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TECSES

NEPAL

BASELINE STUDY REPORT KARNALI PROVINCE

JULY 2025

Co-funded by the European Union

SUOMI FINLAND

List of Abbreviations

CEHRD	Center for Education and Human Resource Development
FGD	Focus Group Discussion
GIEN	Girls and Inclusive Education Network
IEP	Individual Education Plan / Individualized Education Plan
KII	Key Informant Interview
KPI	Key Performance Indicator
LGs	Local Governments
M&E	Monitoring and Evaluation
PC	Provincial coordinator
ETC	Education Training Center
SESP	School Education Sector Plan
SIP	School Improvement Plan
SLTG	Self-Learning Teacher Group
TA	Technical Assistance
TECSES	Technical Cooperation Support to School Education Sector
ToR	Terms of Reference
ToT	Training of Trainers
UDL	Universal Design for Learning

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Executive Summary

Technical Cooperation and Support to School Education Project (TECSES) Baseline Study Report establishes the foundational status for key indicators of the project. Conducted in Nepal's Karnali Province, this study utilized a mixed-method approach, integrating quantitative surveys with 300 teachers and 19 teacher trainers, and qualitative data from 6 Focus Group Discussions (FGDs), 10 Key Informant Interviews (KIIs), and 9 school observations for disability inclusive school, across nine local governments and schools. The primary objective is to monitor and evaluate the project's progress in enhancing teacher competencies, pedagogical practices, and educational inclusiveness.

The findings reveal a nuanced landscape in regards of teacher competencies, teachers' knowledge and skills, inclusive teaching, capacity of demonstrating inclusive school, local level teacher professional support system and inclusive education planning system. The study's key findings have been presented here under:

- The teacher survey data showed that 31 % of targeted teachers demonstrated minimum competency in inclusive, effective and learner centred teaching practices, in line with Nepal's National Teacher's Competency Framework. The teacher survey, structured around five key domains, indicated strong competencies in areas such as Support for Exploration (92% minimum competency), Support for Agency (82% minimum competency), and Support for Emotional Climate (90% minimum competency). Teachers frequently engage in practices that encourage student inquiry, foster collaboration, and build positive social-emotional skills. However, a critical area for development was identified in Individual Support, where only 33% of teachers demonstrated minimum competency in monitoring student progress, identifying learning challenges, and adapting teaching strategies accordingly. Practices like discussing learning needs with parents or peers were less frequent, highlighting a significant gap in personalized learning support.
- The study indicated that 68% of targeted teacher trainers demonstrate minimum understanding of inclusive, effective, and learner-cantered practices. The study indicates that most teacher trainers have experience facilitating sessions on inclusive and learner-cantered teaching practices, primarily utilizing group discussions, case studies, and demonstrations. Trainers generally rate their ability to adapt training for diverse teacher needs as "Good" to "Excellent" and express confidence in assessing and mentoring on inclusive approaches. They rely on resources like the National Teacher's Competency Framework and National Curriculum, and update their knowledge through self-study, Training of Trainers (ToT) workshops, and professional discussions. While digital tools such as online platforms, e-books, and recorded video lessons are commonly used, the adequacy of resources for organizing effective teacher training is mixed, and materials for specific disabilities (Deaf, Blind, Intellectual Disability) are often reported as partially available or inadequate due to lack of locally relevant content, limited translations, and high costs. Monitoring of post-training implementation occurs through follow-up visits, teacher feedback, and classroom observations, though some trainers do not monitor at all. The effectiveness of training in improving teacher competencies is generally rated as "Somewhat Effective" to "Effective".
- It is noted that none (0) of the observed schools met the disability inclusive school criteria as set in School Education Sector Plan (2021–2030/31). All observed schools (100%) 'Not Met' the criteria for Physical Accessibility, Early screening (ES) Teachers Trained on

Inclusive Education, Curriculum and Instruction Differentiation, and Individual Education Plans. This highlights systemic deficiencies in creating physically accessible environments, equipping teachers with necessary inclusive pedagogy skills, adapting curricula to diverse needs, and implementing personalized education plans for students with disabilities. While there were some partial efforts in Early Screening (67% 'Partially Met'), it indicates that comprehensive and systematic early identification mechanisms are yet to be established. A support system that includes early identification of disabilities, referral, and assistance mechanisms has been established in IEMIS. However, after referral, the government's ability to distribute need based assistive device and reasonable accommodation is still facing challenges due to the economic and educational status of the parents.

- The study showed that no (0) self-learning teacher groups were formed (with ToR and LG approval). While schools and schoolteachers express interest in self-learning teacher groups for professional development, formal structures are largely absent with local education unit not keen in forming and managing such groups.
- The study indicate that no (0) target local government have established and implemented teacher professional support systems. While some foundational elements exist, none of the local governments currently have an adequate teacher professional support system fully in place, highlighting significant gaps in systematic planning, policy implementation, and practical support mechanisms for teachers. There is no distinct policy or framework guiding the establishment of teacher professional support systems at the provincial level, all teacher training is based on the Federal TPD framework.
- The study shows that none (0) of the target local government have developed Pedagogical tools used for supportive supervision, coaching and mentoring for assessing teaching practices, inclusive school environments, learning support and student learning in ECE/PPE, resource classes and basic education. Existing monitoring is largely policy-level and rarely provides classroom-focused instructional support or feedback. A concerning trend is the underutilization of existing modern tools, such as smart boards, primarily due to a lack of teacher training on their effective use.
- The study shows that 8 out of 10 local governments have developed a Local education Plan. Targets schools annually develop School improvement plan (SIP) but 5-year SIP of schools are based on older guidelines and needs review as per new guidelines (SIP development guideline 2080 B.S). Furthermore, existing School Improvement Plans (SIPs) often serves only as a compliance exercise rather than a practical guide.

In a nutshell, the data highlights that teachers and trainers demonstrate foundational competencies and efforts in learner-centred practices but not at proficient to advance teaching competencies. Significant systemic gaps persist in providing individualized teaching support, fostering genuinely inclusive teaching practices with favourable environments, and ensuring physical accessibility for students with disabilities. The widespread lack of specialized training for teachers in inclusive education and support mechanisms have been considered critical areas for the TECSES's interventions to strengthen teacher education support system in Karnali Province.

1. Background

Technical Cooperation Support to School Education Sector (TECSES) is a bilateral five-year Technical Assistant (TA) project implemented by the governments of Nepal from June 2024 to June 2029 and 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 (SESP), the federalization process, and Nepal's ambition to move towards becoming a middle-income country. TECSES activities are implemented in three provinces: Karnali, Madhesh, and Sudurpashchim. At the provincial and local levels, TECSES aims to develop and model teacher education, teaching practices, teacher professional development, and support systems. Additionally, it focuses on strengthening the skills of Local Governments (LGs) in educational leadership and management to enhance quality, equity, and inclusion.

This baseline data represents the current state before the project's activities begin, serving as a reference point to measure progress and evaluate changes throughout the project's duration. It plays a crucial role in planning and demonstrating results by setting realistic goals, focusing on the project's actual needs, and benchmarking progress toward achieving objectives.

The key performance indicators of the TECSES are aligned with key indicators of SESP. As a result, baseline data for these indicators is already available from the CEHRD Flash Report (2023/24) and is used as the baseline for the project. For key indicators lacking secondary data, a baseline survey was carried out. These indicators are annexed (Annex 1: Indicators requiring baseline data collection).

2. Objectives

The primary objectives of the baseline data collection are:

- ✓ To establish the baseline status of indicators specified in the TECSES results framework, particularly those related to teacher competencies, pedagogical practices, and inclusiveness.
- ✓ To provide foundational data for monitoring progress and assessing the impact of project activities, including teacher training and capacity development.

3. Methodology

The baseline data was conducted using a mixed-method approach that incorporates both qualitative and quantitative data. Quantitative data was collected through surveys using offline tools such as KOBO[1] Toolbox. The KOBO free server was used during the baseline survey. For qualitative data, methods such as Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), and direct observations provided in-depth insights into target groups. The survey questionnaires were developed in consultation with international experts to ensure accuracy and relevance.

[1] **KOBO (Kobo Toolbox)** is an open-source digital data collection platform designed for field data gathering, especially in humanitarian and development settings. It allows users to create surveys, collect data offline using mobile devices, and analyse responses through a centralized dashboard. KOBO is widely used for baseline assessments, monitoring, and evaluation due to its flexibility, ease of use, and real-time data synchronization. https://www.kobotoolbox.org/about-us/

4. Sample Size Calculation

TECSES targets training 800 teachers including teacher trainers across Karnali, Sudurpaschim and Madhesh Provinces. In Karnali Province, the project is targeting 10 LGs. The total numbers of teacher in these 10 LGs will be considered total population size for the survey. In Karnali Province, total numbers of teacher in target LGs are 2617[2] To ensure statistical validity, the following formula is applied to determine the sample size[3]:

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{e^2 \cdot (N-1) + Z^2 \cdot p \cdot (1-p)}$$

Equation 1 Sample size calculation

Where:

N = Population size (2225 teachers)
Z = Z-score (1.96 for 95% confidence level)
p = Proportion of the population expected to exhibit the characteristic (0.5 for maximum variability)
e = Margin of error (5%, or 0.05)

According to the formula above, the total sample size for Karnali provinces is **336.**

The table below shows the total teacher population and sample size for each LGs in Karnali Province.

Table 1 Sample size calculation for target LGs

District	Total Teachers (1-12)			Local Level	Total Teachers (1-12)			Sample size		
								Total Teachers (1-12)		
	F	M	T		F	M	T	F	M	T
Dailekh	897	1565	2462	Dullu Municipality	100	278	378	24	24	48
Dolpa	456	935	1391	Tripurasundari Municipality	39	163	202	13	13	26
Humla	633	1377	2010	Adanchuli Rural Municipality	20	93	113	7	7	14
Jajarkot[4]	611	1126	1737	Nalagad Municipality	75	216	291	18	18	36
Jumla	193	526	719	Kanakasundari Rural Municipality	43	121	164	11	11	22
Kalikot	1012	1806	2818	Khandachakra Municipality	98	168	266	17	17	34

[2] CEHRD MIS data collected by Project team.
[3] Cochran, W. G. (1977). Sampling Techniques (3rd ed.). Wiley.
Krejcie, R. V., & Morgan, D. W. (1970). "Determining Sample Size for Research Activities." Educational and Psychological Measurement, 30(3), 607-610.
[4] The Nalagad Municipality of Jajrkot district is no longer the working LG for the project. Although the survey was carried out in Nalagad Municipality, but were removed from the analysed data

District	Total Teachers (1-12)			Local Level	Total Teachers (1-12)			Sample size		
								Total Teachers (1-12)		
Mugu	730	1122	1852	Khatyad Rural Municipality	51	192	243	15	15	30
Rukum Paschim	488	939	1427	Musikot Municipality	123	239	362	23	23	46
Salyan	1286	2000	3286	Sharada Municipality	110	194	304	20	20	40
Surkhet	777	1618	2395	Simta Rural Municipality	98	196	294	20	20	40
Total	7083	13014	20097	Total	629	1596	2617	168	168	336

The sample size for the teacher's trainer was 10% of total teacher trainer available in Karnali province including teacher trainers in roster[5]. The sample was selected by using random table. List of total teachers corresponding to the LGs was prepared and the sample teachers were selected from the list randomly.

Table 2 Sample size calculation for Teacher's trainer

Province	Total teacher trainer	Sample size for teacher's trainer (10%)	Male	Female
Karnali	181	18	9	9

The table shows the list of local government and schools for FGD, KII and Direct observation. One FG/KII will be carried out in PETC at province level.

