

Terms of Reference

National Inclusive Education Expert for Needs Analysis and review of materials on disability inclusive education in Nepal

December 2023



Overview of the British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. We support peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide. Through our arts, education and English programmes, we give opportunities to hundreds of millions of people worldwide each year. We are on the ground in six continents and over 100 countries. The British Council has been operating in Nepal since 1959.

In Nepal, the British Council has been working with the Ministry of Education, Science and Technology (MoEST) and other education agencies for over 64 years to support systemic reforms in the education sector. Our priorities in the education sector entail school education, English language teaching and learning, non-formal education, and Technical and Vocational Education and Training (TVET). The implementation of the School Sector Development Plan-Technical Assistance (SSDP-TA) and the Dakchyata: TVET Practical Partnership programme are recent portfolio that contributed to system strengthening and policy reforms in Nepal.

Background

The Constitution of Nepal (2015) envisions creating an equitable, inclusive and socialism-oriented nation. Nepal has also expressed its commitment to the education-related Sustainable Development Goals (SDGs) which aims to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. The School Education Sector Plan 2021-2030 (SESP) fulfils the commitment of the Government to (i) ensure compulsory and free education up to basic level and free education at secondary level, as guaranteed by the Constitution of Nepal, (ii) implement the 2019 National Education Policy and (iii) achieve SDG 4 identified by the global community on ensuring inclusive and equitable quality education and lifelong learning by 2030.

One of the key strategies of SESP is to implement the inclusive education roadmap to ensure that children with functional limitations are supported to engage in the most inclusive form of education possible and that schools are strengthened to cater to identified needs of these children. Nepal has developed an equity index under the Constitutional Equity Strategy for the Nepal school education sector, which rates the disparities in access, participation and learning in basic education. The Gender Parity Index is 0.92 in ECED. The gender parity index in basic enrolment is 0.99 and in secondary level 1.01. The National Equity Index was 0.72 in 2019. According to national Census in 2021, 2.2 percent of the total population of Nepal has disability, but reported figures of total student with disabilities in school education were as low as 0.43 percent for basic education, and 0.39 percent in Grade 9-10 and 0.25 percent in Grade 11-12.

Center for Education and Human Resources Development (CEHRD), the implementation line agency of MOEST, in its annual programme implementation plan (2019-2020) introduced provision of setting up Student Assessment Technical Committees (SATC) in all the local governments to identify and allocate necessary support to children with disabilities. Implementation of such provision has been mixed as most of the local governments are still without such set up. A qualitative study conducted on Individualized Education Plan (IEPs) stated

that while IEP development process and quarterly report are important, its implementation was challenging due to high student numbers in the classroom in the available time.

The Programme

The British Council has partnered with UNICEF to build a programme to support the Government of Nepal's goals for sustainable improvements in inclusive education. The programme, **“Strengthening quality inclusive early learning and institutional capacity within the Nepal’s school education sector”**, seeks to support the Government’s School Education Sector Plan (SESP), Consolidated Equity Strategy 2014 and roadmap on inclusive education through series of interventions that will improve children’s access to effective and inclusive education through a holistic approach working across multiple levels of the system. The programme’s objectives are to support system strengthening for promoting quality and inclusive education; and strengthening institutional capacity in local governments to ensure quality and inclusive access to quality early grade learning within their schools. The scope of the partnership programme includes developing policy guidelines on languages in education, capacity building activities around multilingual education in early grades, supporting implementation of strategic plan for Girls and Inclusive Education (GIE) networks, supporting institutionalization of the Student Assessment Technical Committees (SATCs) at the local level, and capacity building activities on disability inclusive education. The programme activities will be implemented at central level in Kathmandu valley, and fifteen local governments in Madhesh, Lumbini, Karnali and Sudurpaschim province of Nepal.

The British Council is seeking a National Consultant for needs analysis of SATC and disability inclusive education, engaging with municipalities on SATC, and review and finalize resources related to early screening and preparation of Individualized Education Plans (IEPs).

Objectives of the assignment

The objectives of the assignment are:

- To carry out needs analysis of SATC and disability inclusion;
- Engagement with target municipalities on SATC; and
- To review and finalize resources, training materials and checklists on early screening and preparation of IEPs.

