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**TECSES**  
NEPAL

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# ANNUAL PLAN 2026

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## List of abbreviations

<b>B.Ed.</b>	Bachelor of Education
<b>CDC</b>	Curriculum Development Centre
<b>CEHRD</b>	Centre for Education and Human Resource Development
<b>CTA</b>	Chief Technical Advisor
<b>EDD</b>	Education Development Directorate
<b>EDCU</b>	Education Development and Coordination Unit
<b>ECED</b>	Early Childhood Education and Development
<b>ERO</b>	Education Review Office
<b>ETC</b>	Education Training Centre
<b>EU</b>	European Union
<b>FCA</b>	Finn Church Aid
<b>FGD</b>	Focus Group Discussion
<b>FWU</b>	Far-Western University
<b>GIEN</b>	Girls and Inclusive Education Network
<b>HRDC</b>	Human Resource Development Centre
<b>ICT</b>	Information and Communication Technology
<b>IE</b>	Inclusive Education
<b>JD</b>	Job Description
<b>KII</b>	Key Informant Interview
<b>KOBO</b>	KOBO Toolbox (data collection tool)
<b>LG</b>	Local Government
<b>LEU</b>	Local Education Unit
<b>M.Ed.</b>	Master of Education
<b>MDS</b>	Madhesh Province
<b>MoEST</b>	Ministry of Education, Science, and Technology
<b>MoSD</b>	Ministry of Social Development
<b>MToT</b>	Master Training of Trainers
<b>MWU</b>	Mid-West University
<b>NOU</b>	Nepal Open University
<b>NPD</b>	National Project Director

<b>PETC</b>	Provincial Education Training Centre
<b>PIM</b>	Project Implementation Manual
<b>PRP</b>	Pedagogical Resource Person
<b>PSU</b>	Project Support Unit
<b>PTA</b>	Parent Teacher Association
<b>SDP</b>	Sudurpashchim Province
<b>SESP</b>	School Education Sector Plan
<b>SIP</b>	School Implementation Plan
<b>SMC</b>	School Management Committee
<b>TA</b>	Technical Assistance
<b>TPD</b>	Teacher Professional Development
<b>TCF</b>	Teacher Competency Framework
<b>TECSES</b>	Technical Cooperation Support to School Education Sector
<b>ToR</b>	Terms of Reference
<b>ToT</b>	Training of Trainers
<b>TPD</b>	Teacher Professional Development
<b>TSC</b>	Teacher Service Commission
<b>TU</b>	Tribhuvan University
<b>TWG</b>	Technical Working Group

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# 1. Summary

The Technical Cooperation Support to the School Education Sector (TECSES) is a bilateral Technical Assistance (TA) project between Nepal and Finland, co-funded by the Ministry for Foreign Affairs of Finland and the European Union, with a five-year duration from June 2024 to June 2029. It strengthens pre-service and in-service teacher education at federal, provincial, and local levels by working with the Ministry of Education and its agencies, universities, Provincial Education Training Centres, local governments, and schools in three provinces: Karnali, Madhesh, and Sudurpashchim.

From January to November 2025, TECSES made progress in all four outputs. At the university level, the structures of B.Ed. curricula were revised at Tribhuvan University and Mid-West University, and support to Nepal Open University was prepared. At federal-level, TECSES supported MoEST and its agencies to implement the teacher education system and development analysis, revise the Teacher Competency Framework, and develop comprehensive, inclusive education resource materials. At the provincial-level, teacher training capacity was strengthened in Karnali, including leadership training, digital teacher training planning, and the formation of Girls and Inclusive Education Networks (GIEN). At the local-level, TECSES built the capacity of local governments and schools through pedagogical skills training, and support to school implementation planning, while preparing to expand to Madhesh and Sudurpashchim provinces.

By 2026, TECSES aims to raise quality of pre-service and in-service teacher education, improve learning outcomes in Grade 3, increase enrolment of children with disabilities, and reduce repetition and dropout. TECSES will support the revision of curricula, development of inclusive education training, and teacher performance systems, supported by a budget of about EUR 2.34 million for Technical Assistance, staff, operations, capacity building, and procurement.

TECSES will continue to follow a Human Rights-Based Approach (HRBA) and focus on inclusion, gender equality, and support for the most vulnerable learners in Nepal. Key recommendations are to build a strong consensus with stakeholders, ensure a shared understanding of budget and activities among staff, and institutionalise close coordination between federal, provincial, and local actors to sustain teacher support systems.

## 2. Background and Situation

### Short background

Technical Cooperation Support to School Education Sector (TECSES) is a bilateral five-year Technical Assistance (TA) teacher education project between the governments of Nepal and Finland from June 2024 to June 2029. The project is funded by the Ministry for Foreign Affairs of Finland and the European Union. TECSES supports Nepal's education reform agenda based on the School Education Sector Plan 2022/23-2031/32 (SESP), the federalization process, and Nepal's ambition to move towards becoming a middle-income country.

TECSES focuses on strengthening Nepal's teacher education with the overall objective of improving the quality of the pre- and in-service teacher education systems, both at the level of policy and practice. Collaboration takes place within all three levels of governance in Nepal: federal, provincial, and local. TECSES aims to build a coherent national teacher education system across Nepal's Ministry of Education, Science, and Technology (MoEST) and its agencies, the faculties of education at participating universities, Provincial Education Training Centres (PETCs), local governments, and schools.