Table 3 Sample size for LGs and schools for FGD, KII and Direct observation

District	Local Government	KII with LG	FGD with School	Disability inclusive observation in schools	Classroom observation in school	Remarks
Dailekh	Dullu Municipality	1	1	1	1	
Dolpa	Tripurasundari Municipality	1	1	1		
Humla	Adanchuli Rural Municipality	1	1	1		
Jajarkot*	Nalagad Municipality	1	1	1	1	
Jumla	Kanakasundari Rural Municipality	1	1	1		
Kalikot	Khandachakra Municipality	1	1	1		
Mugu	Khatyad Rural Municipality	1	1	1		

[5] TECSES will use the list of trainers provided by PETC

Rukum Paschim	Musikot Municipality	1	1	1	1	
Salyan	Sharada Municipality	1	1	1	1	
Surkhet	Simta Rural Municipality	1	1	1	1	

5. Key Findings

5.1 Teachers Survey

The teachers' survey was carried out in all 10 target local government of TECSES. The Nalagad Municipality in Jajarkot expressed non-willingness to cooperate with the project, hence Nalagad municipality was removed as one of the target districts by Ministry of Social Development in Karnali province. Although the survey was carried out in Nalagad Municipality (36 teachers), the data from the municipality was not used for the baseline analysis purposes. Hence only 300 teacher survey data was used for the analysis.

Total of 300 teachers from 9 local governments participated in the survey, out of which 46% were female teachers.

The table below shows the sample size calculation of 9 target local governments and number of actual survey data.

Table 4 sample size calculation of 9 target local government and number of actual survey data.

S.No.	Local government	Sample size			Field survey		
		Female	Male	Total	Female	Male	Total
1	Adanchuli Rural Municipality	7	7	14	3	11	14
2	Dullu Municipality	24	24	48	21	27	48
3	KanakasundarI Rural Municipality	11	11	22	10	12	22
4	Khandachakra Municipality	17	17	34	12	22	34
5	Khatyad Rural Municipality	15	15	30	13	17	30
6	Musikot Municipality	23	23	46	23	23	46
7	Sharada Municipality	20	20	40	23	17	40
8	Simta Rural Municipality	20	20	40	20	20	40
9	Tripurasundari Municipality	13	13	26	13	13	26
Total		150	150	300	138	162	300

Only 4% of teacher surveyed had some sort of disability. The chart below sows the details of teachers with disabilities.

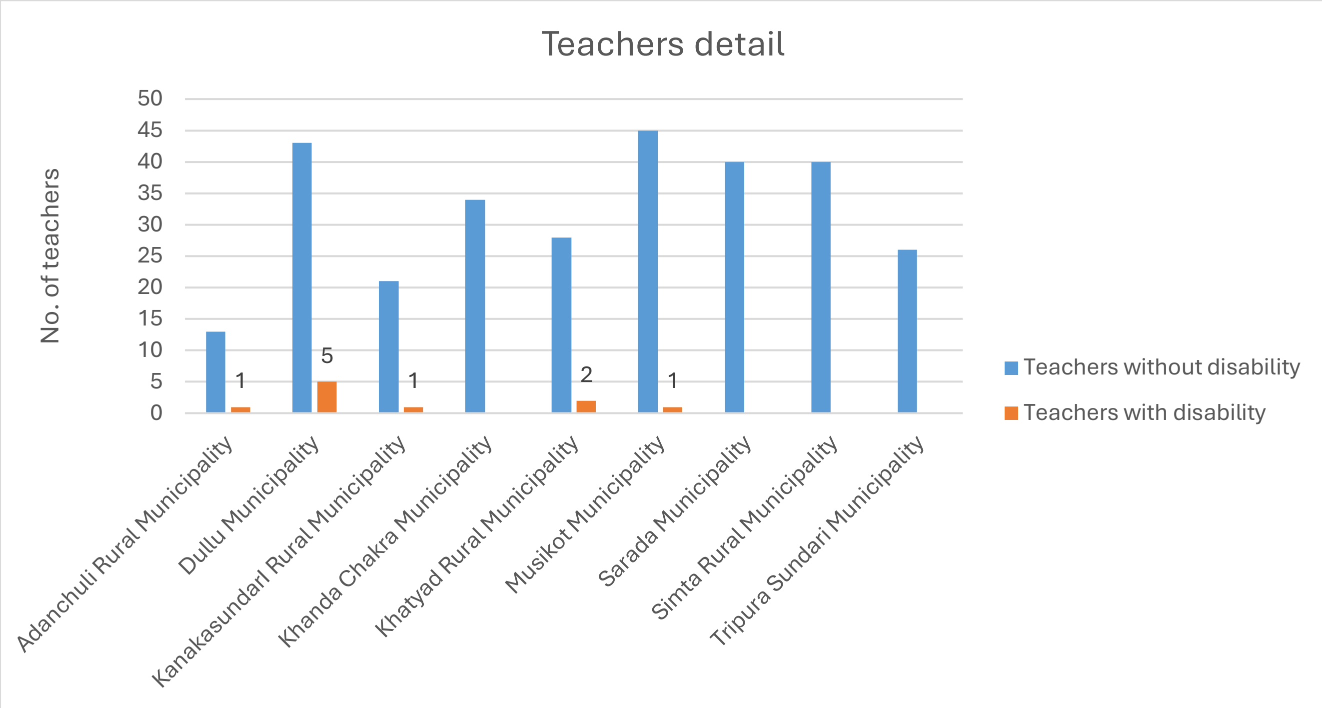

Chart 1 Teachers detail including disability

60% of teacher survey were permanent teachers followed by 17% of temporary teachers and 13% of Rahat teachers[6]. Similarly, 78% of teachers survey were Basic level (1-8) teachers. Furthermore, 66% of teachers surveyed teaches up to class 8. The pie charts above show the types of teachers surveyed, their level and classes they teach up to.

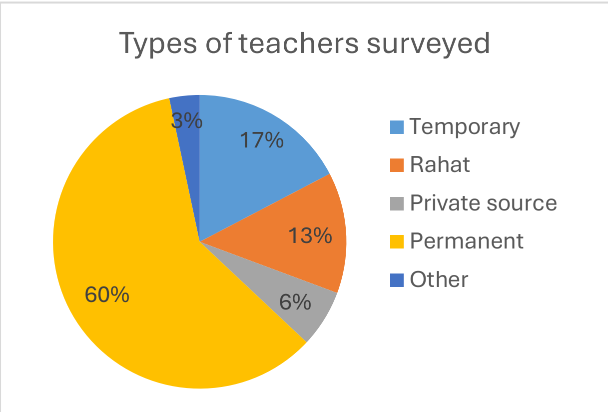

Chart 3 Types of teachers surveyed

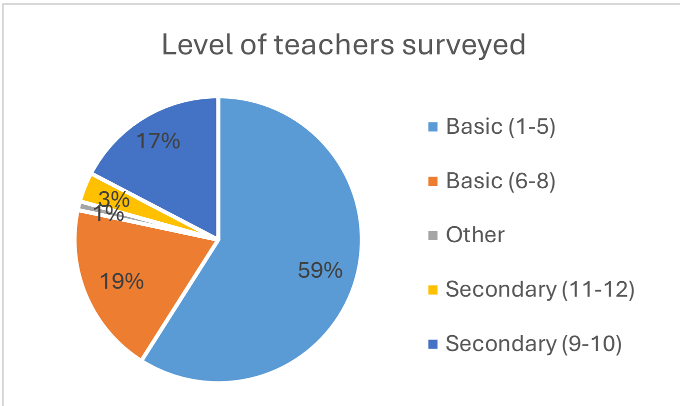

Chart 2 Level of teachers surveyed

[6] Teachers are hired by the SMC to fixed-term government positions. For more than 10 years, the government has not created new teaching positions in state schools. Instead, as part of the funding of the ongoing projects such as the Education for All and School Sector Reform Program (SSRP), it has created temporary positions, commonly known as Rahat Darbandi (relief quota). Teachers in this category are appointed by the SMC. They get a fixed salary, normally less than the pay scale enjoyed by the permanent and temporary teachers

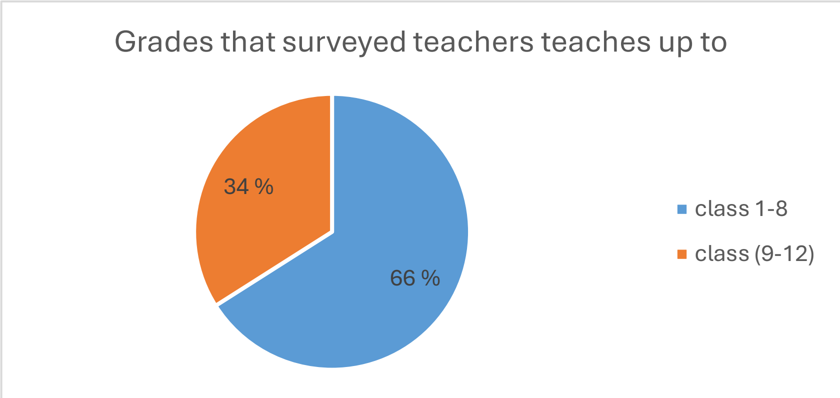

Chart 4 Grades that surveyed teacher teaches up to

Total of 206 teachers survey (68.7%) had completed job induction training. But 87% of teachers has not participated in any training related to inclusive education. The chart below shows the types of training completed by teachers (Please note a teacher taking multiple training is counted in each type) and teachers participating in inclusive education related trainings.

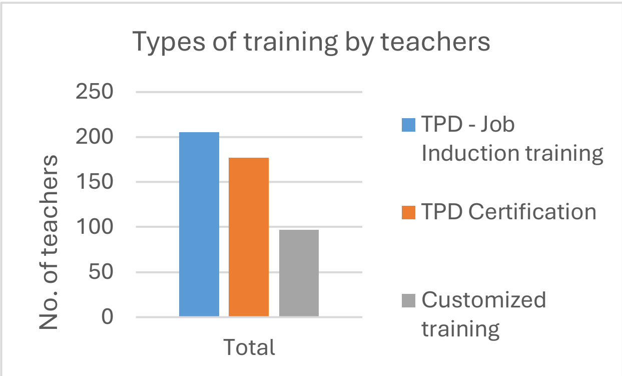

Chart 5 Type of training received

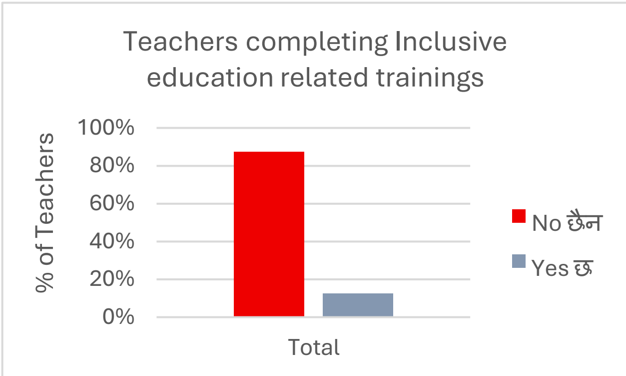

Chart 6 Teachers receiving Inclusive education training.

More than 90% of teachers has said that limited resources and lack of training on inclusive education among others are the main challenges the teachers are facing in creating an inclusive and child-friendly classroom environment. The chart below shows the different challenges that teachers are facing.

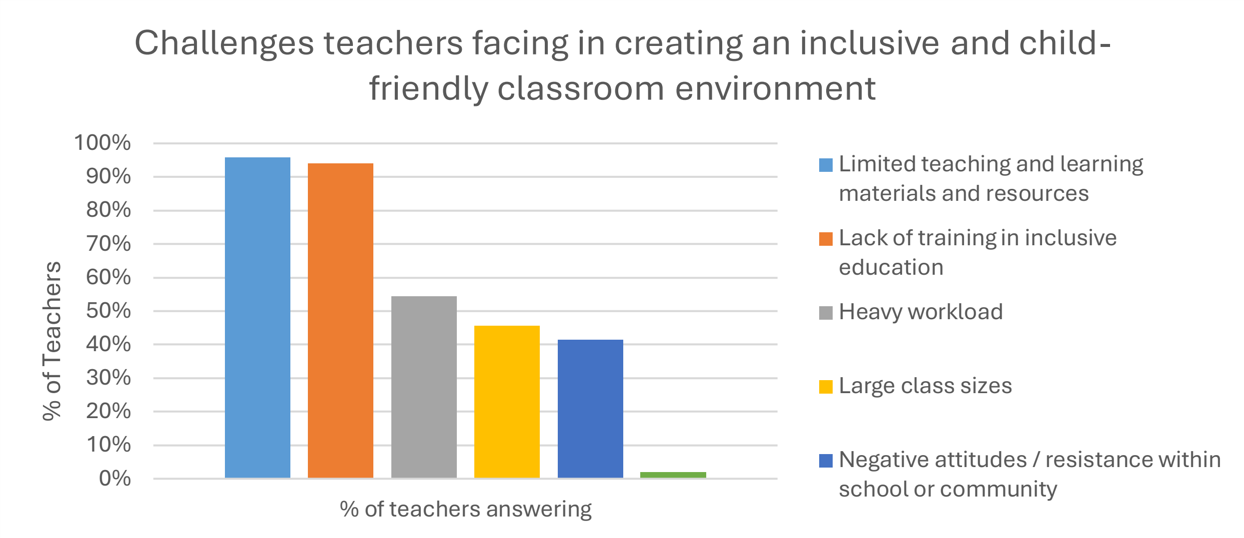

Chart 7 Challenges teachers facing in creating an inclusive and child-friendly classroom environment.

