

The Teacher Professional Support System in Nepal: A case of implementation research informing policy

CIES 2023

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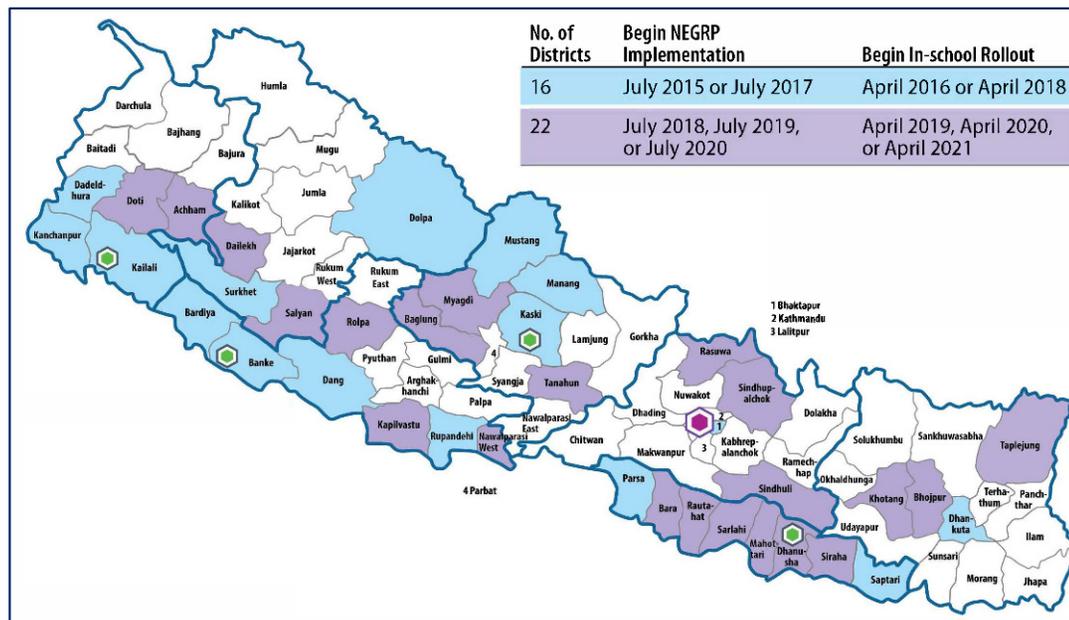
Outline

- Context
- Nepal TPS System:
A tale of implementation
research in 3 acts
- Reflections



Context

- Nepal Government's National Early-Grade Reading Program was initiated in 2015
- USAID support to NEGRP through:
 - TA support (EGRP & EGRP II – 2015-2022);
 - Direct Government-to-Government (G2G);
 - Joint funding with other donors in support of sector programs.
- NEGRP rolled out in context of transition to federalism – beginning in 2015, significant authority moving to local level.



NEGRP “Minimum Package”

Teaching Materials

1

- Curriculum
- Student workbooks
- Teacher guides
- Other teaching and learning materials

Teacher Training and Support

2

- 5-day teacher teaching
- 5+3-day training for TPS providers
- Classroom observations
- Trimester review meetings at local government level

Community Mobilization

3

- Support for updating school improvement plans (SIPs)
- Review meeting with stakeholders at least once a year

Student Assessment

4

- EGRA
- Classroom-based EGRA

Monitoring and Evaluation

5

- Bi-monthly meeting at schools among subject teachers and local government levels
- Annual progress review at local government / district level

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Nepal TPS – Act 1: Reading Motivators



Teacher Professional Support (TPS)

Act I: Reading Motivators

- Original NEGRP & (and EGRP) program design called for external coaching visits;
- 2015-2016, districts identified “Reading Motivators” to visit schools as external coaches;
- EGRP + MOE Carried out MTOT and training of RMs, provided travel allowances for RMs to visit schools.



Teacher Professional Support (TPS)

Act I: Reading Motivators – Implementation Research

- Monitoring report and anecdotal evidence that RM visits were infrequent.
- Carried out “rapid” study in 2017 to get a clearer picture of what was happening and to explore alternatives.

