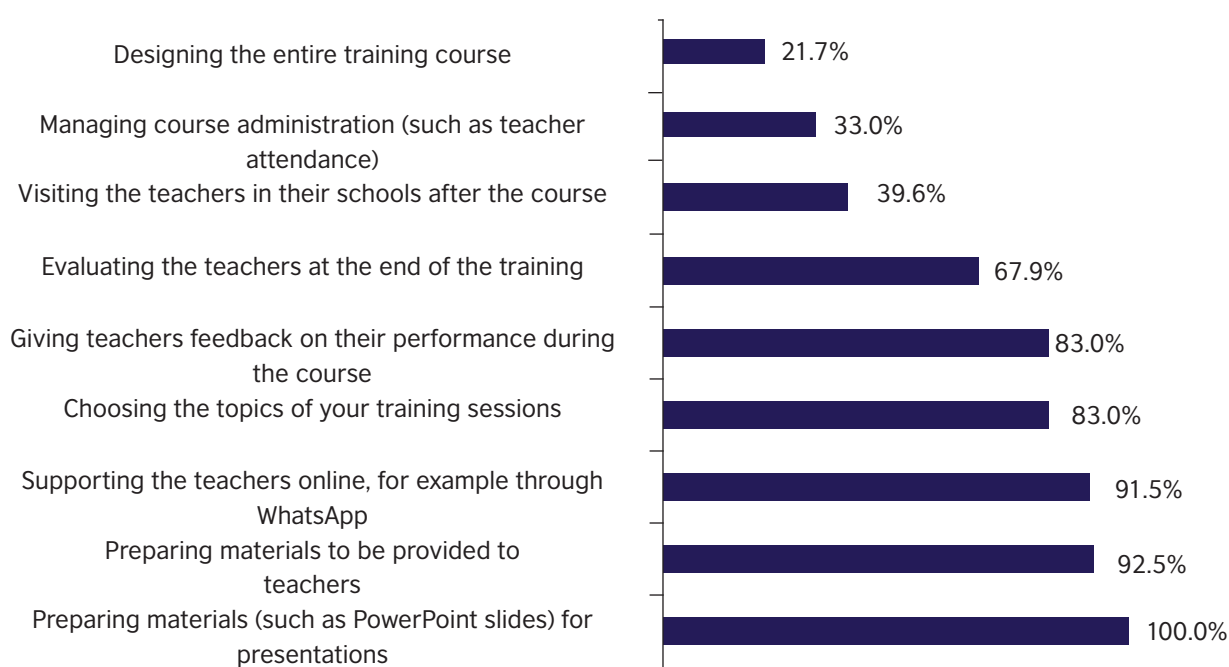


Figure 11: Trainer responsibilities (N=106)

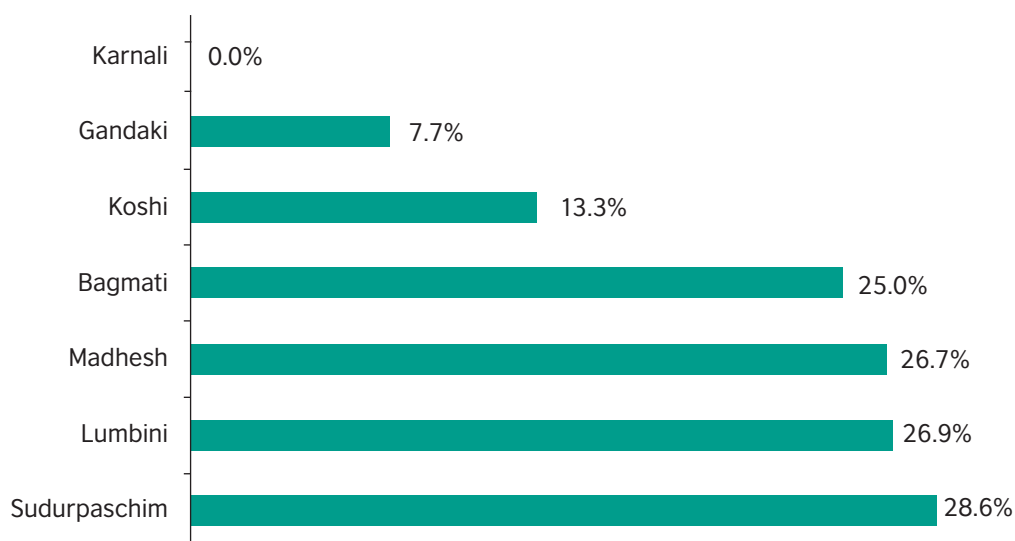


Figure 12: Across provinces, the proportion of trainers who say that designing the training course is their responsibility (N=106)

Fifty-seven respondents said that in addition to the responsibilities listed, there were others they fulfilled as trainers and gave examples. Many of these were related to the actual delivery of training, such as encouraging teachers to participate and preparing learning resources for them. Some additional responsibilities of relevance, though, were also mentioned (though some of these do not officially apply to roster trainers):

- informing the PETC of any problems encountered during the training
- additional support and counselling to teachers
- identifying teachers' needs
- assisting in the selection of training participants
- preparing questions for testing the trainees
- preparing 'the results of teachers' of TPD training
- providing study material and supplementary material
- publication of results, verification, distribution of certificates, etc.
- report writing
- staying in touch with teachers and providing the necessary encouragement and support.

