

Annex – 1
Terms of Reference (TOR)
For
Study on Language Reading Instruction: Parents and Community Attitudes, Language Use in Instruction, and Teacher Assignment

1. Background

The Early Grade Reading Program (EGRP) is a five-year program (2015-2020) funded by the United States Agency for International Department (USAID) Nepal to assist the Government of Nepal's (GON's)/Ministry of Education (MOE) to improve reading skills of all community school students in grades 1 to 3. This program will primarily support the government's National Early Grade Reading Program (NEGRP) began in July 2014 and was a part of the School Sector Reform Plan (SSRP) till July 15, 2016 and currently has been one of the components of School Sector Development Program (SSDP). The overall goal of EGRP is to improve reading outcomes for over one million learners in Nepali, as well as three mother tongues and other languages as determined in collaboration with GON.

The main purpose of the EGRP is to provide technical assistance and other services to support the achievement of the goals of the GON's National Early Grade Reading Program (NEGRP). The objectives are to improve early grade reading instruction, improve national and district early grade reading service delivery, and increase family and community support for early grade reading. EGRP will be implemented on phase basis in 16 districts of Nepal. In the first phase, EGRP will be implemented in 6 districts (cohort 1) as high intensity districts that will be receiving more inputs compared to remaining 10 districts. EGRP will be expanded to additional 10 districts (cohort 2) however, these districts under low intensity category and have been receiving some EGRP inputs. Reserving this process high intensity district will be under low intensity and vice versa after two years. Ultimately, EGRP supports the Government of Nepal's to scale up most relevant EGRP program activities to 59 districts over five years, by the end of 2020.

This TOR examines language use for reading instruction, including an examination of parent and teacher attitudes, languages used by teachers and students in school and at home, and actual language use for instruction, with a focus on reading instruction. This study is directly related to two EGRP subtasks: 2.1.11 "Investigate parent and community attitudes and beliefs about selected languages of instruction and Nepali instruction and learning"; 2.3.3 "Determine the match between teacher assignments and LOI for reading in a given school" and may inform additional 2 subtasks: 2.3.4 "Develop and implement a plan for rectifying any mismatches between teacher assignment and LOI for reading"; 2.3.6 "Policy workshop regarding the LOI for reading adjustment process". In addition, findings from this study may help to inform government policy dialogue related to language use in instruction.

2. Purpose and Objectives

2.1 Purpose

The main purposes of this study are to examine and report on: (i) parent and community attitudes and beliefs about language for instruction, with focus on reading instruction; (ii) actual use of language for instruction in school; (iii) match between teacher's language(s), students' language(s), and language(s) used for instruction.

2.2 Objectives

The specific objectives of the study are:

- 2.2.1 to identify the parents and community attitudes and beliefs about language used for instruction, particularly for reading, in the early grades.
- 2.2.2 to determine the magnitude of the match between language(s) spoken by teacher, students' language(s), and language used for instruction, particularly for reading, in the early grades.
- 2.2.3 to identify how languages are used for instruction, particularly for reading, in the early grades.
- 2.2.4 Present main findings and implications, including possible policy options regarding teacher assignment and language for reading instruction in the early grades.

3 Scope of Work

The scope of work (SOW) of this study in broad terms includes the following:

- 3.1 Review international literature on language of instruction for reading and research studies in Nepal on language and language of instruction, with particularly focus on reading.
- 3.2 Review existing government policy, rules and regulations on language of instruction, with particular focus on language of instruction for reading.
- 3.3 Review the existing government policy, rules and regulations on teacher assignments, with particular emphasis on language and language use for instruction, especially for early grades 1 to 3.
- 3.4 Based on the findings of the reviews, design the survey study.
- 3.5 Facilitate the meetings and workshop on the survey design (sampling procedures, data collection survey form and guidelines etc) on the proposed subject organized jointly by EGRP and CDC/DOE.
- 3.6 Carry out survey study.
- 3.7 Prepare draft report based on survey study focusing on parents and community attitudes and beliefs about languages for instruction, language use in school, and match between teachers and students' language.
- 3.8 Make presentation of the draft report on the study to the Dissemination Workshop organized by EGRP in coordination with CDC and DOE where members of the technical working groups and representatives of central level line agencies will attend the workshop and finalize the draft report incorporating the comments obtained from the workshop participants.
- 3.9 Prepare final study report on the subject including a section on implications and possible policy options.