More than 80% of teachers said that student centred pedagogy, classroom management/managing student behaviour, effective use of textbook and teachers guide and effective use of technology in teaching are areas of professional development opportunities to help them improving teaching practices. The chart below shows different TPD opportunities that teachers selected.

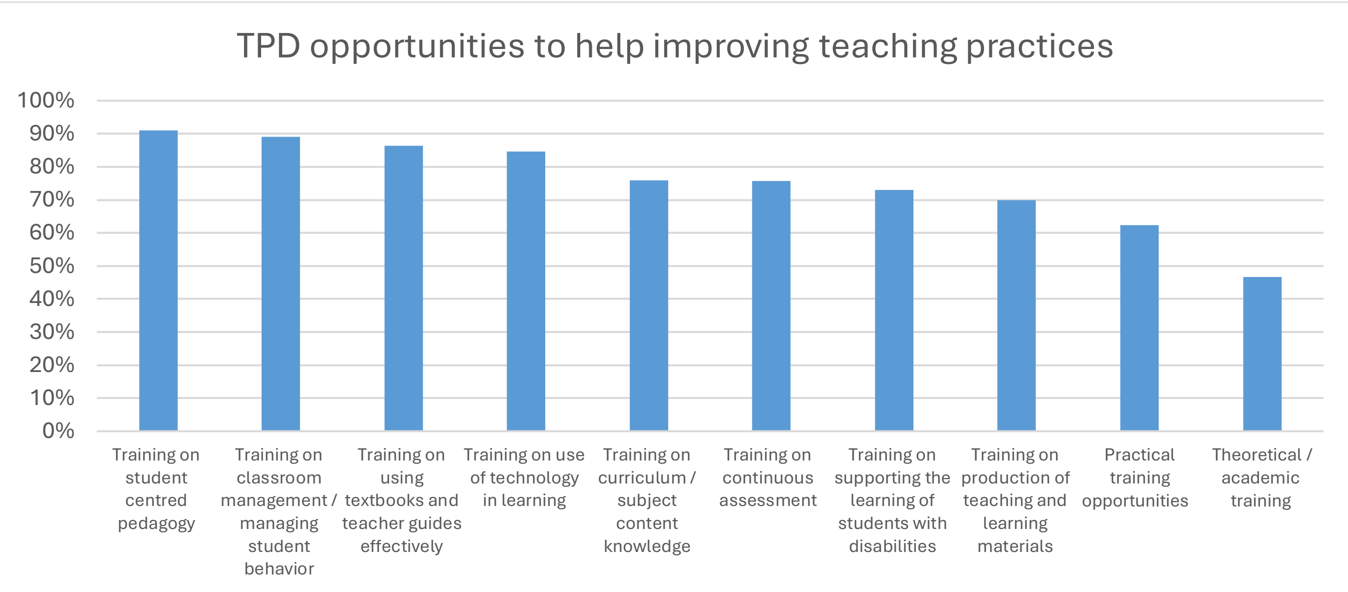

Chart 8 TPD opportunities to help improving teaching practices.

Teaching Practices

This survey section consists of 5 sets of questionnaires which reflect best practice in inclusive, effective, and learner-centred teaching. The domains 1-4 are based on the ENGAGE[7] tool, a

[7] Learning Through Play

tested and validated tool to assess effectiveness of learner centred teaching practices. Domain 5 is added by the TECSES team to reflect inclusive practices.

The points scored by teachers (against each question) for each set will determine whether a teacher meets the minimum competency threshold, expected to be at minimum 14 points/domain for domain 1-4 and 16 points for domain 5.

Set 1-4 includes seven questions, domain 5 includes eight questions coded on a four-point scale: 0 = I never do it, 1 = I do it once or twice a month, 2 = I do it once or twice a week, and 3 = I do it daily. Note that for question 4.7 the score is reversed, e.g. I do it daily = 0, I do it once or twice a week 1, I do it once or twice a month = 2, I never do it = 3.

The teachers securing minimum competency points in all sets (1-5) are considered competent in inclusive, effective and learner centered teaching practices in line with the National Teacher Competency Framework. For example, if a teacher meets the minimum competency standards in set 4 but not in set 1, they will not be considered competent.

Set 1: support for exploration[8]

This set of questionnaires focuses on how teachers facilitate understanding difficult concepts and promote learner-driven inquiry. Practices include using real-life objects or images, explaining topics in the local language, allowing learners to explore topics before direct instruction, and guiding learners to form solutions independently.

The survey showed that 92% of teachers across 9 local government achieved the minimum competency score. In some local government (Kakasundari Rural Municipality, Sharada Municipality and Simra Rural Municipality) 100% of teacher surveyed showed the minimum competency whereas in Khatyad Rural municipality only 50% teachers achieved the minimum competency.

The chart below shows the percentage of teachers in each local government achieving minimum competency.

[8] What is support for exploration? Exploring the physical and social environment is a basic developmental task. As children grow, the complexity of this exploration also grows—for example, an infant can explore a new material by manipulating it, mouthing it, or throwing it, while an older child may try to combine it with something else to represent an animal or an object.

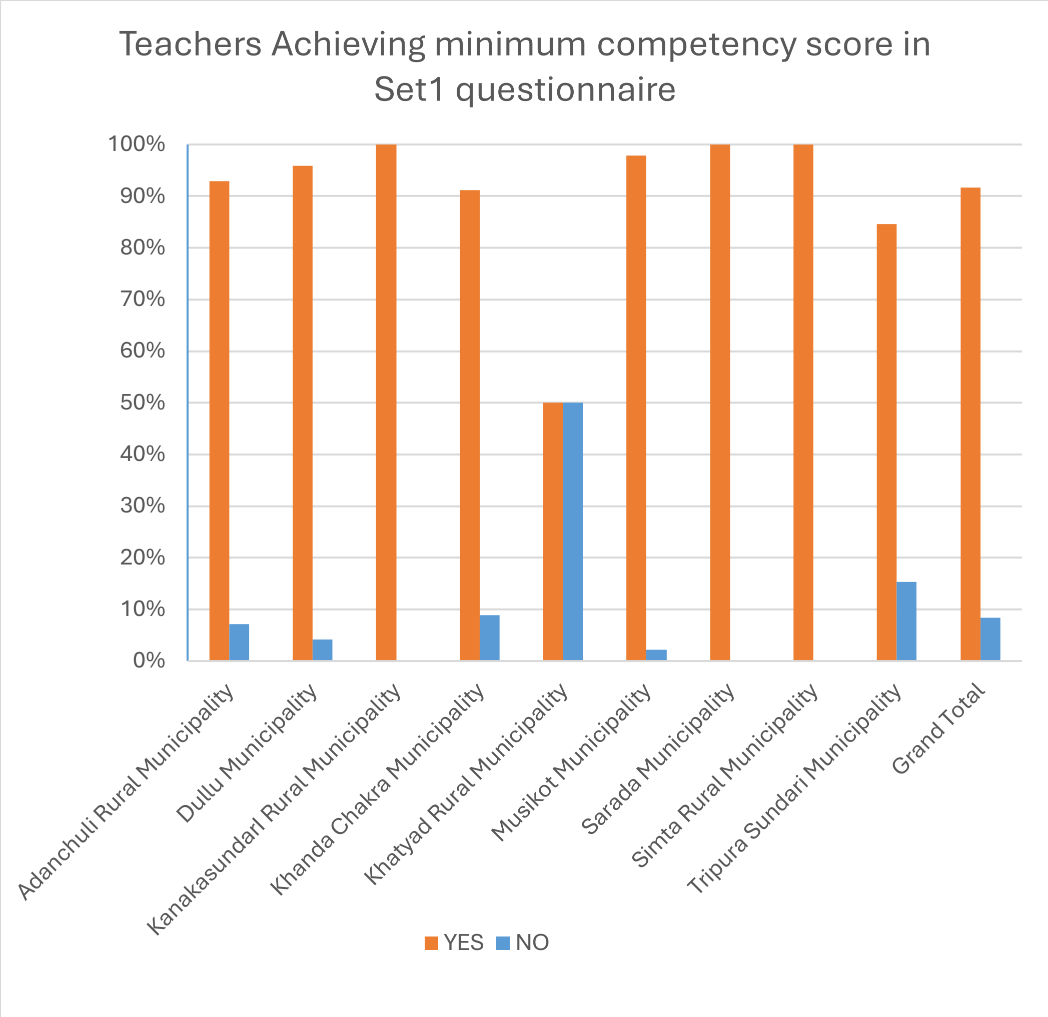

Chart 9 Teachers Achieving minimum competency score in Set1 questionnaire.

The overarching trends indicate a varied adoption of these practices. Teachers most consistently report engaging in practices such as allowing learners to express their own ideas, which is used daily by an average of 80.96% of teachers. Similarly, having learners form solutions to problems before receiving answers is a highly frequent daily practice, reported by 72.24% of teachers. Another prominent daily practice, reported by 73.09% of teachers, involves encouraging learners to try again when they encounter difficulties in reaching a solution or completing a task. These findings suggest a strong emphasis on fostering student-led problem-solving and nurturing perseverance among learners.

Conversely, certain practices are reported less frequently on a daily basis. For instance, using real-life objects or images to explain difficult concepts is a daily practice for only 29.42% of teachers, while providing resources other than textbooks for independent exploration is a daily practice for 39.93% of teachers. These practices, however, are more commonly reported as occurring once or twice a week; for example, providing resources beyond textbooks happens weekly for 50.46% of teachers, and using real-life objects or images is a weekly practice for 56.99% of teachers. This suggests that while these methods are integrated into teaching, they are not necessarily daily occurrences. Across all questions, the "I never do it" category consistently shows very low percentages, generally less than 1%, indicating that teachers rarely, if ever, completely abstain from these practices.

Kanakasundari Rural Municipality stands out with a remarkably high average daily practice frequency of 80.52%, accompanied by virtually no instances of "never doing it" at 0%. This highlights a robust overall adoption of individualized support practices in this region. Sharada Municipality, with 72.14% daily engagement, and Musikot Municipality, with 70.50% daily engagement, also demonstrate high levels of consistent daily implementation.

In contrast, Khatyad Rural Municipality shows a comparatively lower average daily practice frequency at 23.81%. However, it exhibits a significantly higher frequency of practices occurring once or twice a month (29.52%) and once or twice a week (44.29%). This pattern suggests that while practices are not as consistently daily, they are still regularly implemented within this region. Similarly, Dullu Municipality reports a lower average daily rate of 48.51% but a higher rate of weekly practices at 48.21%, indicating a tendency to integrate these practices on a weekly rather than daily basis. While generally low, the "never do it" rate in Adanchuli Rural Municipality is slightly higher at 2.04% compared to Kanakasundari Rural Municipality and Musikot Municipality, both of which report 0% in this category.