The TPD examination falls under the assessment responsibility mentioned earlier, but it is interesting to see that some trainers may be responsible for the whole process, from designing the examination to marking it. This may create significant inconsistencies in how TPD courses are assessed and is another issue we return to later. Providing online support is another area of trainers' work to note here, and in a separate question 73 of the 106 active trainers (68.9 per cent) said they had also been involved in online training provided by the PETC.

### 5.5.7 Challenges

The next section of the survey asked the active trainers about any challenges they face in their work for the PETC, and Figure 13 shows their responses. Four challenges were chosen by over 50 per cent of respondents:

- the time spent on designing training materials
- low motivation among teachers participating in the training
- infrastructure and resource constraints in training venues
- trainers being called in at short notice, leading to inadequate time for preparation.



Figure 13: Challenges reported by PETC trainers (N=106)

Trainers were asked if there were any additional challenges, and those mentioned by 43 respondents are summarised in Table 10. The category that included most comments was that on participant engagement, and several trainers referred to what they saw as unsatisfactory levels of attendance, participation and motivation among teachers.

**Table 10: Additional challenges faced by PETC trainers**

Challenge	Illustrative comments
Technical challenges	'Electricity and Internet slow and connection loss' 'High bandwidth internet is not available' 'Network problem' 'Power cuts and Connectivity'
Lack of resources	'Lack of educational materials' 'Lack of training materials' 'Non-availability of necessary educational materials' 'Not having enough materials' 'Training manuals scarcity' 'Large number of participants with limited resources' 'Projectors not working properly'
Participant engagement	'Non-attendance of trainees regularly' 'Participants will leave the training and run away' 'Some participants having negative attitude to training' 'Sometimes the number of participants was less' 'Teachers are not attending training seriously full time' 'Teachers are not active in activities during training' 'Teachers take the training in general and do not extend it to the classroom' 'Lack of morale, low motivation' 'Lack of active participation among teachers' 'Project work not being delivered on time' 'All participants not being present on time'

Other issues mentioned by trainers in responding to this question were:

- 'Delay in publication of results due to teachers not completing project work on time'
- 'Time management while conducting the training session (activities are not as per the time plan)'
- 'TOT time should be increased'
- 'There is a problem in getting permission from the school if the place and time of training is not known in advance'
- 'Long distance for participants to arrive to the training venue'
- 'Children with mother teachers'
- 'Low remuneration sometimes'
- 'Training is for teachers seems one way, event-based instead of its follow up'
- 'We also need training from time to time'.



### 5.5.8 Further development

In the final section of the survey, all 162 trainers were asked about their own professional development needs. Of 162 responses, 80.9 per cent did say they had received some support for their development as trainers from the PETC or CEHRD (this most likely consisted of the preparatory TOT course). However, we also wanted to learn about the needs trainers felt they had for their continuing improvement. They were given a list of trainer competences (informed by sources discussed in Section 3, including the British Council's CPD Framework for Teacher Educators) and asked to

select those they wanted to develop further. Figure 14 presents their responses. All items were selected by over 50 per cent of respondents, suggesting these trainers felt the need for developing a wide range of training competences. The elements that were selected most often, though, were:

- identifying, selecting, and designing training resources/materials (including digital)
- designing effective workshops for teachers
- organising training courses and training sessions logically.



Figure 14: Trainers' development needs

Seventy-one trainers responded to a final question that asked them to identify additional areas for their own professional development. In many cases responses referred to areas for teacher development, while others mentioned wanting to learn about latest theories and methodological trends in their own subject areas. Some responses, though, did focus more specifically on specific trainer competences, as these examples illustrate:

- effective management of teacher training activities
- materials design
- maximum synergy of training and actual classroom activities
- motivating [teachers] to effectively use the knowledge and skills gained from the training in the classroom
- attractive ways to motivate teachers to learn, teach, and effective in real classrooms
- new learning methods and stimulating activities
- presentation skills and activities
- training instructor skills
- training material development and production
- use of ICT in classroom.

## 5.6 Summary: Trainer survey

The following are the key points to emerge from this survey.