4. Deliverable

The main deliverables of this TOR will be:

- 4.1 Report on of the preparatory work of the study (review of the literatures and documents, development of the data collection tools or guidelines and presentation of the study tools/guidelines and review findings to the Technical Working Group Meetings and/or Workshop jointly organized by CDC and EGRP.
- 4.2 Report on the completion of field work and submission of the draft report to EGRP and presentation to technical working group and/or workshop organized by EGRP/CDC, and
- 4.3 Submission to EGRP the study final report on Parents and Community Attitudes and Beliefs on Selected Language of Instruction and Nepali Instruction and Teacher Assignment on Language of Instruction and Learning, including section on implications and possible policy options.

5. Methodology

The methodology of this study will be of the survey nature of parents and community on attitudes and beliefs on selected language and Nepali instruction and learning. This **TOR remains flexible to firm/company to propose an appropriate methodology** to this survey study under the circumstances of its purpose, objectives, scope of work and deliverables. With this consideration, this TOR presents the following as a **preliminary idea of methodology**:

5.1 Technical Working Group (Advisory Committee)

Technical Working Group (TWG) as Advisory Committee consists of technical members representing from Monitoring and Evaluation Division and Planning Division of Ministry of Education, Department of Education (DOE), National Centre for Education Development (NCED), Education Review Office (ERO), Curriculum Development Centre (CDC), EGRP, Teacher Union/Teacher Professional Organization, representative of Language Commission and external research methodological expert (1) and data analyst expert (1). The TWG will coordinate amongst the central level agencies (CLAs) and provide technical support to the firm/company in all phases of designing, carrying out the study and finalization of its report. With this regards, EGRP will facilitate all phases of the study in coordination with DOE to make the firm/company enable to produce deliverables expected by the study.

5.2 Review of Documents and relevant Literature

The firm/company has to collect all the relevant documents and literatures to this study from MOE, its line agencies (DOE, NCED, CDC and ERO) and other organizations as well. Firm/company has to review the documents and has to prepare review chapter of the study corresponding to the objectives and deliverables foreseen. After completion of the review, firm/company has to present the review findings to the Technical Working Group (TWG) for discussion and feedback. Firm/company has to update the review chapter incorporating the comments obtained from the TWG that will be base for further planning of the study.

5.3 Sample of the Study

Sample for this study consists of all central level agencies, districts, resource centers, schools districts, its communities and relevant local institutions of 16 districts. The sample of the study will consist from 16 districts representing different sample units from each level. Though a procedures of sample size of the study given below, the firm/company can propose appropriate procedures and **reasonable sample size for the study**.

5.3.1 Selection of Districts

Since 2015, EGRP has been in implementation in 6 districts (**cohort 1 as high intensity**) that include Saptari, Bhaktapur, Kaski, Manang, Banke and Kanchapur. These districts will be getting a completed package of EGR from 2015 to 2017. The second phase of EGRP districts are 10 districts (**cohort 2 as low intensity districts**) that consists of Dhankuta, Parsa, Rupandehi, Mustang, Dolpa, Bardiya, Kailali, Dang, Surkhet and Dadeldhura. From 2018 to 2020, the second cohort districts will be receiving a refined complete EGR package, though these districts receiving some inputs at present as well. The selection of the districts will be on the following basis:

- (a) Categorization of EGRP districts by geographical belts
- (b) Selection of the districts on proportionate basis from each geographical belts that will not exceed six districts.

Amongst these two categories of EGRP districts, firm/company has to sample appropriate number of districts based on using reasonable criteria not exceeding **six districts** which has been proposed purposively with a view to get wider picture of selected language of instruction as mother tongues and Nepali language of instruction.

5.3.2 Selection of Resource Centers

Firm/company has to select Resource Centers (RCs) to make basis for sampling schools in each district. For this purpose the RCs in the district have to be classified with respect to ethnicity/castes having different mother tongues including Nepali language. For this, firm/company firstly has to identify the RCs with respect to language groups, including Nepali language. The firm/company has to classify RCs with respect to language groups in consultation with the officials of EGRP and DEO personnel (School Supervisor, Resource Persons, Technical and Administrative Officers).

For example, the total number of RCs has to be classified in up to four categories with respect to: (i) RCs having highest language group A though there might be people belonging to other language groups (ii) RCs having highest language group B though there might be people belonging to other language groups (iii) RCs having highest language group C though there might be people belonging to other language groups and (iv) RCs having highest language group D though there might be people belonging to other language groups.