The Table below shows the Summary of response to each question under set 1: support for exploration

Table 5 Summary of response to each question under set 1: support for exploration

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
1.1 I use real-life objects or images to explain difficult concepts.				
Adanchuli Rural Municipality	21%	0%	79%	0%
Dullu Municipality	48%	4%	48%	0%
Kanakasundarl Rural Municipality	59%	0%	41%	0%
Khandachakra Municipality	21%	18%	59%	3%
Khatyad Rural Municipality	17%	20%	60%	3%
Musikot Municipality	39%	7%	54%	0%
Sharada Municipality	8%	45%	45%	3%
Simta Rural Municipality	3%	13%	85%	0%
Tripurasundari Municipality	50%	8%	42%	0%
1.2 I give learners a chance to investigate something first before being shown how to use it.				
Adanchuli Rural Municipality	57%	7%	36%	0%
Dullu Municipality	23%	2%	73%	2%
Kanakasundarl Rural Municipality	77%	0%	23%	0%
Khandachakra Municipality	56%	9%	35%	0%
Khatyad Rural Municipality	20%	30%	47%	3%
Musikot Municipality	57%	11%	33%	0%
Sharada Municipality	70%	8%	23%	0%
Simta Rural Municipality	70%	3%	28%	0%
Tripurasundari Municipality	58%	15%	27%	0%

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
1.3 I have learners form a solution to a problem before I give them the answer				
Adanchuli Rural Municipality	86%	0%	7%	7%
Dullu Municipality	31%	4%	65%	0%
Kanakasundarl Rural Municipality	95%	0%	5%	0%
Khandachakra Municipality	74%	6%	21%	0%
Khatyad Rural Municipality	23%	37%	40%	0%
Musikot Municipality	89%	2%	9%	0%
Sharada Municipality	90%	0%	10%	0%
Simta Rural Municipality	93%	0%	8%	0%
Tripurasundari Municipality	69%	0%	31%	0%
1.4 I ask open-ended questions that may have more than one correct answer to get more learners to participate.				
Adanchuli Rural Municipality	50%	14%	29%	7%
Dullu Municipality	52%	4%	42%	2%
Kanakasundarl Rural Municipality	77%	5%	18%	0%
Municipality	62%	3%	35%	0%
Khatyad Rural Municipality	30%	33%	33%	3%
Musikot Municipality	85%	7%	9%	0%
Sharada Municipality	80%	3%	18%	0%
Simta Rural Municipality	73%	0%	28%	0%
Tripurasundari Municipality	42%	12%	38%	8%
1.5 I have learners express their own ideas				
Adanchuli Rural Municipality	79%	7%	14%	0%
Dullu Municipality	90%	0%	10%	0%
Kanakasundarl Rural Municipality	91%	0%	9%	0%
Municipality	85%	0%	12%	3%
Khatyad Rural Municipality	30%	23%	43%	3%
Musikot Municipality	93%	2%	4%	0%
Sharada Municipality	90%	0%	10%	0%
Simta Rural Municipality	90%	0%	10%	0%
Tripurasundari Municipality	81%	4%	15%	0%
1.6 I provide resources other than the textbook so learners can explore topics on their own (for example, charts, dictionary).				
Adanchuli Rural Municipality	57%	0%	43%	0%
Dullu Municipality	23%	2%	75%	0%

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
Kanakasundarl Rural Municipality	77%	5%	18%	0%
Khandachakra Municipality	26%	15%	56%	3%
Khatyad Rural Municipality	17%	37%	43%	3%
Musikot Municipality	30%	4%	65%	0%
Sharada Municipality	75%	3%	23%	0%
Simta Rural Municipality	15%	0%	85%	0%
Tripurasundari Municipality	38%	15%	46%	0%
1.7 I have learners try again when they cannot reach a solution or complete a task.				
Adanchuli Rural Municipality	79%	0%	21%	0%
Dullu Municipality	73%	2%	25%	0%
Kanakasundarl Rural Municipality	86%	0%	14%	0%
Khandachakra Municipality	88%	0%	12%	0%
Khatyad Rural Municipality	30%	27%	43%	0%
Musikot Municipality	100%	0%	0%	0%
Sharada Municipality	93%	0%	8%	0%
Simta Rural Municipality	40%	0%	60%	0%
Tripurasundari Municipality	69%	8%	23%	0%

Set 2: support for agency[9]

This section examines strategies that foster collaboration and independent skill development among students. It includes practices such as allowing learners to choose roles in group activities, encouraging peer discussions without teacher intervention, providing time for independent skill practice, and tasking learners with creating things related to the lesson.

The survey showed that 82% of teachers across 9 local government achieved the minimum competency score. In 5 out of 9 local government more than 90% of teacher surveyed showed the minimum competency whereas in Khatyad Rural municipality only 3% of teachers achieved the minimum competency.

The chart below shows the percentage of teachers in each local government achieving minimum competency in set 2.

[9] What is support for agency? Agency refers to the extent to which children are able to “exert their thinking and actions in a social context in which others hold the same rights” (Zosh et al., 2017).

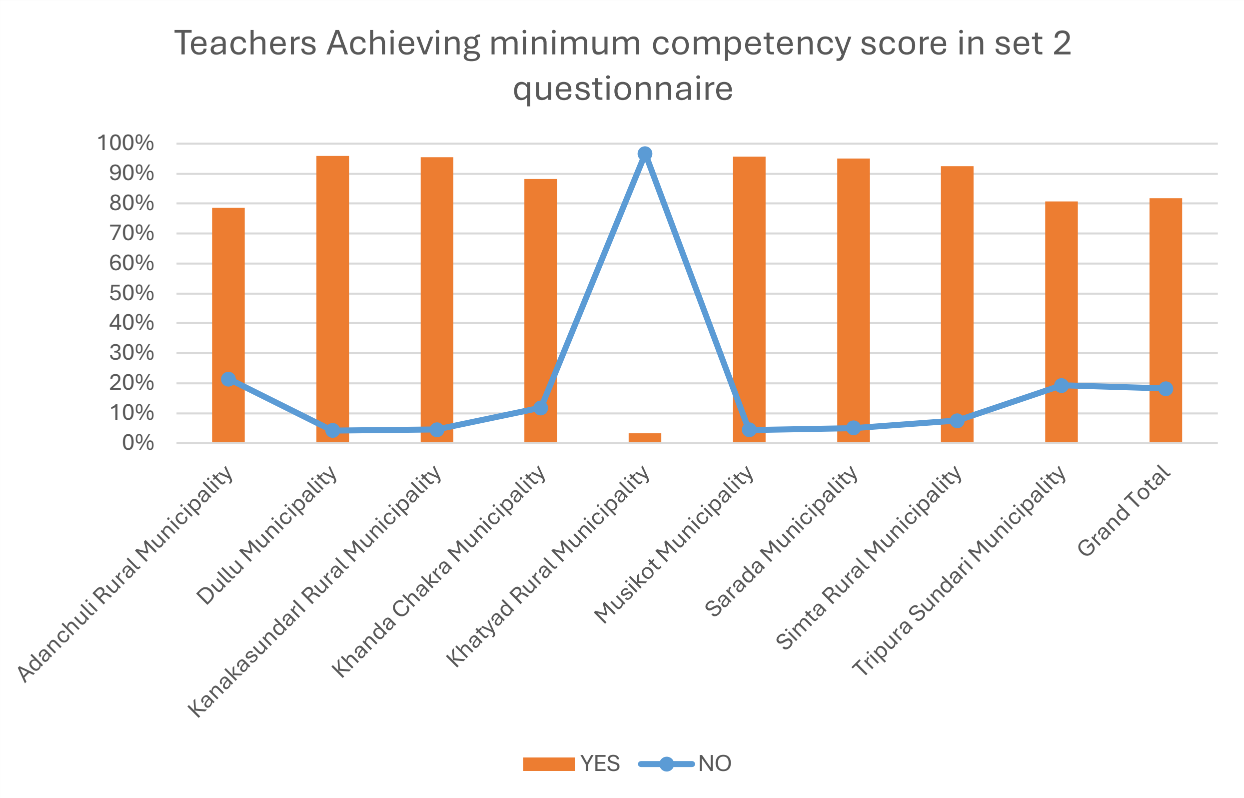

Chart 10 Teachers Achieving minimum competency score in set 2 questionnaire.

Teachers most frequently report giving learners time to practice skills without their help, with an average daily use of 78.85%. Another highly reported daily practice is giving learners assignments where they make some of their own decisions, observed in 63.07% of responses. Additionally, utilizing learners' ideas and suggestions in teaching is a daily practice for 55.70% of teachers. These figures suggest a strong inclination towards promoting learner autonomy and incorporating student input.

In contrast, practices such as letting learners choose roles when they have group activities are less frequently reported on a daily basis (27.17%). Similarly, asking learners to create things related to the lesson, like drawings, is a daily practice for only 32.83% of teachers. However, these practices often occur on a weekly basis, with 57.24% for choosing roles in group activities and 58.12% for creative assignments. Having learners discuss lesson topics with each other without direct teacher involvement is a daily practice for only 16.33% but is more common once or twice a month (27.29%) or once or twice a week (49.56%), suggesting it is an integrated but not necessarily a daily method. The "I never do it" category remains generally low across all questions, though it is slightly higher for practices like having learners discuss topics without involvement (6.81%) and letting learners decide for themselves how to do a task (4.38%).

Significant variations in practice frequencies are apparent when comparing different local government areas within Group 2. Sharada Municipality demonstrates a high average daily practice frequency of 60.71%, indicating a consistent daily engagement with these learner-centered approaches. Musikot Municipality also shows strong daily adoption at 53.11%, followed closely by Kanakasundari Rural Municipality at 53.90% daily use.

Conversely, Khatyad Rural Municipality exhibits a considerably lower average daily practice frequency, at just 5.71%. However, this region compensates with a much higher frequency of practices occurring once or twice a month (62.38%) and once or twice a week (25.24%), suggesting a more periodic, rather than daily, implementation of these strategies. Adanchuli Rural Municipality also shows a lower daily rate (36.73%) but a higher rate of weekly practices (39.79%) and monthly practices (18.37%), along with a noticeable "never do it" rate of 5.10%. Dullu Municipality and Simta Rural Municipality show similar trends of lower daily engagement but higher weekly practice frequencies, at 49.70% and 47.86% respectively, with very low "never do it" rates.

The Table below shows the Summary of response to each question under set 2

Table 6 Summary of response to each question under set 2

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
2.1 I let learners choose roles when they have group activities.				
Adanchuli Rural Municipality	14%	21%	57%	7%
Dullu Municipality	10%	0%	90%	0%
Kanakasundarl Rural Municipality	45%	5%	50%	0%
Municipality	47%	9%	44%	0%
Khatyad Rural Municipality	0%	67%	30%	3%
Musikot Municipality	15%	4%	80%	0%
Sharada Municipality	58%	13%	30%	0%
Simta Rural Municipality	20%	0%	80%	0%
Tripurasundari Municipality	35%	12%	54%	0%
2.2 I have learners discuss lesson topics with each other without my involvement.				
Adanchuli Rural Municipality	7%	64%	21%	7%
Dullu Municipality	6%	8%	85%	0%
Kanakasundarl Rural Municipality	9%	32%	36%	23%
Khandachakra Municipality	24%	21%	53%	3%
Khatyad Rural Municipality	0%	70%	20%	10%
Musikot Municipality	15%	15%	67%	2%
Sharada Municipality	30%	8%	50%	13%
Simta Rural Municipality	25%	13%	63%	0%
Tripurasundari Municipality	31%	15%	50%	4%
2.3 I give learners time to practice skills without my help.				
Adanchuli Rural Municipality	100%	0%	0%	0%
Dullu Municipality	81%	2%	17%	0%
Kanakasundarl Rural Municipality	82%	0%	18%	0%
Khandachakra Municipality	82%	0%	18%	0%
Khatyad Rural Municipality	27%	40%	33%	0%
Musikot Municipality	96%	0%	4%	0%