Project activities are implemented in Nepal's three provinces: Karnali, Madhesh, and Sudurpashchim.

### Key Assumptions

For TECSES to be successfully implemented and effectively support teacher education in Nepal, several enabling conditions must be in place. Nepal's federal, provincial, and local governments must be able to provide the basic requirements for quality education in public schools across the project areas. These include school environments that meet all five Prioritized Minimum Enabling Conditions (qualified teachers, proper classrooms, a functional library, adequate textbooks, and separate toilets for girls) as well as access to early childhood development and education (ECED), school meals, and health and sanitation services. For TECSES to achieve its goals, there should be sufficient incentives for disadvantaged children and families to reduce migration and support regular school attendance.

Successful implementation also depends on support from the participating universities, particularly in supporting any curriculum development processes and approving the final updated curricula.

TECSES also requires the availability of competent external experts who can provide contextualised expertise and help build local capacity.

In addition, federal and provincial governments are expected to ensure that Provincial Education Training Centres (PETCs) and their other training facilities have adequate infrastructure, staffing, equipment, and supplies. At the local level, successful implementation assumes that municipalities have enough qualified teachers with the potential to become teacher trainers, as well as the physical infrastructure needed to develop and pilot effective teacher support systems.

## Situation update

From January 2025 to November 2025, TECSES has achieved significant progress across all four outputs, demonstrating systemic reform at the federal level and concrete implementation at the provincial level, particularly in Karnali.

TECSES strengthened its management by holding its first Supervisory Board and Steering Committee meetings in the first quarter of 2025, which finalized and endorsed the Inception Report, Project Implementation Manual (PIM), and project budget, ensuring a solid operational framework.

Efforts under the first output (university-level work) focused heavily on pre-service teacher education curriculum need assessment and curriculum structure design. A coordination meeting between the Dean of the Faculty of Education at Tribhuvan University (TU) and the TECSES team resulted in an agreement for TECSES to provide Technical Assistance for the revision of the existing B.Ed. Curriculum. In support of TECSES, under the supervision of the Dean, Faculty of Education at TU successfully completed a need assessment study on the curriculum revision and B.Ed. Curriculum structure design. The structure design shifted from an annual B.Ed. program into a semester-based teacher education program (8 semesters) with 120 credit hours and two major subject specializations. Similarly, the Graduate School of Education at Mid-West University has also completed the revision of the 12-year-old B. Ed. Curriculum structure. The updated curriculum is semester-based and consists of eight semesters, forming a four-year bachelor's degree in education. The revision process involved need assessments, consultation and subject committees review meetings, curriculum structure development workshops and joint meetings between the TECSES experts and both universities experts. Likewise, the University Grant Commission (UGC) and the Centre for Education and Human Resource Development (CEHRD) also organized a national level workshop inviting seven universities to provide guidance for harmonizing teacher education undergraduate curriculum focusing two subject specialization curricula design.

Likewise, TECSES and the Faculty of Social Sciences and Education at Nepal Open University (NOU) conducted series of meeting and agreed to conduct assessment study on the online teacher education and evaluation system followed by an upgrade of the existing system. Following the agreement, TECSES recently hired a short-term National expert (as a TA support) and started to work with NOU.

Progress under the second output (federal-level work) focused on enhancing the capacity of federal agencies and revising key national frameworks. TECSES provided TA support to conduct a study titled “Teacher Education and Development System in Nepal” and submitted the final report to the MoEST. MoEST accepted the report as the first milestone of the TECSES. Following the recommendations of the report, TECSES continued to work with Teacher Service Commission (TSC) and CEHRD mainly for capacity development on career progression appraisal and teacher selection curriculum, and the teacher competency framework revision process respectively. CEHRD organized steering committee meeting and then formed an expert committee to work on developing comprehensive Resource Material in inclusive education. In cooperation with CEHRD TECSES Intl. and national experts developed final draft of the Resource Material and submitted to CEHRD expert committee for review. The committee is about to finalize the Inclusive Education resource materials for which TECSES Intl. and national experts are involved as a team member in content design and finalizing. Likewise, as agreed with CEHRD, TECSES hired one short term Intl. Expert and one national short-term expert to start working with CEHRD for the revision of the exiting teacher competency framework.

The third output (provincial-level work) advanced the teacher training capacity of Provincial Education Training Centres (PETCs) and schools in Karnali. TECSES provided technical assistance to enhance the capacity of provincial government’s officials, LEU chiefs and head teachers through training and workshops. The training and workshops were focused on Education Leadership and Management and inclusive pedagogy. Furthermore, an ICT expert was recruited to conduct a needs assessment at the Karnali ETC and target schools to support the development of a Digital Teacher Training Centre. TECSES also supported the review of the 10-Year Education Sector Plan of Karnali Province.

Under the fourth output (local-level work), TECSES made efforts to enhance the capacity of Local Governments (LGs) and schools in local education planning and budgeting and the strengthening of the teacher education support system. Following the signing of the memorandum of understanding between the TECSES and the respective local government, a total of seven Local Governments hired Pedagogical Resource Persons (PRP). The PRPs started work to support LEUs and schoolteachers. Likewise, TECSES conducted pedagogy and inclusive education trainings to enhance the knowledge and skills of LEU chiefs together with PRPs. TECSES supported for the capacity development in schools for school improvement plan (SIP) appraisal and development, in which 10 schools out of 20 target schools already received such support. The Girls and Inclusive Education Network (GIEN) was successfully formed in three rural municipalities in Karnali.