There will be four 4 categories of RCs, **1 RC** representing each category should randomly be selected from the sample district. Based on this information, between **1 and 4 RCs having different majority language groups per sample district** have to be picked randomly that will be basis for the selection of schools and surrounding communities. The sample RCs would be up to **24 RCs (4 RCs x 6 districts = 24 RCs)** for the study. The firm/company can propose different strategy for sampling RCs as well. The firm/company can propose different strategies for selection of RCs of the sample districts to make better representation of the bottom level sample units.

The key informants, namely School Supervisor (SS) and Resource Person (RP) of the sample RC and members of Resource Center Management Committee (RC-MC) and local institutions will be the sources of information for sampling the schools and data required for this study.

5.3.3 Selection of Schools

The sample RCs will be the base for selecting schools and their surrounding communities for this study. Schools will be eligible for sampling if the school/community population reflect the language category of that selected RC (i.e, if an RC is selected to represent majority Awadhi language group, only schools in majority Awadhi communities will be eligible for sampling). Two schools should then be randomly selected from among all eligible schools for each selected RC each category of school.

If 6 districts are selected as guided by the scientific sampling criteria, there would be **x number of schools and corresponding communities (4 RCs * x number of schools * 6 districts = x number of schools /district) from 6 sample districts**, as source of data required for this study. The firm/company has to propose **a standard sample size for study** either on the above mentioned framework or **applying different frameworks**.

Head teachers, teachers and Members of School Management Committee (SMC) and Parents Teacher's Association (PTA) representing from sample schools will be the key informants and local relevant institutions (mother groups, clubs, saving and credit, cooperative, water user groups etc) for this study. Firm/company has to determine the number of key informants based on the research evidences to generate the information adequately required for the study.

5.3.4 Selection of Parents

For the selection of parents/homes from sample schools representing early grades 1-3, firstly the firm/company has to classify the students of each early grades with respect to ethnicity/caste. The firm/company has to select the parents/homes representing each grade and ethnicity/castes following the procedures applied to select RCs and schools. At least 10 percent of parents (purposive) from each grade should be selected from each sample school.

5.3.5 Selection of Community Members

The firm/company has to select key persons of the community who will representatives of community based organizations (club, mother groups, cooperatives, social worker, political leaders, entrepreneurs etc) for collecting data from them.

5.4 Sources of Data

The sources of data for this study will be secondary and primary data. **Secondary data** will be available at central offices, district office, resource center and school. The sources of **primary data** will be the key informants of different levels of the samples units of central, district, resource center, school and community under the circumstances of sample size.

5.5 Data Collection Instruments

Based on the TOR and the findings of the reviews carried out, firm/company has to develop instruments for the collection of secondary data as quantitative data and primary data as quantitative and qualitative data from different sample units.

5.5.1 Quantitative Data Collection Form

Firm/company has to develop **Form for Secondary Data**. Firm/company will collect secondary quantitative data from different sources of the sample units using this data form. To collect the primary quantitative data on study area, the firm/company has to develop **Survey Form** for different key informants. This will focus on the areas on language of instruction of selected languages as mother tongue and Nepali language of instruction on learning. Before using this form, this has to be tested in a small scale to ensure that these tools are validate to collect required data from different sources.

5.5.2 Qualitative Data Generating Guidelines

Firm/company has to develop Guidelines for Key Informants, which will be for collecting qualitative information. These guidelines will be of different types as the level of key informants varies at each sample unit. With the help of these guidelines, firm/company will generate qualitative data from diverse key informants representing different level of sample units. The following will be the survey form on attitude and belief on selected language of instruction as mother tongues and Nepali language of instruction and learning.

5.5.2.1 Central Level

It is expected that central level informants will largely provide information pertinent to review portion of the study, directing firm/company to relevant policies, studies, and documents.

5.5.2.2 District Level

Data sources for this study at district level will be: (i) District Education Office (ii) School and (iii) Community. With due consideration of the nature of data sources, firm/company has to develop Survey Form and Guidelines for Key Informants for generating data from them.

A. District Education Office

Data sources for the study are District Education Officer, Deputy District Education Officer, Deputy Technical and Administrative Officers and School Supervisors. So, the firm/company has to develop Survey Form and Guidelines for these key informants to generate data from them.

B. Resource Centre

At resource centers (RCs) level, Resource Persons (RPs) and Member of RC Management Committee (RC-MC) are the sources of data. Firm/company has to develop Survey Form and Guidelines for RP and RC-MC for generating data from them.

C. School

School is another valuable sources of data for this study. The sources of data are head teacher, teachers, School Management Committee (SMC) and Parents Teacher Association (PTA). Survey Form and Guidelines for collection of data from these key informants should be developed.