1. The vast majority of in-service trainers in Nepal are roster trainers, employed on-demand and in a part-time capacity. This is reflected in the profile for this survey, where over 95 per cent of 162 responses were from roster trainers.
2. Responses were obtained from all seven provinces, though response rates (based on trainer numbers provided by CEHRD) varied from 8.1 per cent in Karnali to 40.5 per cent in Lumbini.
3. Females made up only 18 per cent of the respondents here, suggesting that in-service trainers in Nepal tend to be males.
4. The majority held a master's degree, were typically in their 30s and 40s, and had 6–20 years of teaching experience. Over half of the respondents had been trainers for less than five years.
5. The trainers specialised in various subjects, with the most commonly reported here (in descending order) being English, Mathematics and Nepali, Social Studies and Science. Several respondents said they specialised in multiple subjects.
6. Of the 162 respondents, 65.4 per cent said they had delivered training for the PETC (for roster trainers, though, we estimate 75 per cent of those on PETCs' lists have not delivered any training). These active trainers provided training to teachers from ECD to Grade 12, with most catering for a wide range of levels (particularly Grades 1–10).
7. The frequency with which trainers were engaged by PETCs varied from 1–2 times a year to over six times a year, although once or twice was the frequency most commonly indicated for both TPD and customised training. Some provincial variations were also noted in how often trainers were engaged.
8. While preparing instructional materials and supporting teachers online were responsibilities the majority of trainers identified, other responsibilities were reported more variably (within the whole group and across provinces), such as designing whole training courses and visiting teachers in school to follow up training. Assessing teachers (including preparing and marking examinations) was a responsibility noted by several trainers.
9. The key challenges in their PETC work identified by trainers were (a) the time required to prepare (due to the limitations of the materials provided), (b) the lack of notice from the PETC, (c) insufficiently equipped venues and (d) varying levels of motivation among teachers. Technical challenges, such as lack of electricity or internet, were also widely noted.
10. Most trainers had received support from the PETC or CEHRD to develop as trainers, but they identified a wide range of trainer competences where they felt the need to develop further. Key among these were identifying, selecting and designing training resources and materials, designing effective workshops for teachers and organising training courses and training sessions logically.

# 6. Summary

Table 11 synthesises findings from across the different components of the study in order to answer the research questions listed in Section 4.1. Questions 13–15 were not in the original list but have been added here to account for insights emerging from the study.

**Table 11: Responses to research questions**

Research question	Finding
1. How many full-time trainers are employed by PETCs and what is their profile across subjects, levels (basic/secondary) and gender?	The official quota per PETC is six full-time trainers and one school supervisor, i.e. 49 teacher support positions in total nationally. Only 16 of these posts are currently filled.
2. How many roster trainers are on the list of PETCs and what is their profile across subjects, levels (basic/secondary) and gender?	There are around 900 roster trainers, of which about 25 per cent are active (i.e. the majority of the roster trainers who attend TOT courses are not engaged by PETCs). Survey responses suggested that some 80 per cent of trainers generally are male. The survey also indicates that it is not uncommon for a trainer to provide training for a wide range of educational levels.
3. What criteria do trainers need to meet to be employed as TPD trainers by PETCs?	There are different requirements for PETC trainers and roster trainers, but PETC trainers who qualify through public service commission examinations do not require teaching or prior training experience. For roster trainers, postgraduate qualifications are desirable, though selection criteria are not applied systematically across PETCs, and potential roster trainers are often approached based on the potential they show when they complete the TPD training as teachers. For roster trainers with some experience, positive feedback from participants is a significant factor that determines whether they are re-engaged.
4. What roles do PETC trainers fulfil while delivering TPD training (for example, designing sessions, delivering sessions, assessing teachers)?	<p>Survey responses highlighted a wide range of trainer responsibilities, with the most commonly noted being:</p> <ul style="list-style-type: none"> <li>• preparing materials (such as PowerPoint slides) for presentations</li> <li>• preparing materials to be provided to teachers (i.e. handouts)</li> <li>• supporting the teachers online, for example through WhatsApp</li> <li>• choosing the specific topics to cover in training sessions</li> <li>• giving teachers feedback on their performance during the course.</li> </ul> <p>Many trainers also mentioned responsibilities related to the TPD examinations.</p>
5. To what extent do PETC trainers follow or adapt the official TPD curriculum?	Officially, TPD is defined by an approved curriculum, but in practice trainers have substantial freedom to design sessions; TPD trainer manuals are rarely available to trainers, who must therefore produce their own materials.

6. How many courses/hours of training do full-time and roster trainers deliver each year?	Full-time trainers will often contribute to 1–2 generic sessions (one session is generally of 1.5 hours) on most TPD courses, but the bulk of the delivery is handled by roster trainers. The frequency with which trainers were engaged by PETCs varied from 1–2 times a year to over six times a year, although once or twice was the frequency most commonly indicated for both TPD and customised training.
7. What preparation do PETC trainers receive (that is, trainer training)? If trainer training is provided, who designs and delivers it, and what are its features in terms of length, organisation of content and process?	PETC trainers attend TOT training (at least 30 hours per course) designed by CEHRD and delivered by expert resource persons. This training is largely content/subject matter focused, with limited explicit attention to the development of training skills.
8. Do PETC trainers feel adequately prepared for their role as PETC trainers?	Trainers feel that TOT courses improve their knowledge of subject matter, and from this perspective they do fulfil a useful preparatory role. However, the limited attention paid to the development of training skills also means that this aspect of trainer preparation is not adequately addressed.
9. To what extent are TPD trainers required to use technology and how confident are they in their technological competences (generally and pedagogically)?	Based on the observations for this study, PowerPoint seems to be the technology most widely used by PETC trainers. In the survey, 73 of the 106 (68.9 per cent) trainers who had worked for PETCs said they had also contributed to online training courses.
10. To what extent is the work of TPD trainers monitored and do they receive feedback on their work?	Systematic processes for monitoring training quality do not exist. Some trainers receive feedback from PETC officials and/or teachers, but whether and how this occurs is not regulated. Where feedback is collected, it is not systematically recorded and may not even be communicated to trainers.
11. Do PETC trainers have professional development opportunities?	For the majority of trainers, the TOT course is the only trainer development opportunity they will receive.
12. How do teachers assess the quality of the TPD training they attend?	The small sample of teachers who contributed to this study expressed varying views about the quality of the training they had attended. They recognised the training as a source of learning, but were often not sufficiently motivated by a perceived lack of practical value, having to travel long distances to attend, and only receiving a modest allowance. Transfer to the classroom was often lacking, and the lack of post-training follow-up in schools was seen to be a factor that limited the overall impact of PETC training.