The baseline study in Karnali Province showed profound systemic challenges. The result showed that only 31% of teachers met minimum competency in inclusive, learner-centred practices, and no observed schools met disability-inclusive standards,

confirming the absence of structured teacher professional support or adequate monitoring. TECSES's communications efforts also boosted the project's profile nationally and internationally with relevant target audiences with the launch of a Nepali website, steady social media growth, and a high-visibility one-year anniversary campaign.

TECSES Phase-in preparation and need assessment consultation meetings with provincial and local government stakeholders in Madhesh and Sudurpashchim progressed very well. The office setup and staff hiring in Madhesh and Sudurpashchim provinces were completed. The Provincial coordinators started the provincial-level coordination for the planning of LG selection and the TECSES project kick-off workshop.

### 3. Outputs and Indicators

TECSES aims to make a notable impact on learning, equity, and efficiency by the end of the project period. Pedagogical practices and inclusive teaching are expected to reach a 'Proficient' level from "Foundational"<sup>1</sup> level in TECSES target schools. The percentage of Grade 3 students achieving minimum proficiency in reading and numeracy is expected to increase to 55% for reading and 68% for numeracy by the end of the project (National SESP target) from 47.7% for reading and 61.3% for numeracy for Grade 3. Key targets include increasing the share of students with disabilities in total basic education enrolment to 1.2% from 0.42% and the aim is to drastically reduce the basic level repetition rate to 1.8% from 7% and the dropout rate to 0.9% from 3% (National SESP Target). **(Annex 1: Annual Indicator-Based Result Matrix)**

At the Outcome level, the primary goal of TECSES is to establish a coherent and improved teacher training system. The project aims for 60% of targeted teachers and 80% of targeted teacher trainers to demonstrate minimum competency and understanding in inclusive and effective teaching practices by the end of the project. TECSES aims to achieve a percentage of disability-inclusive schools of 20% of its target schools, aligning with the SESP goal. Ultimately, the system improvement is designed to benefit 27 Local Governments (LGs), 6 Universities, 6 MoEST agencies, 60 Schools, and 3 PETCs in total.

The four key outputs have specific, measurable deliverables planned, which contribute to the larger 2026 targets:

1. Output 1 (university-level work) focuses on pre-service teacher education curriculum development and roll-out. The targets are to roll-out 2 revised Bachelor's curricula along with 1 new pedagogical Diploma/Degree for basic education teachers. Furthermore, 150 education faculty teachers will be capacitated by TECSES.

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<sup>1</sup> The "Foundational" level is based on the baseline survey conducted in Karnali Province. The baseline surveys will be conducted in Madhesh Province and Sudurpashchim Province in first quarter of 2026.

2. Output 2 (federal-level work) aims to finalize and operationalize policies and training packages. The key target is having 1 harmonised teacher competency framework/policy in place by the end of 2026. Targets also include the development of Comprehensive Teachers Resource Materials on Inclusive Education and providing the training of trainers (ToT) to 25 trainers (CEHRD, ETC).
3. Output 3 (provincial-level work) concentrates on the large-scale roll-out of practice-oriented inclusive education teacher training. The main targets are to conduct 15 training events, reaching 375 teachers with practice-oriented training on inclusive education. The output also targets training 75 teacher trainers in inclusive education across 3 training events (one each in 3 province) and capacitating 30 PETCs/HRDC members in 3 provinces.
4. Output 4 (local-level work) targets strengthening local education management and teacher support systems. The plan includes training/orienting 500 people (LG supervisors, resource teachers, head teachers) across 20 LGs of three target provinces (27 LGs) on teacher coaching and mentoring. TECSES will also support the formation of 100 teachers' self-learning groups (teacher circle) and ensure 20 LGs and 30 schools in all three provinces incorporate inclusive education into their annual work plans and budgets. The formation of teacher circles targets four kinds of subject teachers: English, Mathematics, Science, Nepali and Integrated Curriculum (Grade 1 to 3).

## 4. Work plan

### **Output 1: Enhanced capacity of participating universities to develop and implement standards-based education curricula.**

The plan for 2026 on Output 1 heavily focuses on curriculum review, revision, and development alongside faculty capacity building across participating universities. Activities planned for 2025 that were not completed have been moved to 2026 based on their relevance and need.

In collaboration with TECSES, the Graduate School of Education at the Mid-West University recently completed a needs assessment followed by the revision of B.Ed. curriculum structure and the first semester curriculum. The updated curriculum is semester-based and consists of eight semesters, forming a four-year Bachelor of Education degree. Considering this milestone, TECSES will cooperate to provide technical assistance to enhance the capacity of the faculty members, faculty teachers, and professors for a smooth implementation of the revised curricula, and to support in revision of one-year B.Ed curriculum at the Mid-Western university.

In collaboration with TECSES, the Faculty of Education at Tribhuvan University (TU) completed the needs assessment followed by the revision of its B.Ed. curriculum and

restructured it. The updated curriculum is semester-based and consists of eight semesters with 120 credits, forming a four-year Bachelor of Education degree. TECSES will be involved in supporting the Faculty of Education at the Tribhuvan University in curricula design within the semester-based structure and following the guidance of the revised MoEST's national Teacher Competency Framework. Additionally, TECSES will provide Technical Assistance in curricula revision and capacity development to the faculty. TECSES also supports coordination between TU, CEHRD, TSC, and MoEST to ensure that the prospective teachers' competencies can be harmonized as they need to be aligned with the Teacher Competency Framework, the TPD Framework, the National Curriculum Framework, and the Teacher Selection Curriculum when developing the curricula. After the needs-assessment consultations with Madhesh and Far-Western Universities, TECSES will provide technical support to Madhesh University in designing a diploma-level teacher education program, and to Far-Western University in developing an undergraduate teacher education curriculum. TECSES will also coordinate with MoEST and CEHRD to ensure that the new curriculum competencies are aligned with the National Teacher Competency Framework and related policies.