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
Sharada Municipality	88%	0%	13%	0%
Simta Rural Municipality	78%	3%	20%	0%
Tripurasundari Municipality	77%	4%	19%	0%
2.4 I ask learners to create things related to the lesson (for example, drawings).				
Adanchuli Rural Municipality	14%	0%	79%	7%
Dullu Municipality	21%	4%	75%	0%
Kanakasundarl Rural Municipality	68%	5%	27%	0%
Khandachakra Municipality	47%	0%	50%	3%
Khatyad Rural Municipality	3%	47%	50%	0%
Musikot Municipality	22%	2%	76%	0%
Sharada Municipality	60%	3%	38%	0%
Simta Rural Municipality	10%	8%	83%	0%
Tripurasundari Municipality	50%	4%	46%	0%
2.5 I have learners decide for themselves how to do a task.				
Adanchuli Rural Municipality	14%	14%	64%	7%
Dullu Municipality	63%	2%	33%	2%
Kanakasundarl Rural Municipality	32%	9%	55%	5%
Municipality	38%	9%	44%	9%
Khatyad Rural Municipality	0%	80%	10%	10%
Musikot Municipality	72%	7%	17%	4%
Sharada Municipality	48%	8%	43%	3%
Simta Rural Municipality	30%	10%	60%	0%
Tripurasundari Municipality	31%	19%	50%	0%
2.6 I use learners' ideas and suggestions in my teaching.				
Adanchuli Rural Municipality	43%	21%	36%	0%
Dullu Municipality	58%	6%	35%	0%
Kanakasundarl Rural Municipality	73%	0%	27%	0%
Municipality	56%	6%	38%	0%
Khatyad Rural Municipality	7%	67%	7%	20%
Musikot Municipality	65%	4%	30%	0%
Sharada Municipality	75%	8%	18%	0%
Simta Rural Municipality	90%	0%	10%	0%
Tripurasundari Municipality	35%	27%	19%	19%
2.7 I give learners assignments where they make some of their own decisions.				
Adanchuli Rural Municipality	64%	7%	21%	7%

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
Dullu Municipality	85%	2%	13%	0%
Kanakasundarl Rural Municipality	68%	0%	23%	9%
Municipality	53%	12%	29%	6%
Khatyad Rural Municipality	3%	67%	27%	3%
Musikot Municipality	87%	4%	7%	2%
Sharada Municipality	68%	5%	28%	0%
Simta Rural Municipality	78%	3%	20%	0%
Tripurasundari Municipality	62%	4%	35%	0%

Set 3: support for personal and social connection[10]

This group highlights practices aimed at making lessons relevant to students' lives and promoting positive social interaction. It covers linking lessons to learners' backgrounds, encouraging sharing of personal experiences, fostering interest in classmates' lives, and facilitating collaborative work towards common goals.

The survey showed that 84% of teachers achieved the minimum competency score in Set 3 questionnaire. In Simta Rural Municipality 100% of teachers survey score minimum competency whereas in Khatyad Rural Municipality 97% of teachers did not get minimum competency score.

The chart below shows the percentage of teachers in each local government achieving minimum competency in set 3: support for personal and social connection.

[10] What is support for connection to experience? Support for connection to experience means bringing experiences that are not physically present or that occurred in the past into a current learning interaction. For example, in early education, linking exploration with children's home or community experiences may foster deeper learning, including the application of ideas across contexts.

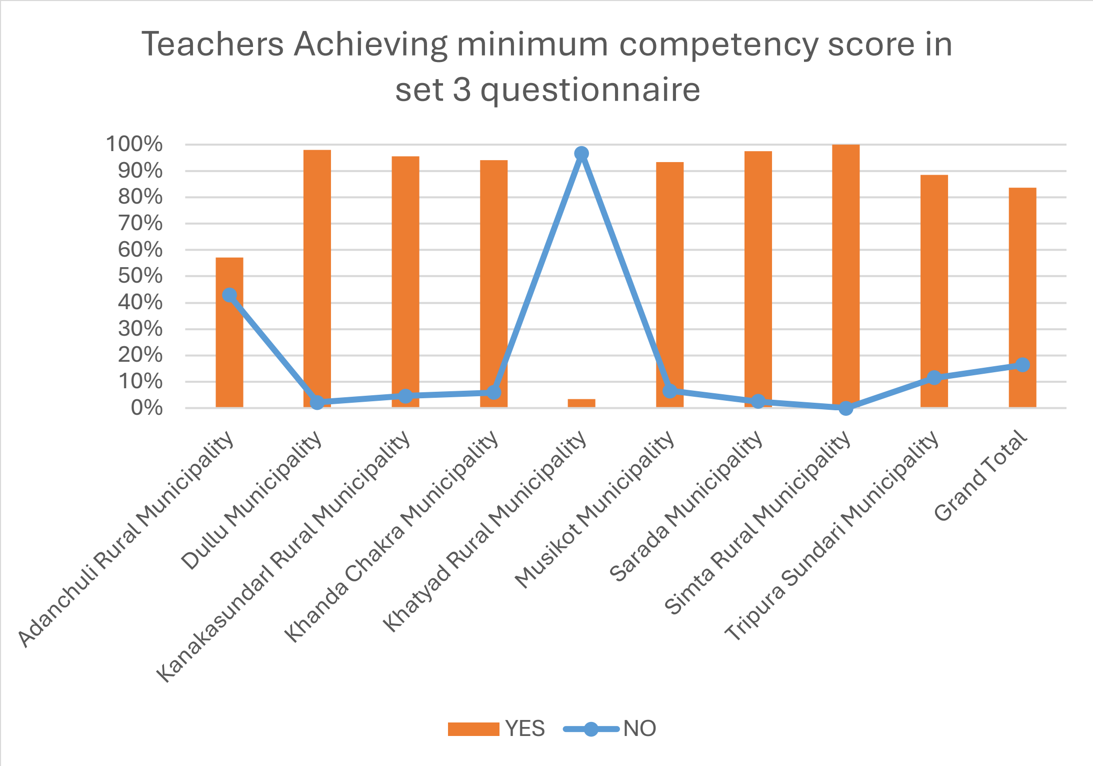

Chart 11 Teachers Achieving minimum competency score in set 3 questionnaire.

The overall trends indicate that certain practices are significantly more prevalent than others. Teachers most frequently report reminding learners to help each other, with an average daily use of 85.94%. Another highly common daily practice is having learners work together to achieve common goals, reported by 68.87% of teachers. Encouraging learners to have interest in each other's lives is also a frequent daily practice, with 67.25% of teachers engaging in it. These figures suggest a strong emphasis on cultivating peer support and cooperative learning within the classroom.

Conversely, practices such as connecting learners' backgrounds and interests to the lessons are less frequently reported on a daily basis (36.77%), though they are more common once or twice a week (40.62%). Similarly, helping learners learn about cultures or ways of living different from their own is a daily practice for only 24.55% of teachers, but it is engaged once or twice a week by 46.11% of teachers and once or twice a month by 27.15%. Matching a learner who does not have friends with a well-liked peer is a daily practice for 47.71% of teachers but also occurs weekly for 33.70%. The "I never do it" category remains low across most questions, generally below 2%, indicating that these practices are rarely entirely omitted.

Notable variations in practice frequencies are evident when comparing different local government areas within Group 3. Sharada Municipality demonstrates a very high average daily practice frequency of 80.36%, indicating a consistent and strong daily engagement with these social-emotional and collaborative approaches. Dullu Municipality also shows high daily adoption at 70.24%, followed by Kanakasundari Rural Municipality (64.94%), Simta Rural Municipality (60.71%), and Musikot Municipality (59.94%), all exhibiting robust daily implementation.

In contrast, Khatyad Rural Municipality exhibits a significantly lower average daily practice frequency, at just 13.81%. However, this region stands out with a very high frequency of practices occurring once or twice a month (53.81%) and once or twice a week (25.24%), suggesting a more periodic, yet substantial, integration of these strategies rather than a daily one. Adanchuli Rural Municipality also shows a lower daily rate (33.67%) but a higher rate of weekly practices (41.84%) and monthly practices (23.47%). Municipality and Tripurasundari Municipality maintain moderate daily engagement alongside consistent weekly implementation.

The Table below shows the Summary of response to each question under set 3.

Table 7 Summary of response to each question under set 3

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
3.1 I connect learners' backgrounds and interests to the lessons.				
Adanchuli Rural Municipality	21%	36%	36%	7%
Dullu Municipality	52%	4%	42%	2%
Kanakasundarl Rural Municipality	59%	9%	32%	0%
Municipality	26%	12%	47%	15%
Khatyad Rural Municipality	33%	23%	40%	3%
Musikot Municipality	39%	15%	46%	0%
Sharada Municipality	30%	28%	30%	13%
Simta Rural Municipality	43%	10%	48%	0%
Tripurasundari Municipality	27%	19%	46%	8%
3.2 I have learners share personal experiences connected to the lesson.				
Adanchuli Rural Municipality	43%	7%	50%	0%
Dullu Municipality	73%	2%	25%	0%
Kanakasundarl Rural Municipality	59%	5%	36%	0%
Municipality	68%	6%	24%	3%
Khatyad Rural Municipality	0%	73%	13%	13%
Musikot Municipality	70%	4%	26%	0%
Sharada Municipality	83%	3%	15%	0%
Simta Rural Municipality	75%	0%	25%	0%
Tripurasundari Municipality	54%	8%	38%	0%
3.3 I encourage learners to have interest in each other's lives.				
Adanchuli Rural Municipality	43%	14%	43%	0%
Dullu Municipality	90%	0%	10%	0%
Kanakasundarl Rural Municipality	77%	0%	23%	0%
Municipality	74%	3%	21%	3%
Khatyad Rural Municipality	0%	73%	13%	13%
Musikot Municipality	74%	4%	22%	0%
Sharada Municipality	93%	0%	8%	0%

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
Simta Rural Municipality	83%	0%	18%	0%
Tripurasundari Municipality	73%	0%	27%	0%
3.4 I have learners work together to achieve common goals				
Adanchuli Rural Municipality	36%	21%	43%	0%
Dullu Municipality	96%	0%	4%	0%
Kanakasundarl Rural Municipality	82%	5%	14%	0%
Municipality	82%	3%	15%	0%
Khatyad Rural Municipality	3%	57%	40%	0%
Musikot Municipality	87%	0%	13%	0%
Sharada Municipality	95%	0%	5%	0%
Simta Rural Municipality	85%	0%	15%	0%
Tripurasundari Municipality	54%	12%	35%	0%
3.5 I remind learners to help each other.				
Adanchuli Rural Municipality	64%	7%	29%	0%
Dullu Municipality	96%	0%	4%	0%
Kanakasundarl Rural Municipality	91%	0%	9%	0%
Municipality	91%	0%	9%	0%
Khatyad Rural Municipality	57%	3%	40%	0%
Musikot Municipality	93%	0%	7%	0%
Sharada Municipality	95%	0%	5%	0%
Simta Rural Municipality	90%	0%	10%	0%
Tripurasundari Municipality	96%	0%	4%	0%
3.6 I match a learner who does not have friends with a learner who is well-liked by the rest of the class.				
Adanchuli Rural Municipality	29%	21%	50%	0%
Dullu Municipality	81%	2%	17%	0%
Kanakasundarl Rural Municipality	45%	5%	50%	0%
Municipality	47%	12%	41%	0%
Khatyad Rural Municipality	0%	90%	3%	7%
Musikot Municipality	39%	4%	57%	0%
Sharada Municipality	93%	3%	5%	0%
Simta Rural Municipality	30%	13%	58%	0%
Tripurasundari Municipality	65%	12%	23%	0%
3.7 I help learners learn about cultures or ways of living that may be different from their own.				
Adanchuli Rural Municipality	0%	57%	43%	0%
Dullu Municipality	4%	38%	58%	0%

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
Kanakasundarl Rural Municipality	41%	5%	55%	0%
Municipality	29%	6%	65%	0%
Khatyad Rural Municipality	3%	57%	27%	13%
Musikot Municipality	17%	20%	63%	0%
Sharada Municipality	75%	3%	20%	3%
Simta Rural Municipality	20%	38%	43%	0%
Tripurasundari Municipality	31%	23%	42%	4%

Set 4: support for emotional climate[11]

This section delves into teaching practices that build social-emotional skills such as empathy, active listening, and healthy emotional expression. Practices include encouraging learners to understand and empathize with classmates, actively listen to one another, and express their emotions, as well as using everyday classroom practices to teach social interaction.