<p>13. What are some key features of the TPD and TOT training sessions?</p>	<p>Observed training sessions typically engaged participants in tasks, and input was supported with PowerPoint slides. Sessions were interactive and conducted in a positive atmosphere. Areas for development included:</p> <ul style="list-style-type: none"> <li>• defining learning objectives at the start</li> <li>• reviewing learning at the end</li> <li>• time management</li> <li>• giving clear task instructions</li> <li>• motivating all participants to be active</li> <li>• making strong connections with practice (in TPD)</li> <li>• focusing on the development of trainer skills (in TOT).</li> </ul> <p>Sessions often took place in comfortable and well-equipped rooms, but there were also occasions where technological limitations were evident.</p>
<p>14. What according to PETC trainers are the main challenges they face?</p>	<p>The key challenges in their PETC work identified by trainers were (a) the time required to prepare (due to the limitations of the materials provided), (b) the lack of sufficient notice (i.e. ahead of time) from the PETC, (c) in some cases, insufficiently equipped venues and (d) varying levels of motivation among teachers. Technical challenges, such as a lack of electricity or internet, were also widely noted.</p>
<p>15. What challenges do PETCs face according to officials?</p>	<p>Selecting competent trainers can be a challenge as they may be unavailable or not released by their school. The lack of systematic records of trainer performance also makes the process of selecting trainers more subjective. Coordinating the selection of teachers with municipal offices can be difficult due to the lack of effective records of teachers' previous training. Responsibility for aspects of TPD courses continues to be held centrally, even though course delivery is handled at provincial level. PETCs lack the resources to follow up training in schools. Funding for training materials is also limited.</p>



# 7. Recommendations

The results presented in this study lead to the 20 recommendations below.<sup>29</sup> These address five major concerns:

- What competences do PETC trainers require?
  - What preparation and ongoing support will improve training effectiveness?
  - How can PETC training be localised while addressing consistent national standards?
  - How can training quality be monitored?
  - What resources are required to enhance the effectiveness of training (including teacher motivation and to apply what they learn in the classroom)?
1. It is important to formally recognise the important role that in-service teacher trainers play in an educational system, and one way of doing this is to establish a framework for trainer professional standards. This should define the competences – skills, knowledge and other attributes – that effective in-service teacher educators require and provide the basis for the development of updated trainer preparation courses that address these competences. Trainer professional standards would also inform the development of standardised criteria and tools for evaluating trainer quality. The literature on teacher educator competences and frameworks such as those defined by the British Council provide useful starting points in defining the attributes that PETC trainers require to be effective.
  2. There is scope for developing well-defined criteria for the employment of PETC trainers. While the criteria for PETC trainers and roster trainers will not be identical, they will share the core competences that trainers generally require in terms of knowledge, skills and other attributes, such as a commitment to professional development. At present, full-time PETC trainers can seemingly secure a position without teaching experience or any prior background in training; this is not conducive to training quality. Similarly, while the status of roster trainers (i.e. as occasional trainers) must be acknowledged, their engagement by PETCs must also be regulated more systematically by clearly defined criteria.
  3. One key feature of an effective training course is coherence. This is enhanced when the different contributing trainers are able to coordinate their efforts. For this to occur, trainers cannot work in isolation and need to be fully aware of what other trainers on the same course are doing. Also, courses need to be underpinned by a shared methodological philosophy that reinforces models of good pedagogical practice for teachers. Coherence of this kind is difficult to achieve at present on PETC courses that involve multiple trainers; trainers plan individually and there is no collective discussion of shared approach. It is recommended that, prior to every PETC course, efforts be made to ensure that trainers are aware of what colleagues are doing and that there is a commitment to a shared training approach.
  4. TPD training is the dominant form of in-service training available to teachers in Nepal. It remains largely centralised (with scope for 20 per cent of the content to be locally adapted), and the expectation is that a consistent TPD curriculum for each course is followed, with minor variations around the country. This study suggests that this expectation is unwarranted and it seems that trainers in many cases do not work from the official TPD manuals and instead design their own materials. This means that while they may be seeking to address common objectives, courses are not standardised. Further investigation is required for CEHRD to understand why the official training materials are not being used by PETCs as expected by the TPD policy. It may be because they are unavailable or there may be concerns about their content.
  5. PETCs also feel that they should have greater control over TPD courses. They are responsible for delivery, but not for content or certification (CEHRD issues certificates based on the training

<sup>29</sup> These recommendations connect with many of the conclusions in the 2022 study of teacher professional development in Nepal (see footnote 2 earlier); taken together, these two reports provide comprehensive advice for strengthening in-service teacher support in the country.

