



CALL FOR PROPOSALS

Research on the privatisation of education in Nepal

Purpose

Nepal has a diverse and stratified education system with different types of community schools (i.e. schools that are fully or partially funded/managed by the government and/or the community) that constitute the public education system, and institutional schools (i.e. religious schools, private schools) that constitute the private sector. Here, the majority of private education is for-profit and the profile of students attending private schools is determined by socio-economic or class status, location, caste and gender (Subedi et al. 2013, p.33). The private sector appears strengthened, especially since the earthquake in 2015, and there is concern that this privatisation trend will exacerbate inequalities, undermine the provision of quality education for all, as well as lead to further deterioration in teachers' working conditions. Through this research, Education International seeks to provide an overview of the different types of privatisation in Nepal, and contribute to a critical debate about the links between students' right to quality education, teachers' right to quality working conditions and regulation of private actors in the educational sector. The research will include a broad mapping of privatisation trends in Nepal, as well as provide insight into some concrete examples of private education provision and private sector networks.

Objectives

With a focus on primary and secondary education, the research should include the following components:

- Introductory mapping of the different manifestations of privatisation in and of education in Nepal:
 - Description and analysis of how privatisation shapes the education system in Nepal;
 - Examination of existing legislation and education standards concerning private education provision;
 - Listing of the most prominent private actors in the educational sector in Nepal;
 - Political economy analysis of privatisation trends, with a focus on low-fee for profit private actors and community schools;
- Case study examinations of the Samata Shiksha Niketan Schools - a low-fee for profit private school chain - and the CG Manipal and Chaudhary Group - a network of private institutions in Kathmandu:
 - Collect input from teachers (especially for the Samanta Shiksha Niketan Schools schools) on their experiences of working in such schools, and from other key stakeholders through surveys and interviews;
 - Analyse the findings from the interviews and surveys in light of the existing Nepalese legal and educational frameworks, and in relation to claims and promises as well as to the narrative/evidence private providers present in promoting their schools and services (e.g., quality of education, working conditions, breadth of curriculum);
 - Review key research and other relevant texts and statistics relating to the Samata Shiksha Niketan Schools and the CG Manipal and Chaudhary Group;
- Maintain a cross-cutting gender perspective throughout the research, with a particular focus on legislation, statistics and other secondary data about female students and teachers, also taking into



consideration intersecting factors such as socio-economic or class status, age, ethnicity, religion or any other significant factor that may emerge from the research.

Outputs:

- A clear theoretical framework to guide the research;
- A rigorous review of the pertinent literature, and analysis of available statistics, legislative and policy documents;
- Presentation and analysis of qualitative data gathered through key stakeholder interviews and surveys (e.g. with teachers, government officials, school leaders - both male and female);
- An interim report consisting of a summarised update on the status of the research (in bullet point format);
- A final research report completed within the agreed timeline (30-40 pages approximately, written in English);
- A blog post about the research findings for dissemination on one of the EI websites;
- Presentation of research findings to EI member organisations, leadership and/or partners at a time and location to be determined (travel and accommodation costs to be borne by EI).

Timeline:

May – August 2017

Scope of Work

The research will consist of desk research and an empirical component with surveys and interviews focused on the topics mentioned in the research objectives stated above.

Budget:

15,000 EUR fully inclusive of all costs (including flights, accommodation, internet access, phone calls, documentary materials etc.)

Terms of the Contract

The planned research period is a total of 16 weeks, during which the contractor will liaise with an EI contact person on the progress of the research. The research will remain confidential to EI and the contractor until its publication.

As part of the contract, we expect researchers to liaise with EI's member organisations the Nepal National Teachers' Association (NNTA), the Nepal Teachers' Association (NTA) and the Institutional School Teachers' Union (ISTU).

Schedule of Payments

- 1/3 on exchange of a signed contract
- 1/3 on receipt of the interim report
- 1/3 on receipt of the final report



Proposal Preparation

Interested parties are requested to submit their CV and list of publications accompanied by a brief concept note (2 -3 pages) by April 27th. The concept note should state the research methodology, the scope and scale of the research, a proposed timeline for the 16 weeks, and budget information.

Applicants should submit their proposals by e-mail to research@ei-ie.org with “Nepal” in the subject line.

We strongly encourage and welcome applications of local academics and/or the involvement of local academics and doctoral students. Please indicate in your application whether you have experience in Nepal yourself and / or have contact with researchers in Nepal.

Should you have further questions or require more information, please do not hesitate to contact us by email to: research@ei-ie.org.

About Education International (EI):

EI is the world’s largest federation of unions, representing over thirty million teachers and education workers across the globe. EI views States as the main duty-bearers in the provision of free quality education for all, as well as the nominative guarantor of teachers’ and education support personnel’s labour rights and decent working conditions.

EI policy on privatisation in education: 2015 [Resolution on privatisation in and of education](#)