The survey showed that 90% of teachers achieved the minimum competency score in Set 3 questionnaire. In Simta Rural Municipality 100% of teachers survey score minimum competency whereas in Khatyad Rural Municipality 87% of teachers did not get minimum competency score.

The chart below shows the percentage of teachers in each local government achieving minimum competency in set 4: support for emotional climate.

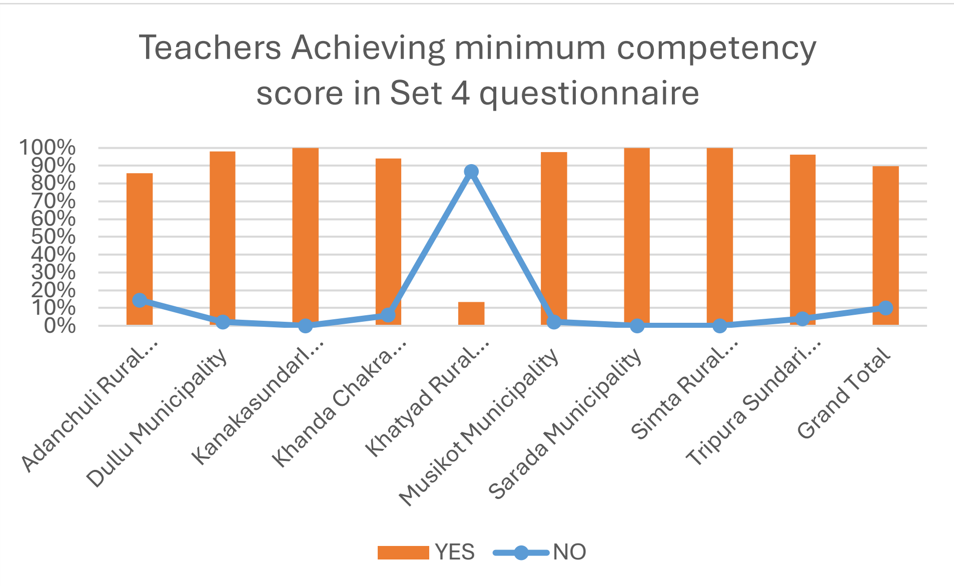

Chart 12 Teachers Achieving minimum competency score in Set 4 questionnaire.

[11] What is emotional climate? In studies of the observed quality of preschool or primary school classrooms, emotional climate has often been prominent as a predictor of both social emotional and academic learning outcomes (Wolf et al., 2018). In such studies, this construct has been defined as individualized attention by the teacher, behaviours such as praise and positive reinforcement, and the observed presence of specific positive emotions such as enthusiasm or smiling. In addition, behavioural aspects of pedagogy such as behaviour management (the response to difficult or problem behaviours) or encouragement of prosocial behaviour has been part of emotional climate in these studies

The overall trends indicate that certain positive practices are widely adopted. Teachers most frequently report having learners respond in ways other than just verbal communication to increase engagement, with an average daily use of 85.30%. Encouraging learners to listen to each other is also a highly common daily practice, reported by 82.28% of teachers. Furthermore, fostering empathy and understanding among classmates is a daily practice for 70.20% of teachers, and helping learners show or talk about their emotions is a daily practice for 67.60% of teachers. These figures demonstrate a strong inclination towards creating an emotionally supportive and communicative classroom environment.

In contrast, using everyday classroom practices to teach learners how to interact with one another is less frequently reported on a daily basis (25.14%), though it is a prominent weekly practice (53.68%). A unique question in this group, concerning showing anger or disapproval of managing behavior, shows a very low daily incidence (2.01%), but a notably high monthly frequency (55.63%) and a significant "never do it" rate (25.62%). This suggests that while anger or disapproval is rarely a daily tool, it is employed periodically by some teachers and completely avoided by a considerable number of teachers. Changing classroom seating to vary learners' proximity to the teacher is a daily practice for 71.69% of teachers, with some weekly occurrences (17.38%) and a small "never do it" rate (4.39%).

Variations in practice frequencies are apparent when comparing different local government areas within Group 4. Sharada Municipality shows a very high average daily practice frequency of 76.07%, indicating consistent daily engagement with these supportive and interactive approaches. Musikot Municipality (66.46%), Simta Rural Municipality (66.07%), and Municipality (64.71%) also demonstrate strong daily adoption. Dullu Municipality and Kanakasundari Rural Municipality show moderate to high daily rates.

Conversely, Khatyad Rural Municipality exhibits a significantly lower average daily practice frequency, at just 16.67%. However, this region distinguishes itself with a very high frequency of practices occurring once or twice a month (55.24%) and once or twice a week (21.90%), suggesting a more periodic, yet substantial, integration of these strategies rather than a daily one. This region also has a slightly higher "never do it" rate (6.19%). Adanchuli Rural Municipality also shows a lower daily rate (46.94%) but a higher rate of weekly practices (32.65%) and monthly practices (13.27%), with a "never do it" rate of 7.14%. Tripurasundari Municipality also shows a comparatively higher "never do it" rate of 7.69%.

The Table below shows the Summary of response to each question under set 4.

Table 8 Summary of response to each question under set 4

Local Government	**I do it daily**	**I do it once or twice a month**	**I do it once or twice a week**	**I never do it**
4.1 I encourage learners to understand and empathize with their classmates.				
Adanchuli Rural Municipality	43%	14%	43%	0%
Dullu Municipality	85%	0%	15%	0%
KanakasundarI Rural Municipality	82%	5%	14%	0%
Municipality	62%	9%	29%	0%

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
Khatyad Rural Municipality	3%	60%	37%	0%
Musikot Municipality	96%	0%	4%	0%
Sharada Municipality	95%	0%	5%	0%
Simta Rural Municipality	78%	0%	23%	0%
Tripurasundari Municipality	88%	0%	12%	0%
4.2 I encourage learners to listen to each other.				
Adanchuli Rural Municipality	71%	14%	7%	7%
Dullu Municipality	96%	0%	4%	0%
Kanakasundarl Rural Municipality	95%	0%	5%	0%
Municipality	91%	3%	6%	0%
Khatyad Rural Municipality	17%	40%	43%	0%
Musikot Municipality	98%	0%	2%	0%
Sharada Municipality	95%	0%	5%	0%
Simta Rural Municipality	93%	0%	8%	0%
Tripurasundari Municipality	85%	0%	15%	0%
4.3 I help learners show their emotions or talk about how they are feeling.				
Adanchuli Rural Municipality	57%	7%	36%	0%
Dullu Municipality	65%	0%	35%	0%
Kanakasundarl Rural Municipality	73%	5%	23%	0%
Municipality	85%	0%	15%	0%
Khatyad Rural Municipality	7%	57%	30%	7%
Musikot Municipality	65%	0%	35%	0%
Sharada Municipality	100%	0%	0%	0%
Simta Rural Municipality	88%	0%	13%	0%
Tripurasundari Municipality	69%	0%	31%	0%
4.4 I use everyday classroom practices (for example, passing out materials) as a way to teach learners how they should interact with one another.				
Adanchuli Rural Municipality	14%	7%	71%	7%
Dullu Municipality	25%	2%	73%	0%
Kanakasundarl Rural Municipality	36%	14%	50%	0%
Municipality	35%	6%	53%	6%
Khatyad Rural Municipality	0%	83%	13%	3%
Musikot Municipality	26%	9%	65%	0%
Sharada Municipality	53%	3%	45%	0%
Simta Rural Municipality	18%	13%	70%	0%
Tripurasundari Municipality	19%	35%	42%	4%

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
4.5 I have learners respond in ways other than just verbal so that more learners engage (for example, thumbs up, pointing, writing).				
Adanchuli Rural Municipality	71%	0%	29%	0%
Dullu Municipality	92%	0%	8%	0%
Kanakasundarl Rural Municipality	77%	5%	18%	0%
Municipality	97%	3%	0%	0%
Khatyad Rural Municipality	50%	33%	10%	7%
Musikot Municipality	89%	2%	7%	2%
Sharada Municipality	98%	0%	3%	0%
Simta Rural Municipality	98%	0%	3%	0%
Tripurasundari Municipality	96%	0%	4%	0%
4.6 I change classroom seating, so different learners have a chance to be near me.				
Adanchuli Rural Municipality	71%	7%	21%	0%
Dullu Municipality	65%	2%	33%	0%
Kanakasundarl Rural Municipality	77%	5%	18%	0%
Municipality	79%	3%	15%	3%
Khatyad Rural Municipality	37%	23%	13%	27%
Musikot Municipality	87%	9%	2%	2%
Sharada Municipality	85%	3%	13%	0%
Simta Rural Municipality	90%	0%	10%	0%
Tripurasundari Municipality	54%	8%	31%	8%
4.7 I show anger or disapproval to get learners to behave in my classroom.				
Adanchuli Rural Municipality	0%	43%	21%	36%
Dullu Municipality	0%	75%	13%	13%
Kanakasundarl Rural Municipality	0%	18%	9%	73%
Municipality	3%	47%	29%	21%
Khatyad Rural Municipality	3%	90%	7%	0%
Musikot Municipality	4%	61%	13%	22%
Sharada Municipality	8%	65%	5%	23%
Simta Rural Municipality	0%	83%	15%	3%
Tripurasundari Municipality	0%	19%	38%	42%

Set 5: Individual support[12]

[12] What is individual support? Individual support in inclusive education provides tailored services to meet each student's unique needs, removing barriers to their learning and development. This involves individualized attention from teachers, modified teaching methods, and positive behaviour interventions.

The final group focuses on how teachers monitor student progress, identify learning or emotional challenges, and adapt their teaching strategies accordingly. This includes observing student behavior and academic performance, identifying students needing social/emotional support, adjusting teaching strategies based on student needs, and providing adapted learning materials or remedial teaching.

The survey showed that 33% of teachers achieved the minimum competency score in Set 5 questionnaire. In Kankasundari Rural Municipality 825 of teachers scored minimum competency whereas in Dullu Municipality 100% of teachers did not get minimum competency score.

The chart below shows the percentage of teachers in each local government achieving minimum competency in set 5: individual support

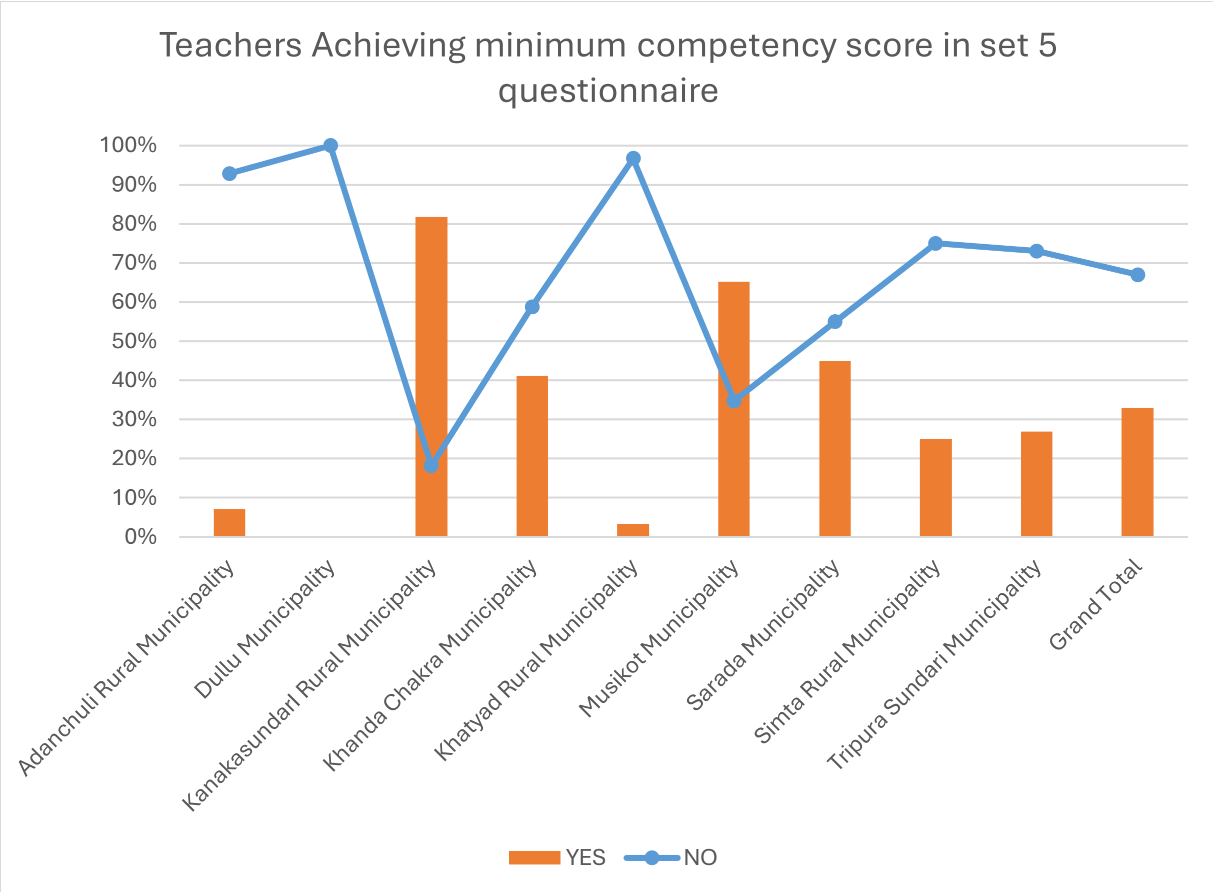

Chart 13 Teachers Achieving minimum competency score in set 5 questionnaire.