- records provided by the PETCs). One argument raised in this study is that if TPD courses are designed locally, they will be more responsive to the needs of teachers in different contexts. Such an approach would be aligned with the goals of federalism and is a desirable medium-term goal. However, the expertise required for the design of new TPD courses must also be acknowledged, and it is unclear at this point whether this is available at provincial level. To ensure national consistency, localised similar TPD courses across provinces would need to address common standards.
6. The need for a reviewed approach to the development of training capacity is one of the major issues to emerge here. TOT courses may extend the subject matter knowledge of some potential or practising trainers, but they focus minimally on training skills and are not an adequate mechanism for developing a broad range of key trainer competences (see the brief review in Section 3 of this report). The resource persons who delivered TOT sessions are experienced and knowledgeable, but they do not model or focus explicitly on training skills, an issue highlighted by some TOT participants. A significant shift in thinking is required to recognise that subject matter knowledge is one component of trainer competence and that other important components exist. These should be defined in the kind of trainer competence framework suggested in the first recommendation above and then used as the basis for developing new TOT courses.
  7. ICT skills (including, but extending beyond, the already commonplace use of PowerPoint) should also be recognised as a desirable aspect of trainer competence. This has implications both for the preparation trainers receive (pedagogically oriented and discipline-specific digital skills courses should be provided) and for the resourcing of training centres (especially in terms of hardware, including internet connections, and software). In terms of priorities, though, and acknowledging current resource limitations, we would suggest that developing trainers' core skills for designing and facilitating sessions should take precedent over a focus on increasing technology use in PETC training.
  8. While a detailed analysis of TPD curricula and teacher competences was beyond our scope here, the focus on subject matter knowledge observed in TOT courses is likely to be a feature of TPD training too. It needs to be recognised, though, that teacher competence is also multidimensional and that, while subject matter knowledge and pedagogical skills are vital, additional attributes, such as teacher resilience, resourcefulness, creativity, agency and general well-being, are also important. Within an expanded conceptualisation of effective teacher competences, there is clear scope for such issues to be addressed, through TPD or customised training.
  9. Trainer effectiveness should also be conceived of as an ongoing process, and thus, beyond any initial or periodic TOT courses, PETC trainers need regular opportunities to develop. Here, too, a shift in thinking is required so that 'opportunities to develop' is not equated narrowly with attending more courses. There are many alternative but powerful activities that trainers can engage in, both alone and with others, to become more competent; these include self-assessment, peer observation, reflective practice, getting formative feedback from trainees, doing small-scale research projects and writing blogs, all of which can contribute to developing a learning culture among trainers.
  10. One of the fundamental challenges to developments of the kind being recommended here is the fact that the vast majority of PETC trainers may only deliver training sessions for a few hours each year. These individuals will not have a strong trainer identity and will understandably not want to commit additional time to their development as trainers if this is at a personal cost to them. In other words, trainer engagement in professional development needs to be incentivised; for example, evidence of taking part in professional development may be a criterion that is considered when decisions about engaging roster trainers are being made. There will be other possibilities, but the general point here is that it is unreasonable to ask occasional trainers who are being paid very modestly to commit to professional development without any incentive.

11. Roster trainers will often feel isolated, and one way to counter this is to create a dedicated online trainer community. This could have various components, such as space for discussion of training practices, resources that support trainers' development, and tools to support the evaluation of trainers' work. These communities could also have sub-groups to facilitate more subject-specific support for trainers. Periodic events for trainers could also be hosted, online or physically at provincial level. The general goal is to strengthen among trainers the feeling that they are part of a larger group with a shared common purpose and that PETCs and CEHRD are committed to trainer development.
12. PETC trainers are largely males, and efforts to increase the number of females who deliver PETC training should also be part of any reform efforts. The on-demand nature of roster trainers' work may be a disadvantage to females, but it is difficult to justify the overwhelming dominance of male trainers when large proportions of the teachers attending training are female. Increasing female participation in Nepal's trainer workforce would ideally be part of broader national initiatives that address gender inequality and that take into account international evidence of how women's economic participation can be enhanced.<sup>30</sup> In any case, PETCs should assess the gender distribution of trainers on their courses and ensure that females are represented. More advanced planning of PETC training would make it easier for female trainers to be available.
13. Systematic mechanisms for assessing trainer quality are also currently lacking, and without this PETCs cannot make informed decisions about which trainers to engage and how to help their trainers improve. What is required here is a simple appraisal system through which every trainer has periodic opportunities to receive feedback on their work. In some PETCs this happens informally, but a more systematic approach (that also includes keeping a formal record of the process) would be another important component in the development of a more effective system of in-service training.
14. Several of the challenges highlighted by this study relate to resourcing. TPD guides are not used, perhaps because of the costs involved. Trainers are asked to work with minimal resources to keep costs down. Teachers are not motivated to become trainers because the allowance is modest, and teachers are also reluctant to attend training because of the costs involved. Trainers are not frequently released from schools because funding for a replacement teacher is not available. And PETCs cannot follow up training in schools because they lack resources (and most of their full-time trainer positions remain unfilled). Such matters can only be resolved through political goodwill based on a commitment to education and an understanding that improving teacher quality is a vital element in the improvement of education systems. However, at provincial levels, there may be scope for existing budgets to be used more efficiently. For example, one source of inefficiency highlighted here is the fact that most of the people who are sent to participate on TOT courses have never been employed by PETCs (as already noted, most roster trainers on PETCs' lists have never delivered PETC training).
15. There is also a need to develop more subject-specific approaches to training so that trainees can experience pedagogical approaches they are expected to use with their students. For example, training for science teachers should include opportunities for trainees to engage in experiments, but the resourcing of training centres means that the required subject-specific facilities (such as laboratories) are lacking. Similarly, TPD courses that focus on ICT rely on teachers providing their own devices rather than these being available for all teachers within training centres.
16. There is also scope for improvement in the data management systems that should inform the selection of teachers for PETC training. A common complaint by teachers is that there is often overlap in the content of different courses, and trainers have also reported having to adapt their planned materials after finding out that their teachers had already covered the same material elsewhere. It is positive to hear that digital solutions are being introduced to manage teachers' training records, and these should contribute positively moving forward. PETCs and the local units they coordinate