Developing new curricula requires significant resources. TECSES will support this work by recruiting national experts and organizing workshops and consultation meetings. The curriculum development work carried out at participating universities includes the following components: designing and piloting a specialization course for two-subject undergraduate programs at TU in collaboration with CEHRD.

Each stage of the development process is followed by a two-day training targeted to the faculty members and teachers at the respective universities. In addition, TECSES supports the capacity-building training of the teachers of Tribhuvan University and Far-Western Universities to be prepared to teach the new courses. Similar training programs will also be organized to the faculty members at Madhesh University and Mid-West University.

The plan also includes organizing an induction training on the revised Bachelor's curricula to the education faculty members for TU and Mid-West University. The project will also support Nepal Open University in updating its online teacher training and assessment system.

**Output 2: Enhanced capacity of federal education agencies (MoEST and its agencies CEHRD, TSC, CDC and ERO) to effectively carry out their mandates in teacher training policy, quality of, and accountability for teacher professional development and inclusive education.**

Activities under Output 2 aim to strengthen national policy frameworks and finalize the development of a comprehensive Resource Material on Inclusive Education. To ensure

coordination, the plan specifies conducting Supervisory Board and Steering Committee meetings and regular coordination meetings. A major education policy activity for Output 2 is the revision of the National Teacher Competency Framework (TCF), which involves drafting the revised framework, organizing a 1-day workshop to finalize it, supporting its publication by CEHRD, and a 1-day dissemination workshop.

TECSES already started supporting CEHRD in revising the Teacher Competency Framework to integrate 21st-century skills among teachers in Nepal. To advance this work, a series of workshops technical support activities have been planned for 2026. In addition, the revision of the Teacher Selection Competency Framework, carried out in collaboration with the TSC, is a key intervention. The project will support TSC in organizing a workshop and will provide regular technical assistance to help finalize the revised framework.

Similarly, TECSES will work together with federal and provincial education stakeholders to develop a Teacher Performance Appraisal/Evaluation Guide and provide training and orientation on its use in real school settings. This will help establish a fair, results-based, and objective performance appraisal system in the three target provinces, participating local governments and schools.

The comprehensive Resource Material in inclusive education was developed in 2025. However, implementing the cascade model training from MTot (Master Training of Trainers) to Tot (Training of Trainers) and finally to school-based training will require substantial effort throughout 2026. To support this process, multiple trainings are planned at the federal level through CEHRD, at the provincial level through PETCs, and at the local level through roster trainers, all with technical assistance from TECSES experts. To make the training materials more practical, applicable, and inclusive, workshops will be organized to develop context-specific resources. In addition, validation workshop with wider stakeholder participation has been planned to ensure the relevance and quality of the materials. Additionally, TECSES aims at providing support in organizing training for CEHRD Master Trainers (MTot) and trainers in rosters on the Inclusive Education and refresher trainings for the following year. . The subject (such as Maths, Science or English) for the Tot will be finalized in consensus with CEHRD. Aligned with SESP's focus on blended learning and based on Technical Working Group (TWG) recommendations, TECSES will support CEHRD in digitalising the Inclusive Education Training Package by supporting to the development online (self-paced) training module.

TECSES will support the implementation of inclusive education activities in accordance with CEHRD's activity plan. This includes support to CEHRD in developing the implementation guideline to LGs to promote the access of education to disabled children. Moreover, TECSES will support CEHRD to establish digital teacher training

record system and develop trainers' guides (i.e. in self-directed learning, peer classroom observation, learning networks, self-learning) aligning with TPD framework. -

### **Output 3: Improved quality and relevance of continuing professional development programmes in target provinces (Karnali, Madhesh and Sudurpashchim).**

Output 3 aims to enhance collaboration and support systems for effective teacher education and professional development between universities, PETCs, Human Resources Development Centres (HRDCs), and LGs in the Karnali, Madhesh, and Sudurpashchim provinces.

The 2026 plan outlines a comprehensive set of activities designed to achieve this output, with a strong emphasis on inclusive education, teacher training, and capacity building in provincial education planning. Key actions also include organizing regular key stakeholder meetings and a biannual review meeting to strengthen coordination systems. A major thrust will be on capacity development of PETCs/HRDC staff and teachers through the rollout of the Comprehensive Teacher Resource Material on Inclusive Education in all three target provinces. Additionally, a 5-day Training of Trainers (TOT) on Inclusive Education for resource schoolteachers will be conducted in each province. In 2026, TECSES will also support the development of Provincial Education Plans with guidance from national experts.