“Rapid” Implementation Analysis

- 5 Districts, 42 schools

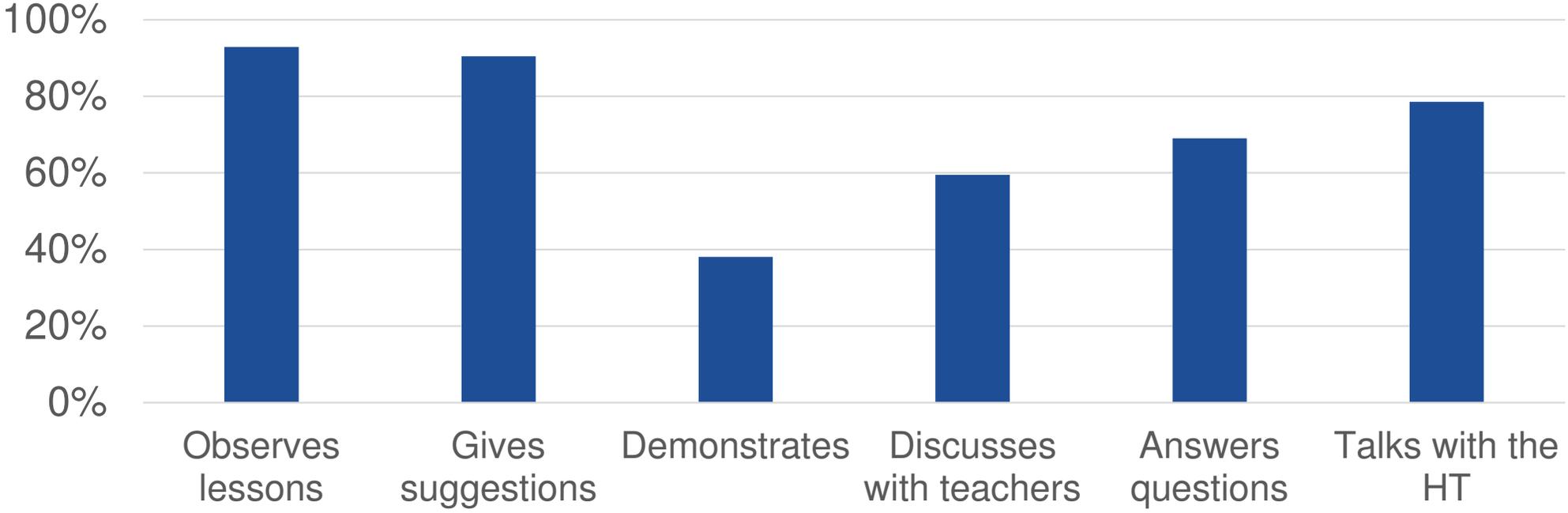
- **Semi-structured interviews**

with:

- **46 FGR**

TPS – Act I: Reading Motivators Findings

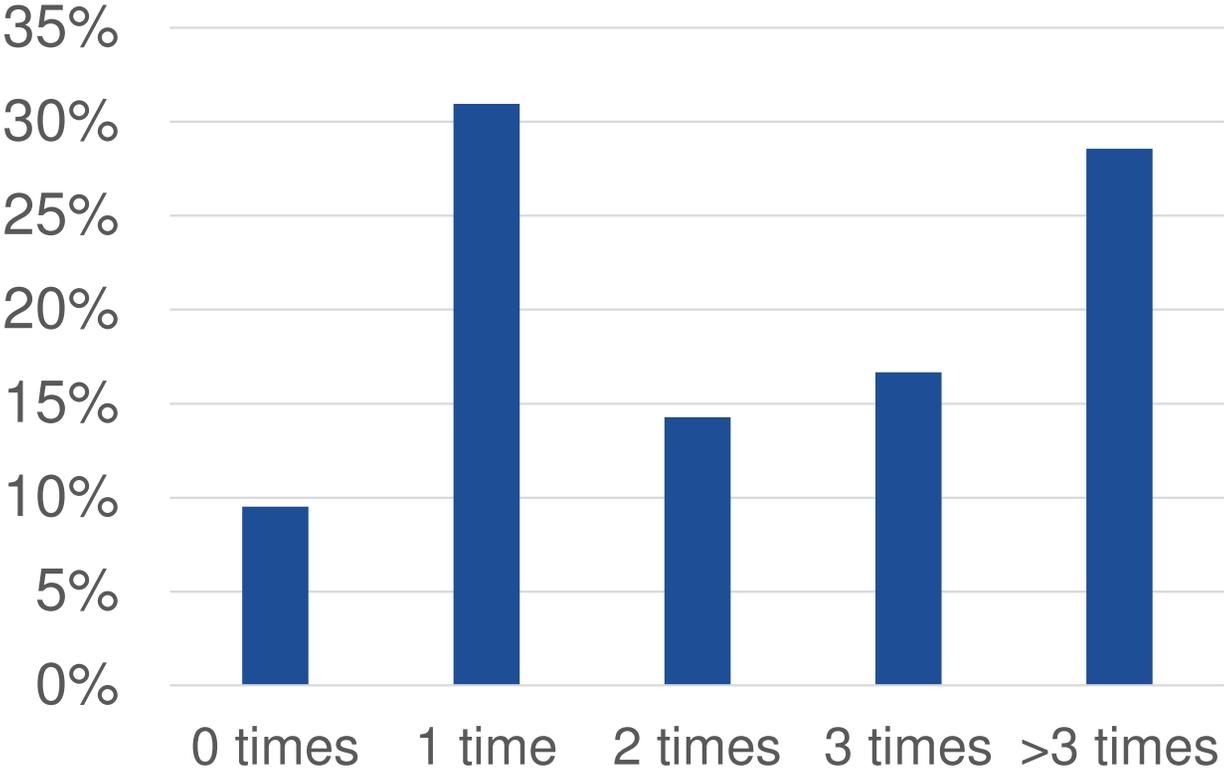
HT - What do RMs do during visit?



When Reading Motivators visited schools, they generally supported as intended.