<sup>30</sup> See, for example, <https://blogs.worldbank.org/jobs/how-increase-womens-economic-participation>.



will need to be in a position to identify which courses teachers have attended and to allocate teachers to courses accordingly.

17. Similar data management systems are needed to maintain up-to-date information about trainers' profiles, experience and performance. This would not only facilitate the process of trainer selection for PETCs but also provide an extremely useful resource for research projects of this kind, where access to comprehensive information about the population being studied would allow for a more robust approach to sampling and data collection.
18. We appreciate that several factors impinge on PETCs' ability to define their training schedule for the academic year, but our experience during this project was that courses were launched at very short notice. This will affect the availability of teachers and trainers (both of whom often need to be released from school), and any steps that can be taken to set up a yearly training plan well in advance can only be beneficial for the quality of Nepal's in-service teacher training system generally.
19. TPD courses involve a component of school-based project work that, according to the latest SESP proposals, will in future become a more integral component of these courses. These school-based projects provide an excellent opportunity for connections to be established between training course input and what teachers do at school, but it is important for project rubrics to be defined in a way that maximises their potential. For example, if teachers are being asked to reflect on a series of lessons, this needs to be a meaningful developmental exercise that has clear connections to TPD course objectives, that is done properly (i.e. good-quality reflection) and that is also assessed accordingly. Similarly, if teachers are asked to do action research, it is important to ensure that they have the skills to do it and the activity is a meaningful one rather than an administrative formality completed to meet the course requirements. We recommend that the school-based projects component of TPD courses be reviewed so that the projects can effectively support connections between TPD course input and what teachers do during their lessons.
20. Given that PETCs lack the resources to follow up training in schools and that PETC and roster trainers currently have no role in the delivery of school-based TPS, we recommend that other ways of maximising the transfer of training to the classroom be explored. Using TPD projects effectively, as just discussed, is one option. School leaders also have an important role to play in enabling trained teachers to apply what they learn and to share this with their colleagues. Trained teachers can also be given support to act as mentors to colleagues. Such measures would connect well with the school-based TPS system of professional development that is envisaged as part of Nepal's federal structure.

- 1 = Does not do it or does it ineffectively  
2 = Adequate (behaviour is observed but not very effective)  
3 = Good (behaviour is observed and it is effective)  
4 = Very good (behaviour is observed and is very effective).

How effectively does the trainer ...	1	2	3	4
1. present the objectives at the start of the session?				
2. manage time?				
3. manage the pace of the session?				
4. review learning at the end of the session?				
5. make connections between new knowledge and trainees' prior experience?				
6. model good pedagogical techniques?				
7. give instructions at the start of activities?				
8. move smoothly from one activity to the next?				
9. encourage trainees to share experience from their own teaching?				
10. encourage trainees to contribute their own ideas (such as questions and opinions)?				
11. respond positively to what trainees say (for example, praise, constructive correction)?				
12. make use of pair- and/or group-work activities?				
13. check trainees' understanding of key points?				
14. create a positive learning environment?				
15. explain how trainees can use ideas from the training in the classroom?				
16. motivate the trainees?				
17. provide practical examples of teaching ideas?				
18. explain content clearly to the trainees?				
19. make effective use of the resources available?				
20. use technology?				

**For trainers of English:**

Was the session delivered largely/entirely in English?	YES	NO
Did the trainer speak accurate English?	YES	NO
Did the trainer speak fluent English?	YES	NO
Did the trainer seem confident speaking English?	YES	NO

**Overall comments on quality of training session and areas where trainer would benefit from professional development**

## Appendix 2: Observed trainer individual interviews

As part of the fieldwork in the PETCs, trainers will be observed and then interviewed.

### Introduction

Welcome the trainer and thank them for their time. Explain that the purpose of this short discussion is to learn more about their work on PETC training courses.

### Section 1: Background

This section asks trainers about their background:

1. Are you a full-time PETC trainer here in [name of province] or a roster trainer?
2. How long have you worked as a trainer for the PETC?
3. For roster trainers, how did you become a PETC trainer?
4. Did or do you hold other positions in the education system (such as a teacher)?