In terms of governance and management, the plan includes providing training on the teacher performance evaluation system to the Education Development Directorate (EDD) offices in Madhesh and Sudurpashchim. In addition, a one-day orientation on this system will be organized for school head teachers in all three provinces. TECSES will also support digital pedagogy by hiring an assessment consultant in ICT and establishing Digital Teacher Training platforms with IT equipment in all target provinces. Capacity building for educational leadership and management will be provided to LEU chiefs, LG representatives, and provincial stakeholders. Lastly, TECSES will support the Girls and Inclusive Education Networks (GIEN) through advocacy campaign materials, provincial events, steering committee meetings, and the formation of GIEN committees and capacity building activities at the local level.

### **Output 4: Local Governments (LGs) and Schools in the target areas are empowered to implement improved and inclusive teacher support systems.**

Output 4 is focused on implementation, monitoring, and strengthening the teacher support system at the local level across the three target provinces. The plan begins with a consultation meeting with PETCs/HRDCs/LEUs to develop pedagogical tools for

supportive supervision, coaching, and mentoring. Support to local governments will include the recruitment of Pedagogical Resource Persons in the target municipalities of Madhesh and Sudurpashchim Provinces.

A series of 5-day teacher trainings are planned for each target local government across the three provinces, covering both teaching-learning material development and integrated curriculum with pedagogical skills. Training will also be organized for LG supervisors, pedagogical resource persons, and head teachers to build their capacity to support teachers through coaching and mentoring. To strengthen institutional capacity at the local level, TECSSES will support orientations on inclusive education and deliver the training package to the School Management Committees (SMCs) and Parent Teacher Associations (PTAs) members of target schools. LG capacity building will be supported through the recruitment of a national consultant for Madhesh and Sudurpashchim, as well as a 2-day workshop to finalize the Local Education Sector Plan. This process will ensure that teacher support and inclusive education systems are fully integrated. In addition, the plan includes a School Improvement Plan formation workshop in 30 target schools, along with the establishment of self-learning teacher groups in each target Palika in Karnali, Madhesh and Sudurpashchim. **(Annex 2: Output-wise annual plan 2026)**

## 5. Resource allocation and budget

TECSSES conducted activity and budget planning exercise in third quarter of 2025 to incorporate the needs identified during first year of implementation, new provincial consultations, changing needs and evolving project contexts, as well as other indicators. This review resulted in adjustments to the different budget categories within available budget.

For 2026, approximately EUR 892,000 has been allocated for international and national technical assistance fees, and around EUR 534,000 for staff and operational costs. Staff and other running costs include all personnel and office-related expenses. These cover national staff salaries, long term experts' international travel and accommodation, liaison support, communication and visibility materials, vehicle expenses, office operations and project-related administrative travel. Approximately EUR 1.03 million is planned for capacity building, covering activities and workshops, technical support, activity-based travel, monitoring and evaluation, equipment support and related inputs. In total, the planned budget for 2026 is approximately EUR 2.46 million. **(Annex 3: Budget 2026)**

Regular and recurring procurement has been identified as a key task of the project. For 2026, a procurement plan has been developed for each targeted province. Priority has been given to consolidating procurement wherever possible and conducting the

appropriate and practical procurement processes. Approximately EUR 412,000 worth of goods and services will be procured through various procurement procedures. Local procurement will be promoted whenever appropriate and feasible, that also supports to reduce carbon emissions and local product, services or market.

Key procurement activities for 2026 include hotel/canteen services for workshops in different provinces and LGs, vehicle arrangements, visibility materials, flight tickets, and IT/Software support in target provinces and schools. Supplies for hotels, vehicles, flights and insurance are already in place. In 2026, listing different category hotel in appropriate areas will be one of the key priorities, procurement of recurring and demand-based items such as visibility materials, IT equipment and office supplies will be carried out as needed, alongside the review and renewal of existing contracts. Establishing regular supply arrangements will remain a priority wherever possible. **(Annex 4: Annual Procurement Plan Summary 2026)**

### **TECSES Staff Plan 2026**

TECSES will have the following staff working on the project in 2026:

- Long-term international staff
- Long-term national staff
- Short-term international and national technical assistance staff

Additionally, the National Project Director (NPD) and Liaison Officer, nominated by MoEST, will work full-time at TECSES. FCA, the consortium partner, will also provide the expertise of its staff (Project Implementation Advisor and Inclusion & Teacher Training Advisor) to support TECSES implementation in line with the agreement.

## **1. Long-term international staff**

The long-term international TA team, comprising the Chief Technical Advisor (CTA), International Expert in Teachers' Professional Development (TPD), International Expert in Inclusive Education (IE), and International Communications Officer (CO), will be working with TECSES in 2026.

- CTA: reporting 10,5 months
- CO: reporting 12 months
- TPD: reporting 10,5 months
- Expert in Inclusive education: reporting 10,5 months

## **2. Long-term national staff**

### **2.1. Long-term national TA**

The following long-term national TA will be working in TECSES in 2026:

- **Karmali province:**
  - Provincial coordinator: reporting 10,5 months
  - Local coordinator in equity in education: reporting 10,5 months
  - Local coordinator in education planning and budgeting: reporting 10,5 months
- **Madhesh province:**
  - Provincial coordinator: reporting 10,5 months
  - Local coordinator in equity in education: reporting 10,5 months
  - Local coordinator in education planning and budgeting: reporting 10,5 months
- **Sudurpashchim province:**
  - Provincial coordinator: reporting 10,5 months
  - Local coordinator in equity in education: reporting 10,5 months
  - Local coordinator in education planning and budgeting: reporting 10,5 months