The overall trends indicate a diverse range of practice frequencies. Teachers most consistently report observing students' behavior and academic performance to understand their learning levels, with an average daily use of 67.47%. Adjusting teaching strategies based on students' needs and difficulties is also a frequent daily practice, reported by 63.00% of teachers.

In contrast, many other crucial individual support practices are adopted less frequently on a daily basis. For instance, discussing students' learning needs with their parents is predominantly a

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Key practices include applying Universal Design for Learning (UDL) principles and providing frequent positive reinforcement. Ultimately, these efforts boost student engagement, academic performance, and self-esteem, fostering a love for learning.

monthly activity, reported by 79.94% of teachers once or twice a month, and only 2.54% daily. Similarly, discussing individual students' learning needs with other teachers to seek solutions occurs once or twice a month for 40.30% of teachers, and once or twice a week for 45.11%, but only 13.57% daily. Providing adapted learning material for students needing additional support is primarily a weekly practice (45.99%), with only 14.15% reporting daily use. Providing additional learning support or remedial lessons is also largely a monthly (41.30%) or weekly (39.03%) activity, with limited daily occurrence (11.30%). Applying collaborative learning approaches such as consultation with other teachers and experts shows a very high monthly frequency (62.53%) but a low daily rate (6.88%). Identifying students needing social or emotional support and giving them individual attention is also more of a monthly (34.44%) or weekly (39.44%) practice than a daily one (25.32%). The "I never do it" category is generally low, but slightly higher for practices like providing adapted material (6.81%) and additional support (8.36%), and noticeably higher for applying collaborative learning (4.82%).

Significant variations in practice frequencies are apparent when comparing different local government areas within Group 5. Kanakasundari Rural Municipality stands out with a higher average daily practice frequency of 41.48%, and uniquely reports 0% for the "never do it" category. Musikot Municipality also shows a comparatively higher daily adoption at 37.50%. These areas seem to integrate individualized support practices more consistently into daily routines.

Conversely, Khatyad Rural Municipality exhibits a very low average daily practice frequency at just 5.83%. However, this region heavily relies on monthly practices, reporting a very high 62.92% for practices occurring once or twice a month, suggesting a strong periodic approach to individualized support. This region also has the highest "never do it" rate at 13.33%. Dullu Municipality also shows a lower daily rate (20.31%) but a very high monthly rate (52.60%). Simta Rural Municipality (46.56%) and Municipality (43.38%) show a strong inclination towards weekly practices. Adanchuli Rural Municipality also demonstrates a high monthly frequency (48.21%) for these practices.

The Table below shows the Summary of response to each question under set 5.

Table 9 Summary of response to each question under set 5

Local Government	I do it daily	I do it once or twice a month	I do it once or twice a week	I never do it
5.1 I observe students behaviour and academic performance and know my students level of learning.				
Adanchuli Rural Municipality	36%	14%	50%	0%
Dullu Municipality	94%	0%	6%	0%
KanakasundarI Rural Municipality	91%	5%	5%	0%
Municipality	71%	6%	24%	0%
Khatyad Rural Municipality	10%	43%	47%	0%
Musikot Municipality	89%	2%	9%	0%
Sharada Municipality	70%	5%	25%	0%
Simta Rural Municipality	63%	5%	33%	0%
Tripurasundari Municipality	85%	0%	15%	0%

5.2 I identify students who need social or emotional support and give them individual attention				
Adanchuli Rural Municipality	7%	57%	36%	0%
Dullu Municipality	2%	23%	75%	0%
KanakasundarI Rural Municipality	41%	14%	45%	0%
Municipality	35%	35%	29%	0%
Khatyad Rural Municipality	0%	80%	17%	3%
Musikot Municipality	63%	9%	28%	0%
Sharada Municipality	40%	28%	33%	0%
Simta Rural Municipality	13%	23%	65%	0%
Tripurasundari Municipality	27%	42%	27%	4%
5.3 I adjust my teaching strategies based on students' needs and difficulties.				
Adanchuli Rural Municipality	50%	7%	43%	0%
Dullu Municipality	63%	2%	35%	0%
KanakasundarI Rural Municipality	82%	0%	18%	0%
Municipality	56%	6%	38%	0%
Khatyad Rural Municipality	30%	23%	47%	0%
Musikot Municipality	74%	2%	24%	0%
Sharada Municipality	65%	8%	28%	0%
Simta Rural Municipality	83%	0%	18%	0%
Tripurasundari Municipality	65%	4%	31%	0%
5.4 I provide adapted learning material for students who need additional support.				
Adanchuli Rural Municipality	14%	57%	14%	14%
Dullu Municipality	2%	46%	52%	0%
KanakasundarI Rural Municipality	18%	18%	64%	0%
Municipality	15%	29%	53%	3%
Khatyad Rural Municipality	0%	43%	27%	30%
Musikot Municipality	30%	9%	61%	0%
Sharada Municipality	33%	28%	38%	3%
Simta Rural Municipality	8%	25%	68%	0%
Tripurasundari Municipality	8%	42%	38%	12%
5.5 I provide additional learning support/ remedial lessons for students facing difficulties.				
Adanchuli Rural Municipality	14%	57%	14%	14%
Dullu Municipality	0%	96%	2%	2%
KanakasundarI Rural Municipality	9%	27%	64%	0%

Municipality	15%	26%	53%	6%
Khatyad Rural Municipality	3%	53%	7%	37%
Musikot Municipality	26%	11%	63%	0%
Sharada Municipality	10%	55%	23%	13%
Simta Rural Municipality	5%	15%	80%	0%
Tripurasundari Municipality	19%	31%	46%	4%
5.6 I discuss students' learning needs with their parents.				
Adanchuli Rural Municipality	0%	86%	14%	0%
Dullu Municipality	0%	100%	0%	0%
KanakasundarI Rural Municipality	5%	50%	45%	0%
Municipality	3%	65%	32%	0%
Khatyad Rural Municipality	0%	100%	0%	0%
Musikot Municipality	7%	78%	13%	2%
Sharada Municipality	5%	65%	28%	3%
Simta Rural Municipality	0%	95%	5%	0%
Tripurasundari Municipality	4%	81%	15%	0%
5.7 I discuss individual students' learning needs with other teachers to seek solutions.				
Adanchuli Rural Municipality	0%	50%	50%	0%
Dullu Municipality	2%	56%	42%	0%
KanakasundarI Rural Municipality	55%	18%	27%	0%
Municipality	9%	24%	62%	6%
Khatyad Rural Municipality	3%	93%	0%	3%
Musikot Municipality	4%	15%	80%	0%
Sharada Municipality	30%	40%	30%	0%
Simta Rural Municipality	8%	20%	73%	0%
Tripurasundari Municipality	12%	46%	42%	0%
5.8 I applied a collaborative learning approach such as consultation with other teachers and experts surrounding.				
Adanchuli Rural Municipality	0%	57%	36%	7%
Dullu Municipality	0%	98%	2%	0%
KanakasundarI Rural Municipality	32%	27%	41%	0%
Municipality	6%	35%	56%	3%
Khatyad Rural Municipality	0%	67%	0%	33%
Musikot Municipality	7%	87%	7%	0%
Sharada Municipality	10%	63%	28%	0%
Simta Rural Municipality	0%	68%	33%	0%

Tripurasundari Municipality	8%	62%	31%	0%

A close examination of the individual local governments reveals diverse patterns of performance. Kanakasundari Rural Municipality and Sharada Municipality consistently demonstrate strong proficiency, frequently achieving 100% in multiple sets, specifically Set 1 and Set 4 for both, and Set 3 for Sharada. Nevertheless, their scores experience a notable decline in Set 5, dropping to 82% and 45% respectively. Similarly, Simta Rural Municipality exhibits high competency in Sets 1, 3, and 4, all at 100%, but faces a substantial decline to 25% in Set 5.

Dullu Municipality showcases remarkably consistent high scores across the initial four sets, ranging from 96% to 98%. However, a dramatic plunge to 0% in Set 5 indicates a complete absence of teachers meeting the minimum competency in that particular assessment. Musikot Municipality generally maintains high scores, exceeding 93%, in the first four sets, yet also experiences a significant reduction to 65% in Set 5.

Adanchuli Rural Municipality and Tripurasundari Municipality display more varied performance across the sets. While generally maintaining scores above 80% in most sets, they all encounter substantial drops in Set 5, reaching 7%, 41%, and 27% respectively.

A distinct pattern emerges with Khatyad Rural Municipality, which consistently records very low scores across all sets, particularly in Set 2 (3%), Set 3 (3%), Set 4 (13%), and Set 5 (3%). This consistently poor performance indicates a significant and pervasive issue with teacher competency in this specific local government area across nearly all assessments.

The chart below shows the percentage of teachers securing minimum competency score across 5 sets.

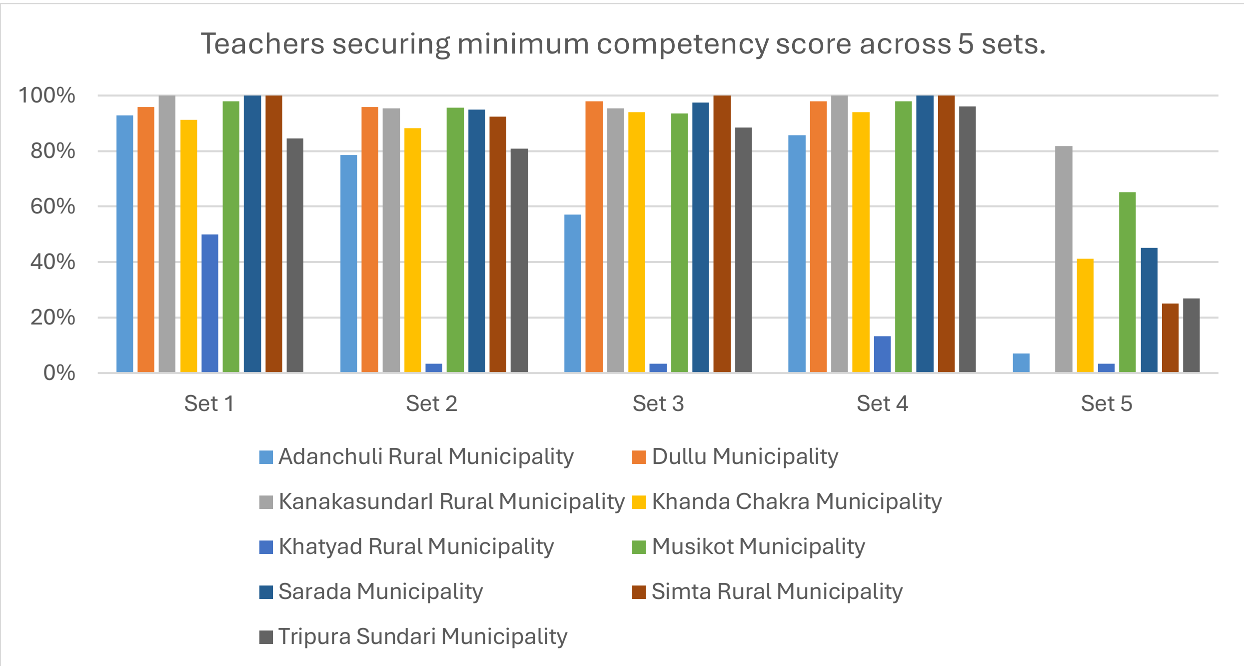


Chart 14 Teachers securing minimum competency score across 5 sets.