### Section 2: PETC training

5. How many times each year do you deliver PETC training?
6. Do you cover a whole course on your own or do you share it with other trainers?
7. If you share a course, are any meetings organised for all trainers on a particular course or is that not necessary because you all focus on your own topics?
8. What topics do you normally cover on these courses?
9. Which subjects and levels do you deliver courses for?
10. Do you choose the topic and design the materials for your training sessions yourself or are these decisions made by CEHRD?
11. Are PETC trainers assessed or evaluated in any way and, if so, are you involved in that?
12. Are teachers asked by the PETC to provide any feedback on the courses you deliver? If they are, do you receive a report of their feedback?
13. Generally, how motivated are teachers to attend PETC training sessions? Why do you think they are motivated or less motivated? [depending on what the trainer says]
14. What about the course you are delivering at the moment – what kind of a course is it (TPD, customised) and what about its content and objectives?
15. Apart from delivering training sessions, do you have other training responsibilities, such as assessing the teachers? If so, please explain.

### Section 3: Developing as a trainer

16. Have you attended a Training of Trainers course?
17. Have you received any support from the PETC to develop your skills and knowledge as a trainer?
18. Which areas of your work as a trainer would you like to improve?

### Section 4: The observed session

A session delivered by the trainer will have been observed before this interview. This section asks about that session [the exact questions will be informed by what is observed].

19. Thank you for allowing me to observe your session. Could you describe the objectives and content of that session?
20. Why is this topic important for trainers?
21. [There should also be questions about how the session was organised, but these should be based on



what happened and will vary – examples are listed here):

- During the session, you provided the teachers with plenty of information through lecturing but there were not any group-work activities or discussions. Can you tell me about your choices here – i.e. why you chose that particular approach?

OR

- During the session, the teachers participated in several group activities and discussions. Can you tell me about your choices here – i.e. why you chose that particular approach?

[Do not ask questions about every point on the observation form and do not show the trainer the evaluation checklist. Look through your notes and identify 2–3 areas to talk about, such as:

- the language used (for example, for English trainers, did they speak English, Nepali or a mix?)
- the teaching approach (lecture-centred vs participant-centred)
- the kinds of activities/tasks (if any) that teachers did during the session
- the relevance to teachers of any theory that was covered
- the use or lack of use of technology by the trainer
- any challenges caused for the trainer by an unequipped training room or lack of resources such as electricity
- teacher motivation during the session
- the structure of the session (how activities were linked/sequenced)
- the use of materials (followed closely or adapted or trainer-designed).]

22. When teachers return to their schools, do you expect them to use the knowledge you taught them in their own teaching? If yes, explain how; if no, explain why not.

### Section 5: Conclusion

One final opportunity for the trainer to say anything else about their work or the observed session.

23. Before we finish, is there anything else you would like to say about your experiences as a PETC trainer or about the session that was observed today?

## Appendix 3: PETC officials interview

### Introduction

Briefly describe the project and purpose of the interview, which is to learn more about how PETCs organise training and select and support trainers.

### Section 1: Background

1. How long have you worked at the PETC?
2. What is your current position within the PETC?
3. What are your main responsibilities?

### Section 2: PETC training

4. What role do you play in planning PETC training?
5. What kinds of training courses does your PETC offer?
6. Who designs the materials for these courses?
7. The PETC has full-time trainers and roster trainers. According to the figures we have there are X PETC trainers and Y roster trainees at your PETC. Does that sound correct?
8. How many training courses do full-time trainers deliver each year? Do they have other responsibilities apart from delivering training?
9. How are roster trainers recruited/selected for example, what criteria must they meet?
10. You have a large number of roster trainers registered. How many of them do you typically call upon each year? How do you decide which trainers to call on? Is it easy to find trainers when you need them?
11. Are trainers expected to work with the materials that the PETC provides or can they adapt these or use their own?
12. What kinds of resources does the PETC provide to support trainers – for example, are the training rooms equipped in any way?

### Section 3: Quality of training

13. Does the PETC evaluate the quality of training in any way? If so, how?
14. Are trainers ever observed and given feedback on their work? If so, who does this?

### Section 4: Support for trainers

15. Some trainers are nominated to attend Master Training at CEHRD. How are these trainers chosen?
16. Do trainers at the PETC have any other opportunities to continue their own professional development?
17. In your opinion, what are the qualities that your best trainers have?
18. And what about those trainers who are less effective, what areas of their work do they need to improve?

### Section 5: Conclusion

19. Before we finish, is there anything else you would like to tell me about the work of trainers at the PETC?

## Appendix 4: Teacher focus group questions

### Introduction

Welcome the teachers and thank them for attending. Briefly describe the research project and its goals and explain the purpose of the discussion, which is to hear about their experiences of attending PETC training.

### Section 1: Background

At the start of the meeting fill out this form. This should only take up five minutes of the session. Scan their responses quickly to see if there are any issues to follow up.

Queries	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Date					
School you teach at					
Subject(s) and grades you teach					
Gender					
In total, how many years have you worked as a teacher?					
Your current teacher status					
Highest academic qualification					

### Section 2: Experience of training

This section asks teachers about previous training they have attended.

1. Before this current course, did you attend any other training? If yes, please describe.
2. If you attended training before, what kind of training was it? (TPD, customised)
3. Have you attended any training provided by private or non-government organisations? If so, please describe.