D. Community

Community is the bottom source of data for this study. Data can be generated from parents, retired teachers, government officials, representatives of different community based organizations and social workers. For this, Survey Form and Guidelines should be developed to collect data from them.

5.6 Methods of Data Collection

The tools and methods of data collection procedures will be different as mentioned below:

5.6.1 Secondary Data Collection

Secondary data on language of instruction and learning in the early grades will be available at central offices, district office, resource center and school. Firm/company has to collect these data from these different sources using the **Data Form** developed.

5.6.2 Primary Data Collection

Primary data from different key informants will be collected using the Survey Form and Guidelines to Key Informants through: (i) interview (ii) focus group discussion (iii) formal and informal consultative meetings (iv) interaction with selected key informants on specific concerns of the study as per need.

5.7 Data Analysis

By the nature of the study, there will be two types of data: (i) qualitative data and (ii) quantitative data on. Both types of data should be analysed using appropriate statistical tools and methods with justification. The data analysis should guide the integration process of quantitative and qualitative data as well to produce meaning full evidences required for the study and to draw inferences with respect to the specific objectives of the study and its thematic areas.

5.8 Presentation of Data

The data for this study will be qualitative and quantitative on the subject studied that should be presented in appropriate patterns. The quantitative data should be presented in table with data and corresponding percentage, average if applicable and graphs with respect to the themes. The qualitative data should be interpreted by the themes of the study. Both quantitative and qualitative data should be integrated systematically to drawing validate inferences with respect to the themes of the study.

6. Performance Period

The period of performance of this study will be **two months** from the date of signing the contract.

7. Coordination

The firm/company will work in association with EGRP and DOE to complete the study on time and efficiently. EGRP will facilitate coordination process with DOE, CDC and MOE in all phases of the study. EGRP will organize coordination and consultation meetings with the focal persons of DOE, CDC, NCED, ERO and MOE and other key stakeholders in finalization of study design, tools, data analysis, report preparation, organization of study planning workshop and workshop on sharing of findings of the study.

8. Reporting Requirement

8.1 Briefing Meeting

The firm/company will provide fortnightly briefings on the progress on achievement of the deliverables of the study. EGRP representatives and focal person of DOE, CDC, NCED, ERO and MOE will attend the briefing meeting. The firm/company will prepare a brief of the progress that will cover:

- (a) Progress towards achieving the deliverables with respect to the work plan.
- (b) If any difficulties, their explanation and description how they are resolved in achieving deliverables.

8.2 Completion of the Study

The firm/company will submit one-page progress report every two-week after beginning the assignment. After completion of the study, firm/company will submit the final study report to EGRP (Suggested structure for report will be provided after award). Then the firm/company will make a presentation of the study report to technical working group where officials of concerned sections of CLAs and their focal persons will attend the meeting.

The reporting format will be prepared jointly by EGRP and firm/company during the course of study.

9. Human Resource

The study team proposed by the firm/company should fulfill the following requirements to be eligible to undertake this assignment:

- The study team should consist of Team Leader, Data Analyst/Statistician, Thematic expert (s) and Field Researchers as per need of the study.
- Team leader must have Master's Degree in education or equivalent degree and at least 5 years of experiences in carrying out studies and preferable in educational research studies and fluency in spoken and written English Language.
- Team leader must have expertise and experience in data analysis, analytical skill, report writing and presentation skills and be familiar with overall school education system of Nepal.
- Team leader and team members should have experience in working with Ministry of Education or government and non-government agencies, especially in the field of research, evaluation and survey studies.
- Team leader must be familiar with overall school education system of Nepal and its development scenario and current education challenges, language of instruction and teacher appoint policy in practice and preferable experience in working with Ministry of Education or similar agencies, especially in the field of research, evaluation and survey studies.
- Team members must have minimum Bachelor Degree, however preferable to Master Degree having experiences in carrying out research studies and should have the expertise in the study subject or its

thematic areas as per need of the study. Team members should have experience in working with Ministry of Education or similar government and non-government agencies, especially in the field of research, evaluation and survey studies.

10. Logistic Support

EGRP will not provide any logistic support to the firm/company while carrying out this study. For the field survey/field work or travel of the firm/company, the required cost of all the logistic support should be included in the financial proposal considering the realistic budgeting principles.

11. Estimated Budget

The firm/company has to submit the proposed budget with the detailed activity breakdown and other cost required to complete the study as per TOR. The cost of the activities should be budgeted in Nepalese Rupees (NPR) in the context of Nepal price rate. The budget ceiling for this study is NPR **1,100,000.00**

12. Work Plan

The firm/company has to submit the detailed work plan in the technical proposal. This should reflect a clear linkage between the objectives and activities of the study. The activities should demonstrate a sequential strategy to produce deliverable of the study within the specified period of time.