TPS – Act I: Reading Motivators Findings

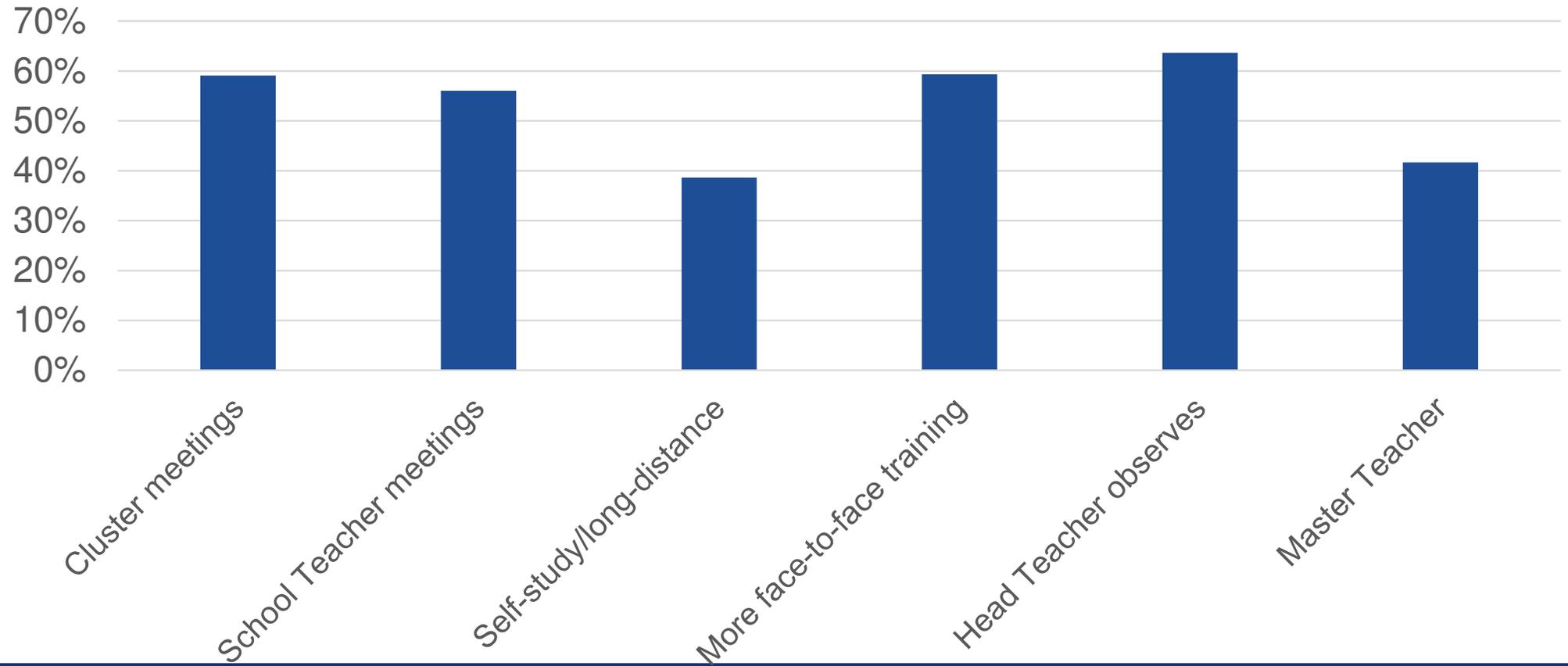
HT - RM Visits 2016



But RMs were not able to visit frequently enough.

TPS – Act I: Reading Motivators Findings

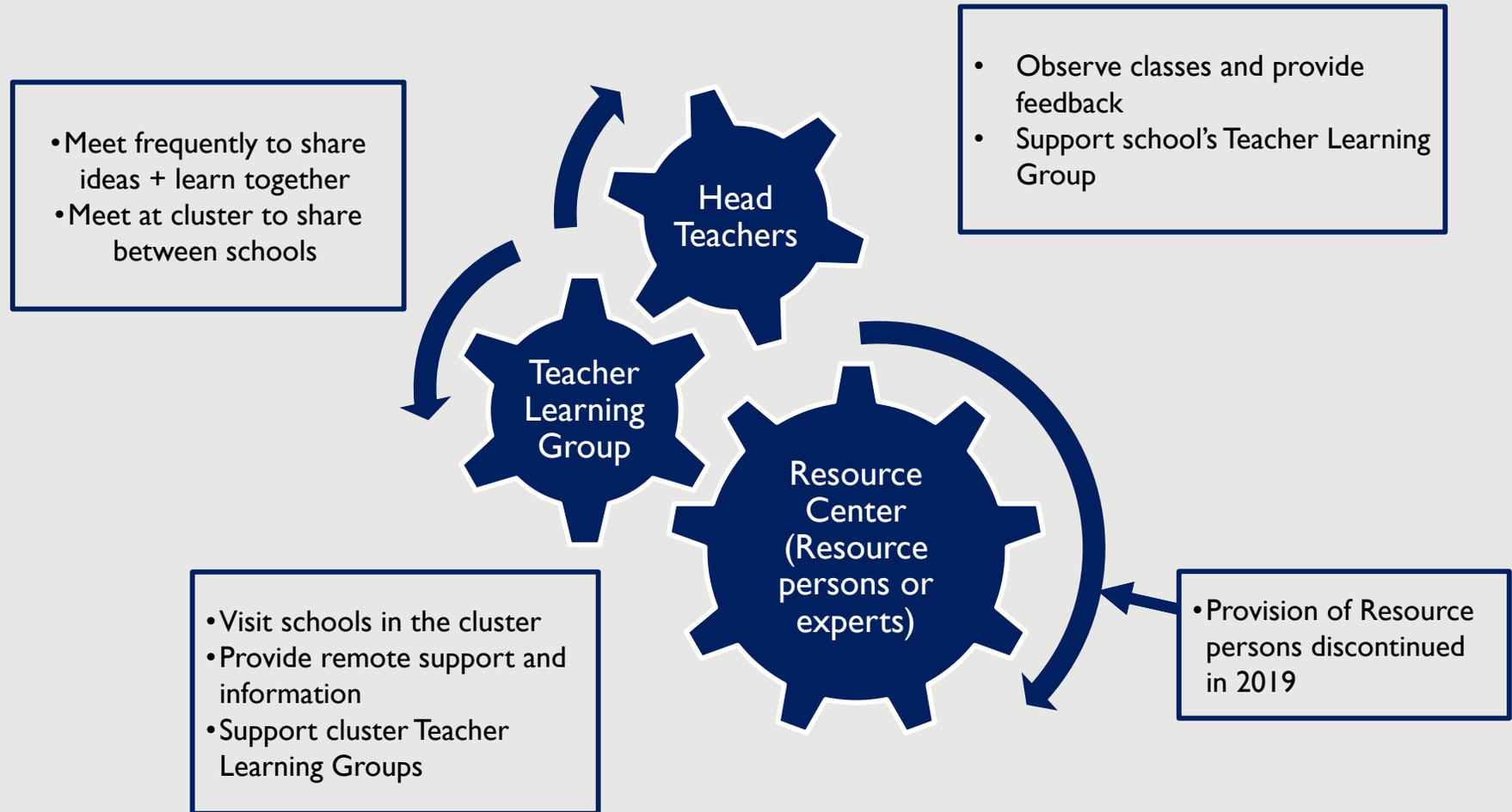
All respondents – How else can teachers be supported?