## 2.2. Local administrative and support staff

In 2026, TECSES will have the following administrative and support staff, as outlined in the table below (Kathmandu/KTM, Karnali/KAR, Sudurpashchim/SDP, Madhesh/MDS):

Position	Type	Location	Months
Finance Manager	Admin	KTM	12.0
Administrative assistant	Admin	KTM	12.0
Monitoring and Evaluation Officer	Admin	KTM	12.0
Finance officer	Admin	KTM	12.0
Office Helper	Admin	KTM	12.0
Administrative and finance assistant	Admin	KAR	12.0
Office Helper	Admin	KAR	12.0
Secretary	Admin	KTM / MDS	12.0
Administrative and finance assistant	Admin	SDP	12.0
Office Helper	Admin	SDP	12.0
Administrative and finance assistant	Admin	MDS	12.0
Office Helper	Admin	MDS	12.0
PLFP	Admin	KTM	12.0

The title of Finance assistant in Kathmandu PSU is adjusted to Finance officer due to the widened responsibilities. In addition, the focal person in procurement is required on part-time basis from January to June 2026 and full-time basis from July 2026 onward as required. The Job Descriptions are defined in **Annex 5: JDs of new or adjusted positions**)

## 3. Short-term Technical Assistance staff

The planning of international and national short-term (ST) consultancies is guided by the Annual Work Plan. A detailed plan for the short-term national and international experts, including their working days for 2026, is provided in **ANNEX 6: Plan for short term experts 2026**.

# 6. Monitoring and Reporting

The Monitoring and Evaluation plan of TECSES for 2026 is focused on establishing essential coordination, conducting a comprehensive baseline surveys in Madhesh and Sudurpashchim provinces, and implementing systematic monitoring throughout the year. The process kicks off with establishing coordination mechanisms and conducting

an initial assessment in Madhesh and Sudurpashchim for the selection of target local governments and schools, followed by a project kick-off workshop in said provinces. A major activity is the baseline surveys in Madhesh and Sudurpashchim, which involves coordinating with LGs for data collector finalization, providing online training to collectors, and performing data collection on teachers and teacher trainers using the KOBO tool. Data collection will also include FGDs and KIs at the provincial, local, and school levels, with collection expected to be completed by March 2026 and the reports finalized by May 2026. Ongoing monitoring activities include Joint Monitoring visits planned for all three provinces with MoEST and its agencies, as well as local level monitoring with provincial stakeholders and LG representatives.

Internally, TECSES will organize internal quarterly meetings with all Project Support Units (PSUs) to review progress, and the annual review and planning meeting is scheduled for August 2026. Other monitoring events, such as field visits and surveys, will be conducted on a need basis.

TECSES will prepare quarterly, semi-annual, and annual reports. The quarterly reports will be prepared for internal project management and progress tracking only and used for internal review and planning for the project. The semi-annual and annual reports will be shared with relevant stakeholders.

The timeline for different report submissions is presented in the table below:

Reports	Date of Submission	Submitted by	Submitted to
1 <sup>st</sup> Annual Report (1) (Jan – Dec 2025)	31 <sup>st</sup> Jan 2026	TECSES PSU Kathmandu	Supervisory board, MFA and HY+ Home Office, Helsinki
Baseline Report (1) (Madhesh and Sudurpashchim)	31 <sup>st</sup> May 2026	TECSES PSU Kathmandu	Part of project report
Semi-annual report (2)	31 <sup>st</sup> July 2026 31 <sup>st</sup> Jan 2027	TECSES PSU Kathmandu	Supervisory board, MFA and HY+ Home Office, Helsinki
Quarterly report (4)	30 <sup>th</sup> April 2026 31 <sup>st</sup> July 2026 31 <sup>st</sup> Oct 2026 15 <sup>th</sup> Jan 2027	TECSES PSU Kathmandu	,HY+ Home Office, Helsinki

## 7. Communications

In 2026, TECSES communication will support the project's expansion to Madhesh and Sudurpashchim Provinces. This expansion will bring along more activities and new partners, and the Nepali target audiences of TECSES will become even more diverse. Communication will continue to follow the province-specific approach outlined in the TECSES Communications Strategy. Weekly meetings with TECSES' internal communication working group will support these efforts.

TECSES will continue to communicate in Nepali, English, and Finnish, while also considering the use of minority languages, especially in Madhesh Province. Language choices will depend on the target audience, the platform, and the purpose of the communication. TECSES.org is available both in Nepali and in English and will be updated accordingly.

Communication with Nepali partners will continue at the federal, provincial, and local levels, with messages adapted to each level. During 2026, TECSES will put more effort into communication at the local level, especially in schools. At the end of 2025, TECSES designed two posters to raise awareness about teacher professional development and inclusive education. In 2026, these posters will first be distributed to local governments and schools in Karnali and later distributed to Sudurpashim and Madhesh.

EU and Finnish stakeholders, such as taxpayers, education experts, and the private sector, will be engaged, especially through LinkedIn. Results from TECSES will also be shared with HY+ audiences to ensure wider visibility in Finland and across Europe.

TECSES will also put more effort into supporting TECSES experts and consultants in presenting their work clearly and professionally at events, trainings and external stakeholder meetings. Internal training will be arranged on engaging presentations and effective writing to strengthen this capacity.

TECSES operations and communications will continue to be guided by the Human Rights-Based Approach, which is a key part of Finland's development policy. This means that equality, non-discrimination, participation, inclusion, accountability, and transparency guide all TECSES communication.