13. Submission of Proposal

13.1 Technical Proposal

The firm/company has to submit the technical proposal based on the TOR for this study. The technical proposal should not exceed **TEN** pages. This is estimated maximum page of the proposal. If it exceeded, it will not be acceptable to the contracting agency. It must be written in **English Language** and **typed on standard A4 paper, single spaced, 12-point Times New Roman Font**. The technical proposal should include updated CVs of the study team if any fulfilling the criteria mentioned in the **section of Human Resource (number 9)**. The CVs included in the proposal and legal documents attached in the proposal will **NOT** be counted in ten pages. The sections of the technical proposal with estimated pages will be as follows:

- A. Cover page (1 page):** This includes the title of the assignment, name of the firm/company, contact address (phone, email address), date of submission, signature of the authorized person and stamp if submitted by consulting firm.
- B. Introduction (2 pages):** This section includes background, purpose, objectives, scope of work and deliverables of the assignment.
- C. Methodology (4-6 pages):** This section contains what approaches and methodology will be applied to accomplish the study, details of the activities to achieve deliverables, any innovative ideas, unexpected outcomes and requirements for completing the study effectively on the performance period.
- D. Work Plan (1 page):** This includes key activities of the study and days required to complete them on specified time maintaining linkage with study objectives.

13.2 Financial Proposal

The financial proposal should include the costs of different activities as per the attached financial template. (See Annex 2)

14. Evaluation Criteria

The firm/company meeting the minimum eligibility criteria will be evaluated as per the criteria specified in the table below. The total score of the evaluation will be 100 marks whereas 80 marks have been allocated to technical proposal and 20 marks to the financial proposal. The firm/company will be selected on the basis of the aggregated marks of technical proposal and financial proposal.

14.1 Technical Proposal (80 points)

SN	Criteria	Marks
1.	Understanding and explanation of the assignment in terms of SOW	10
2.	Explanation of the activities of the assignment with respect to SOW.	10
3.	Explanation of methodology of the study appropriate to objectives, activities and deliverables consideration on optimization of resources.	20
4.	Work plan of the study (clarity of the activities linking with objectives, scope of work and time frame).	10
5.	Academic qualifications and expertise in relevant areas of the study team including team leader, expertise in thematic areas of the study (i.e. language, teacher appoint policy etc.)	10
6.	Experiences in language of instruction, language reading, survey studies, data analysis, report write and presentation of the study team.	10
7.	Experience in working with government or non-government system in similar fields or social sciences.	5
8.	Completion of two similar assignments or activities.	5
	Total marks	80

14.2 Financial Proposal (20 points)

The cost estimate of the study should be presented on the budget format attached (See Annex - 2) and within the approved budget ceiling.

14.3 Proposal Review Committee

The technical committee will review all the documents submitted by the firm/company and evaluate on the basis of the above evaluation criteria. The committee will make a decision either to award the contract to the competent firm/company or may reject/disqualified the firm/company who cannot meet the requirements as specified in this TOR.

15. Mode of Payment

The payment mode of this assignment to the firm/company will be as follows:

Payment Stage	Deliverable	%
First	Upon completion of Deliverable 1: 30 percent of the total budget will be paid to the firm/company after submission of the initial progress report on of the preparatory work of the study (i.e. review of the literatures and documents, development of the data collection tools or guidelines, preparing field work schedule) and presentation of the study tools and findings of the review to the Technical Working Group Meetings and/or Workshop jointly organized by CDC and EGRP.	30
Second	Upon completion of Deliverable 2: 30 percent of the total budget will be paid to the firm/company after submission of the draft report to EGRP and presentation to Technical Working Group Meetings and/or workshop organized by EGRP/CDC.	30
Third/Final	Upon completion of Deliverable 3: The remaining 40 percent of the total budget will be paid to the firm/company after submission of the study final report on Parents and Community Attitudes and Beliefs on Selected Language of Instruction and Nepali Instruction and Teacher Assignment on Language of Instruction and Learning, including section on implications and possible policy options to EGRP and presentation to Technical Working Group Meetings and/or workshop organized by EGRP/DOE.	40
	Total Payment	100

16. Reservation

RTI reserves the right to accept or reject any applications without incurring any liability to the affected applicants and without issuing any justification.

EGRP is not obligated to award the contract to the applicants or to pay for any costs incurred by the firm/company in preparation of this study proposal in response to this TOR.