### Section 3: Quality of training

This section asks teachers about the quality of the government training they are attending and have attended.

4. Generally, how do you feel about the quality of the governmental training you are attending now and have attended in the past?
  - a. Where they are positive, ask them to explain what they like(d) about the training.
  - b. Where they are negative, ask them to explain why they feel the training is/was not good quality.

5. Do you feel that the governmental training gives you practical ideas that you can use in your own classrooms?
  - a. If yes, ask them for some examples of ideas they have transferred to the classroom (or may transfer from the current training course).
  - b. If no, ask them to explain further why training ideas cannot be transferred to the classroom.
6. What about the training you are doing now? How do you feel about its quality? Please explain.
7. On this current training, do you feel you are acquiring any new knowledge? If so, please explain. If not, why do you feel this way?
8. 'PETC training is delivered by high-quality trainers.' To what extent do you agree?
  - a. Where they agree, ask them to explain some of the good qualities in trainers they have had.
  - b. Where they are negative, ask them to explain why they do not feel the quality of trainers is high.
9. If you have attended any training provided by private or non-governmental organisations, do you feel the quality is the same as that provided by the government? Please explain.
10. At the end of training, are you asked to give feedback or evaluate the course? If so, comment on what you are asked about.
11. If you provide feedback, do you comment frankly on the training or are you cautious about what you say?
12. What changes can be made to the training provided by the PETC to make it a more valuable professional learning experience for you?

#### Section 4: Conclusion

One final opportunity for teachers to say anything else about their training experiences.

13. Before we finish, is there anything else you would like to say about the quality of the PETC training you are attending now or have attended in the past?



## Appendix 5: Trainer focus group questions

### Introduction

Welcome the trainers and thank them for attending. Briefly describe the research project and its goals and explain the purpose of the discussion, which is to hear about their experiences as trainers and to learn more about the professional development they need to continue their development as trainers.

### Section 1: Background

At the start of the meeting hand out these printed sheets and ask participants to fill them in and hand them in. This should only take up five minutes of the session. Scan their responses quickly to see if there are any issues to follow up.

Questions	Answers
Date	
Province you work in	
Subject(s) and grades you deliver training for	
Gender	
In total, how many years have you worked in education (teaching and training)?	
How many years have you been working as a trainer for the PETC?	
How many times each year does the PETC call on you to deliver courses?	
What kinds of training have you delivered for the PETC? (TPD, customised training, etc.)	
Have you delivered any training organised at local government level?	
Do you deliver training for any other organisations apart from the PETC?	
Are you a full-time trainer or do you also teach somewhere?	

### Section 2: Becoming a trainer

This section asks trainers about how they became trainers.

1. How did you first become a trainer with the PETC? For example, did you apply or did they contact you and invite you to join?
2. At the time you became a trainer, do you remember if there were certain criteria you had to meet, such as years of teaching experience or qualifications?
3. After you were accepted as a trainer by the PETC, did you receive any initial training from them about this new role and about what they expected of you?

### Section 3: Working as trainer

This section asks trainers about their experience of working as trainers for the PETC.

4. How often do you deliver training for the PETC?
5. What kinds of training do you deliver – for example, TPD, custom-training, and for which subjects and levels?
6. Normally, how much in advance of the training does the PETC contact you?
7. How large are the groups of teachers you normally work with?
8. Where is the training delivered and over how many days?
9. What materials does the PETC provide to help you prepare?
10. Do you follow the materials the PETC provides or do you also modify these and add your own?
11. What do you feel generally about the quality of the training materials that the PETC gives you?
12. Are the materials you receive normally appropriate (a) for the teachers you work with and (b) for the length of the training (i.e. is the volume of material appropriate)?
13. In addition to delivering the training for the PETC, are there other responsibilities you have to fulfil? For example, if the teachers are being assessed through written assignments, are you involved in that? If yes, comment on what this involves.
14. How motivated to attend training are teachers and what factors in your opinion improve or reduce their motivation to attend training?
15. After the training, do you have any further contact with the teachers once they return to their schools? If so, please describe this.
16. Do you know anything about whether teachers transfer ideas from the training to their classrooms when they return to school?

### Section 4: Developing as a trainer

This section asks questions about development opportunities that trainers have and would like to have.

17. Either (depending on whether the group is attending TOT or not):
  - (a) You are currently attending a Training of Trainers course. Before this, did the PETC provide you with any other training? If yes, please describe it. What are your feelings about the quality of the current TOT course?
  - or
  - (b) Has the PETC given you the opportunity to attend any training to help you develop as a trainer ('Training of Trainers' or similar)? If so, please describe this.
18. Have PETC officials ever observed you during your training sessions?
19. Have you ever received feedback from the PETC on your work as a trainer? If so, comment on this.
20. Are teachers asked to provide feedback on the quality of the training they attend?
21. In your opinion, what are the most important skills that trainers need in order to be effective?
22. Which areas of your work as a trainer would you like to become better at?

### Section 5: Conclusion

One final opportunity for trainers to say anything else about their experiences and needs as trainers.

23. Before we finish, is there anything else you would like to say about your work as a PETC trainer?





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