At the same time, TECSES will keep accessibility at the core of its communication. The TECSES.org website has been built together with Diverse Patterns, a partner specialised in accessibility, and video productions will continue to include subtitles in Nepali and English to support wider reach. Close collaboration with Diverse Patterns will continue in 2026.

At the end of 2025, TECSES opened its TikTok account to reach more Nepali audiences. In 2026, building TikTok as a strong communication channel will be a priority, as it is one of the most popular platforms in Nepal. The aim is to lower the threshold for creating

content and to encourage e.g. local teachers and guardians to produce videos for the TECSES TikTok account. For this reason, TECSES will make an exception to its usual rule of always adding subtitles to videos. Short-form videos in general, such as Instagram and Facebook Reels, have proven to be a highly effective way to reach Nepali audiences. TECSES will therefore continue to invest in producing and sharing Reels for both platforms and include subtitles in them. In contrast, X (formerly Twitter) has shown to be a very small platform for TECSES, so its use will be reduced to focus communication efforts where they bring the most value.

Traditional and local media engagement will become increasingly important in 2026 as TECSES expands its activities to Sudurpashchim and Madhesh. TECSES has had positive experiences working with traditional media outlets in Karnali during 2025 and will continue this approach in the new provinces. In addition, TECSES will explore partnerships with local radio stations, which play a key role in reaching rural communities and audiences with limited internet access.

TECSES will also continue its collaboration with other Finnish bilateral projects, SUSWA and LACC, to benefit from shared synergies and best practices. This cooperation helps strengthen communication impact and ensures consistent messaging across Finland-supported initiatives in Nepal.

## 8. Assumptions and risk-response measures

### Programmatic risks and their mitigation

- In 2026, TECSES aims to support the revision of the existing B.Ed. and M.Ed. curricula in TU, MWU, FWU. However, since the B.Ed. program lasts four years and the M.Ed. program two years, the revision process is expected to take a significant amount of time. This may require ongoing expert support, potentially exceeding TECSES's capacity to provide technical assistance. However, developing and implementing new curricula is a long process that can take several years and requires full-time engagement.
  - **Mitigation:** TECSES focuses on reviewing and recommending changes to the existing curricula structures and, in cooperation with universities, defines the required specific TA support provided by TECSES.
  - **Mitigation:** To address the challenge of long curriculum development timelines, TECSES will also focus on supporting the development of a diploma level teacher education programme with Madhesh University starting in 2026. This approach will enable the roll out of relevant teacher

education more quickly and provide a faster pathway for preparing qualified teachers.

- Holistic review of the national Teacher Competency Framework (TCF) requires close collaboration between the agencies of MoEST (Teacher Competency Framework by CEHRD, Teacher Professional Development Framework by CEHRD, Teacher Selection Competency Framework & Curriculum by TSC), existing teacher education curricula and courses (B.Ed., M.Ed., and Diploma) of participating universities and development partners. This requires ongoing coordination to which all stakeholders are committed.
  - **Mitigation:**
    - TECSSES supports the agencies of MoEST to establish a joint coordination mechanism for Teacher Competency Framework development with key agencies (CEHRD, TSC, CDC). TECSSES supports the coordination meetings of the committee and communicates with the coordinating agencies regularly.
    - TECSSES focuses on process-oriented activities, including a series of consultations, consensus-building, and the approval process with the agencies of MoEST and participating universities. This will also require an analysis to estimate the time needed for these processes.
- The Karnali Province Ministry of Social Development (MoSD), Human Resource Development Centre, Provincial Education Training Center (PETC) and Education Development Directorate (EDD) have an aim to establish teacher education in-service support system, which includes support to establishment of Digital Teacher Training Center at the Karnali PETC as well as extending the capacity to 10 schools as a resource hub in the province. The system enables virtual teacher training sessions, allowing teachers to participate remotely at 10 schools (Satellite training centre). Similar activity is planned for Madhesh and Sudurpashchim Provinces as well. TECSSES, as a Technical Assistance project, will train PETC trainers once the Karnali PETC establishes this system. The training will focus on building skills in digital teaching methods, operating the system, and facilitating virtual training sessions. However, the challenge may arise in the final selection of schools as satellite digital training centres, serving as an annex/sub-unit of the PETCs in Madhesh and Sudurpashchim.
  - **Mitigation:** TECSSES will provide capacity-building training to HRDC/PETC trainers to manage and effectively utilize the Digital Training Center for in-service teacher training. Additionally, TECSSES will provide expert support to the setup of digital and technological infrastructure at the basic level. The equipment support will be provided as per the recommendation of the national ICT expert and the TECSSES budget constraints. The pedagogical resource persons hired by LGs will act as trainers from the satellite training

centre, leveraging LG resources as well as provincial ETC. In Madhesh and Sudurpashchim provinces, TECSES will align target schools with the model schools proposed by the provincial governments, through rigorous consultation with the respective selected LGs and PETC.

- Rural municipalities and municipalities currently lack the capacity to provide schools with pedagogical support. In most LEUs, the chiefs are focused on administrative tasks and are unable to offer guidance to teachers on pedagogy. Consultations highlighted the need to recruit a pedagogical resource teacher for LEUs, which should be included as part of the rural municipality's education plan.
  - **Mitigation:** TECSES has already signed MoU's and recruited Pedagogical Resource Persons (PRPs) with the respective local governments and the MoSD in Karnali Province in 2025 and will implement the same activities in Madhesh and Sudurpashchim provinces in 2026. TECSES covers 60% salary of PRPs in the first year, 40% in the second year, and 25% in the third year. The respective rural municipalities will fund the remaining salary in the first, second, and third years and have full responsibility for the salary from the fourth year onward. This approach supports the establishment of a sustainable system for PRPs in local municipalities. However, the modality will be further discussed with the respective local government for efficient resource utilization jointly in Madhesh and Sudurpashchim Province.