Scope of Work

The National Inclusive Education Expert will support the International Inclusive Education Expert (to be recruited separately) to review existing policies, practices and situations around SATCs and disability inclusive education in general. The expert will also support in review and finalization of existing resources related to early screening and preparation of IEPs to strengthen disability

inclusive education. The expert will lead on local data collection and engagement with fifteen target municipalities on SATC, and coordinate with the relevant local stakeholders.

Specific tasks¹ for the assignment include:

- a. Support international consultant to develop a brief inception plan covering scope and methodology for the needs analysis, in consultation with the British Council and UNICEF.
- b. Support to review and analyse provisions for disability inclusive education in Nepal through desk review of relevant documents including Nepal's School Education Sector Plan (SESP) and its progress report; National Education Policy 2019; approach paper and roadmap for inclusive education; consolidated equity strategy; and other relevant research publications.
- c. Develop appropriate tools (including questionnaire, checklists, or comparative analysis) for collecting information for the needs analysis.
- d. Lead on collecting data and consultations with relevant stakeholders at federal, provincial and local level to understand situation with disability inclusive education and Government's priorities.
- e. Engage with relevant stakeholders at target municipalities on current situation, needs and constraints for institutionalizing SATC.
- f. Orient target local government on SATC and disability inclusive education approaches.
- g. Support international consultant to conduct needs analysis of existing Student Assessment Technical Committees (SATCs) and status of disability education – including existing policy direction, current practices, constraints, and gaps at federal, provincial and local level.
- h. Support international consultant to review and finalize existing resources related to early screening and preparation of Individualised Education Plans (IEPs) including teacher resource guide and materials on SATC and guidelines and format for preparing IEPs² to provide strategic guidance for the national as well as local education unit for effective implementation of IEPs at school levels.
- i. Based on the needs analysis, support international consultant to recommend scope and approach for disability inclusive education component under the programme.

Deliverables

The Consultant is expected to deliver the following:

- Brief inception plan covering scope and methodology for the needs analysis
- Detailed Needs Analysis Report of SATC and status of disability education
- Summary report on review and finalization of existing resources related to early screening and preparation of Individualised Education Plans (IEPs)

¹ The tasks may be mutually adapted during the planning stage of needs analysis based on comments from CEHRD and UNICEF.

² Teacher resource guide and materials on SATC, and format for IEP are available.

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The National Consultant is expected to support international consultant to develop these deliverables alongside collaboration with the Steering Committee members and/or Task Force members identified by the CEHRD.

Consulting Inputs

The British Council will recruit following consultants for the study:

Consultant	Assignment Type	Input Days
National Inclusive Education Expert	Desk based with field visits outside Kathmandu	90 Days

NB: The British Council will recruit an International Consultant to support the assignment.

Consultant specifications

- At least 5 years of demonstrated professional experience in leading and managing inclusive education projects and/or research studies, preferably in the field of disability. The Consultant should have a solid understanding of Nepalese education sector context, research design, data collection methods, and data analysis techniques.
- Extensive experience in research and analysis in the areas of disability and/or inclusive education including policy reviews.
- Experience of working with federal and local governments on inclusive education.
- Strong communication and interpersonal skills and experience of engaging with a range of external actors, including interacting with government officials, the task force and the international consultant, with a view to achieving the partnership objectives.
- Prior advocacy on disability education in classrooms and schools reflected through professional work and/or publications will be considered as an asset.

Implementation arrangement

The National Inclusive Education Expert will provide inputs primarily in Kathmandu, with field visits outside Kathmandu. An international consultant and provincial coordinators will work closely with the national consultant. The needs analysis will be guided by CEHRD counterpart staff. A Senior Project Manager from the British Council will be assigned to coordinate needs analysis and monitor the progress.

Duration of Consulting

The consulting period will be implemented from 02 January 2024 to 31 May 2024.

How to Apply

Interested eligible applicants should e-mail (i) latest CV (maximum 5 pages), and (ii) expected daily consultancy rates to consultant@britishcouncil.org.np before 23.59 on 12 December 2023. Please mention “Application for National Inclusive Education Expert” in the e-mail subject line.

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