Nepal TPS – Act 2: New TPS System



Act 2: The new TPS System approach (2018)



Act 2: New TPS System

Implementation Research

- What is the extent of support provided by TPS actors?
- What are teachers' practices and perceptions regarding TPS?
- How can we ensure a sustainable on-going teacher support model?



Overall approach:
Case studies

Locations:
Bardiya,
Bhaktapur,
Dadeldhura,
Mustang, and
Saptari Districts

Sample:
Schools with well-functioning
and low-functioning TPS
5 each for a total of 10 sites
across geographic areas of
Nepal

Tools:
Classroom
observations,
interviews, focus
group discussions

Act 2: New TPS System Findings

- Implementation very uneven
- Headteachers familiar with TPS and recognize important, but workload makes it difficult to provide support
- Teachers value learning groups, but meetings are not taking place regularly
- Other actors may be aware, but do not actively support TPS
- Some schools/LEUs able to implement TPS despite challenges

Head Teacher from a Well-Performing School

“I am a mentor. My responsibility is to observe EGR teachers' lessons and provide constructive feedback so that they improve their performance”

Head Teacher from a Low-Performing School

“There is a shortage of teachers in the school, and I have to take up a full load as any other EGR teacher. Hence I don't have the necessary time for TPS”

“The feedback I get from my head teacher is very helpful. I wish he would visit my classes more often”

Nepal TSP – Act 3: TPS “Menu” of Options



Act 3: TPS Menu of Options

- The Government of Nepal revised the TPS model, incorporating a “menu” of possible support mechanisms – which came from ground-level experience.

TPS Options in the Revised TPS Management Procedure

- Classroom observation and feedback or coaching from head teachers or basic-level coordinators
- Formation of teacher learning groups (TLGs) and organization of meetings to share learning on TPS
- Formation of TPS roster expert groups at the local level and mobilization of the groups to observe classrooms and offer ongoing support
- Appointment of resource teachers for classroom observation and feedback and coaching for teachers
- Mobilization of a roster of trainers for classroom observation and coaching
- Organization of inter-school study visits
- Local Education Unit (LEU) provision of distance support using ICT

Reflections



Reflections

- Collaboration between project and GoN were key – facilitated by G2G mechanism;
- Willingness by GoN, USAID, and project to take the time and resources for implementation research;
- The iterative approach likely led/is leading to a more contextually appropriate response: What works best is not necessarily the same everywhere – even within one country context.
- Could more time and research up front have helped to develop a better “Act 1” from the start? What would a purposively iterative approach look like? How can such an approach help to identify/harness “home-grown” solutions?

Thank You!

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