## Contextual, Institutional and operational risks

The attached Risk Matrix lists the identified contextual, institutional, and operational risks, as well as their mitigation measures. It is important to note that these risks are often interconnected; resolving one often positively affects other areas of concern. (**Annex 7: Risk Matrix**)

## 9. Other considerations

TECSES aims to uphold the Human Rights-Based Approach by ensuring that every child has the right to access and participate in high-quality education. To protect this right, education strategies and plans are reviewed and adjusted to promote equal access and inclusion for all learners, regardless of gender, ethnicity, disability, economic status or place of residence.

The right to education is enabled in structures (such as governance, frameworks, curricula), processes (such as teaching methods), and in outcomes (such as individual impact). In 2026, TECSES takes an active role by reviewing the accessibility and inclusiveness in the frameworks defining teacher competences, teacher training

curricula, teacher training practices, educational management and leadership, learning environments, teaching methods, materials, and other school-related activities. This review determines whether they foster skills and attitudes that respect the human rights of all children, including those with disabilities, while promoting fundamental freedoms, cultural and linguistic diversity, respect for natural resources, tolerance, gender equity, and peaceful living.

Consequently, teacher training will be assessed to determine whether it equips teachers to promote human rights and to include different types of learners in classroom teaching. The right to education will be evaluated by reviewing and improving teacher training curricula to promote values such as multiculturalism, gender equality, inclusion, friendship among diverse groups, and respect for the environment. These review processes are supported by TECSES through TA by national and international inclusion education experts, and by enabling the national and provincial level review processes.

To build sustainability within the project, TECSES provides capacity building to federal, provincial, and local-level agencies to incorporate aspects of inclusion and gender equality within their key implementation activities. MoEST agencies (CEHRD, CDC, ERO, TSC), participating universities, PETCs, and LEUs are supported in capacity development to incorporate inclusion and gender-sensitive perspectives in curricula, training course contents, pedagogy, and teaching and learning materials. As a teacher training project, TECSES also aims to strengthen teachers' capacities to meet the needs of children with special needs and those from the poorest families or remote areas and discriminated ethnic minorities. With this, TECSES aims at strengthening the capacities of local communities to take care of and give opportunities to all their members.

TECSES aims to ensure that teacher education incorporates gender-sensitive learning activities, promotes safe school environments for girls, and strengthens teachers' ability to address gender-based abuse and violence systematically within schools. Additionally, TECSES aims to develop the capacities of teacher trainers to educate teachers in teaching practices that equip students with the skills and confidence needed to actively participate in society, exercise their political and civic rights, maintain good health, and earn a living. This capacity-building support is implemented as inclusive education TA by TECSES.

To ensure that the most vulnerable children are fully included, TECSES also works closely with other development partners to align school-based nutrition, health and sanitation programmes with their specific needs.

## 10. Recommendations

**Establish Common Consensus:** The most significant challenge is establishing a unified agreement (common consensus) with the key stakeholders on what is needed, which activities should be prioritized, and how implementation should proceed (implementation modality). Without consensus, TECSES risks implementing project activities that are only partially supported or quickly abandoned by key stakeholders, undermining the project's sustainability and impact. Therefore, TECSES seeks to build a common understanding with transparent communication as well as a close and regular collaboration with its key stakeholders.

**Establish a clear understanding of budget and activities among project staff:** Ensure all project staff have a shared understanding of the approved budget, activity plans, and implementation timelines. Regular internal briefings, joint planning sessions, and simplified guidance documents can help build coherence and prevent delays due to miscommunication.

**Institutionalize close coordination with federal, provincial, and local level governments:** Transparent and effective coordination and communication with the Ministry of Education, Science and Technology (MoEST), its agencies and the cooperating universities will support TECSES to progress with its planned activities. Therefore, it is essential to clarify the responsibilities, channels and methods of communications as well as cooperation structures between the stakeholders and mutually agree on regularity of meetings and essential updates,

The institutionalization of provincial coordination also is a vital management strategy that ensures TECSES maintains alignment, accountability, and adaptive capacity at the local level. By transforming the current practice into mandatory coordination involving the Provincial Government (MoSD/EDD), the ETC/PETC, and target Local Governments (LGs), the project establishes a formal mechanism to track progress against the Annual Work Plan and swiftly resolve implementation bottlenecks (e.g., funding delays, technical issues). This regular, structured engagement increases LGs' ownership and accountability for co-financing and managing PRPs, prevents minor administrative issues from escalating into major delays (like the previous target LG changes in Karnali), and ensures the replication of successful practices across the province, ultimately safeguarding the long-term sustainability and quality of the teacher support systems being developed.

# Annexes

**Annex 1: Annual Indicator-Based Result Matrix**

**Annex 2: Output wise annual plan 2026**

**Annex 3: Budget 2026**

**Annex 4: Annual Procurement Plan Summary 2026**

**Annex 5: JDs of new positions**

**Annex 6: Plan for short-term experts 2026**

**Annex 7: Risk Matrix**