This chart below provides a critical snapshot of teacher competency across nine local government areas, specifically assessing the percentage of teachers who consistently achieved a minimum score across all five sets of questionnaires. While individual local governments exhibit varying degrees of success, comparing their averages paints a clearer picture of the overall landscape. For instance, areas like Kanakasundari Rural Municipality and Musikot Municipality demonstrate relatively higher percentage of teachers achieving overall competency, with 77% and 63% respectively consistently meeting the standard across all five sets. In stark contrast, Adanchuli Rural Municipality, Dullu Municipality, and Khatyad Rural Municipality record 0% of teachers consistently achieving this benchmark, indicating a systemic challenge in these regions where not a single teacher met the minimum competency in all five assessments. The remaining local governments, including Municipality, Sharada Municipality, Simta Rural Municipality, and Tripurasundari Municipality, fall in between these extremes, with percentage ranging from 25% to 43% of teachers demonstrating consistent competency. Only 31% of teachers achieved minimum competency score across 5 sets in all 9 local government. This broad disparity in average performance across the local governments underscores the uneven distribution of teacher preparedness and highlights the urgent need for targeted interventions in areas where a substantial majority, or even all, teachers are not consistently meeting the fundamental competency requirements.

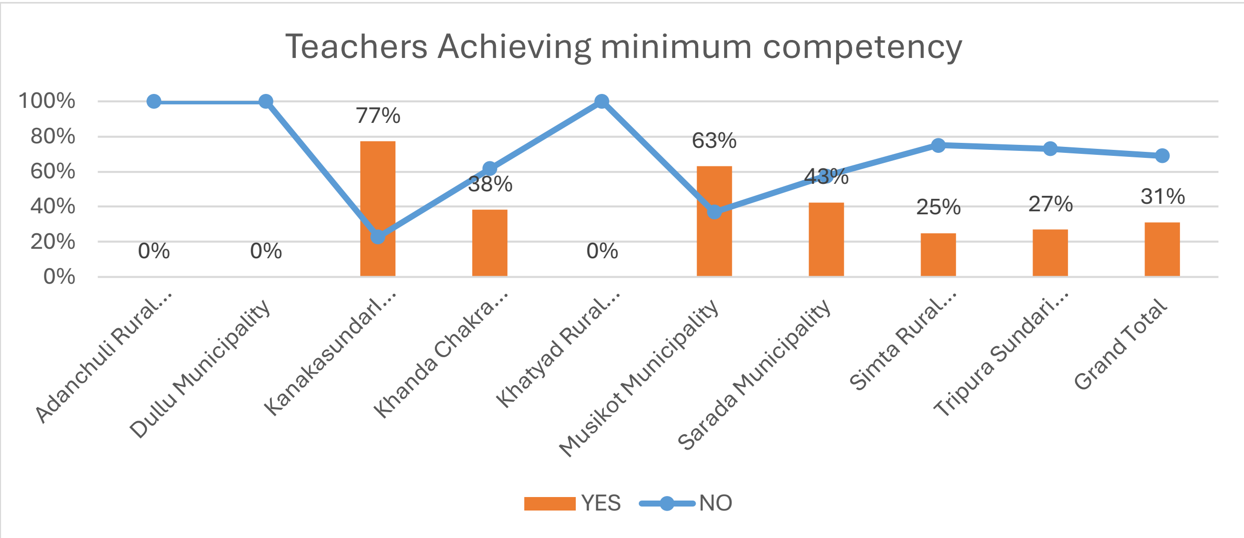


Chart 15 Teachers Achieving minimum competency.

5.2 Teacher Trainer Survey

The teacher trainer survey was carried by distributing the online survey formed to the randomly selected 19 teacher trainers. The list of teacher trainers was provided by Karnali Provincial Education Training Cntre. The teacher trainers completed the survey forms themselves. The data was then analysed to set the baseline for percentage of teacher trainer achieving minimum competency score for inclusive training practices. For the calculation minimum competency score each question (where relevant) were assigned minimum and maximum score. The average of total minimum and maximum score was considered as minimum competency score. For this survey, the minimum score achievable was 6 and maximum score was 35. Hence the minimum competency score was selected to be 21. The table blows shows the minimum and maximum score for each question.

Table 10 the minimum and maximum score for each question

Q. No.	Question	Minimum point	Maximum point
1	Have you facilitated training sessions for teachers on inclusive and learner-centered teaching practices?	0	2
2	What types of training methods do you primarily use?	1	4
3	How do you rate your ability to adapt training for diverse teacher needs?	0	3
4	Do you have experience in training teachers to address diverse need of learners ?	0	1
5	How confident are you in assessing teachers' adoption of inclusive and learner-centered approaches? (SC)	0	3
6	How would you rate your confidence in mentoring teachers on inclusive and learner centered practices?	0	3
7	What resources or guidelines do you refer use to deliver inclusive teaching training? (MC)	1	2
8	What is best describe your practice to update your knowledge as a trainer?	1	2
9	Do you feel the resources provided for organizing effective teacher training are adequate?	0	0
10	Do you use digital tools in your training sessions?	0	3
11	What digital resources or tools do you use for training?	1	2
12	Are adequate resource materials available for training teachers on inclusive education for students with specific disabilities? (To be asked for trainer in Deaf, blind, intellectual disability)	0	0
13	What type of resource materials do you use for training teachers on inclusive education for Deaf, Blind, or Intellectual Disabilities? (To be asked for trainer in Deaf, blind, intellectual disability) (MC)	1	2
14	What challenges do you face in accessing resource materials for training teachers on these disabilities? (To	0	0

	be asked for trainer in Deaf, blind, intellectual disability) (MC)		
15	How do you monitor the implementation of teaching practices after training?	0	3
16	What school-based training methods have you used / facilitated to encourage teachers to improve classroom practices?	1	2
17	How effective do you think your training has been in improving teachers' competencies? (SC	0	3
18	What are the main challenges in training teachers on inclusive practices?	0	0
Total		6	35
Average of Min and Max score		20.5	
Minimum competency score		21	

Total of 19 teachers trainer participated in the training. Out of 19, 47% were females. The trainers surveyed include roster trainers (subject-wise, job Induction, ICT) and permanent trainers, with reported experience ranging from a few years to over two decades. Most trainers indicate that

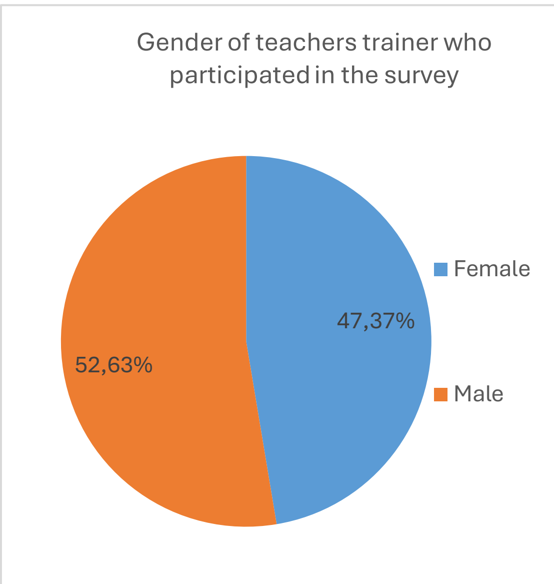


Chart 17 Gender of teachers trainer who participated in the survey.

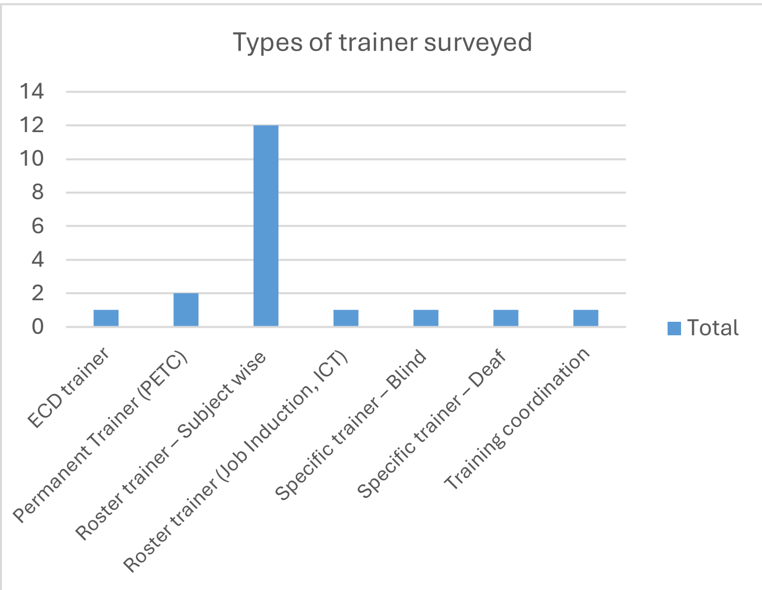


Chart 16 Types of trainers surveyed.

they have indeed facilitated training sessions on inclusive and learner-centred teaching practices. The primary training methods employed by these trainers often include group discussions, case studies, and demonstrations, with some also utilizing lectures.

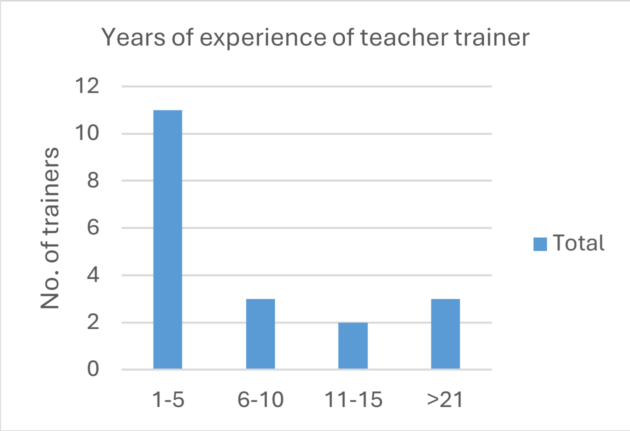


Chart 20 Years of experience of teacher trainer.

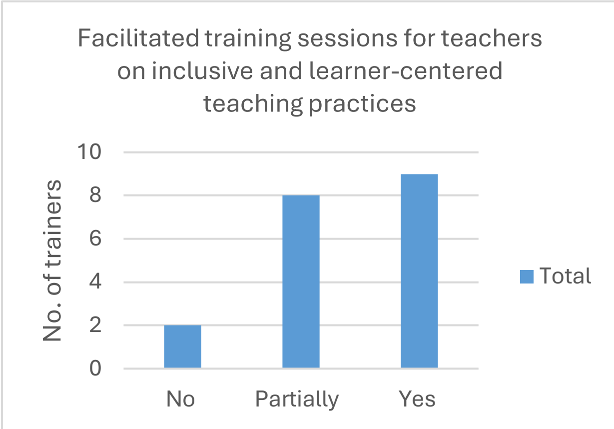


Chart 19 Facilitated training sessions for teachers on inclusive and learner-centered teaching practices.

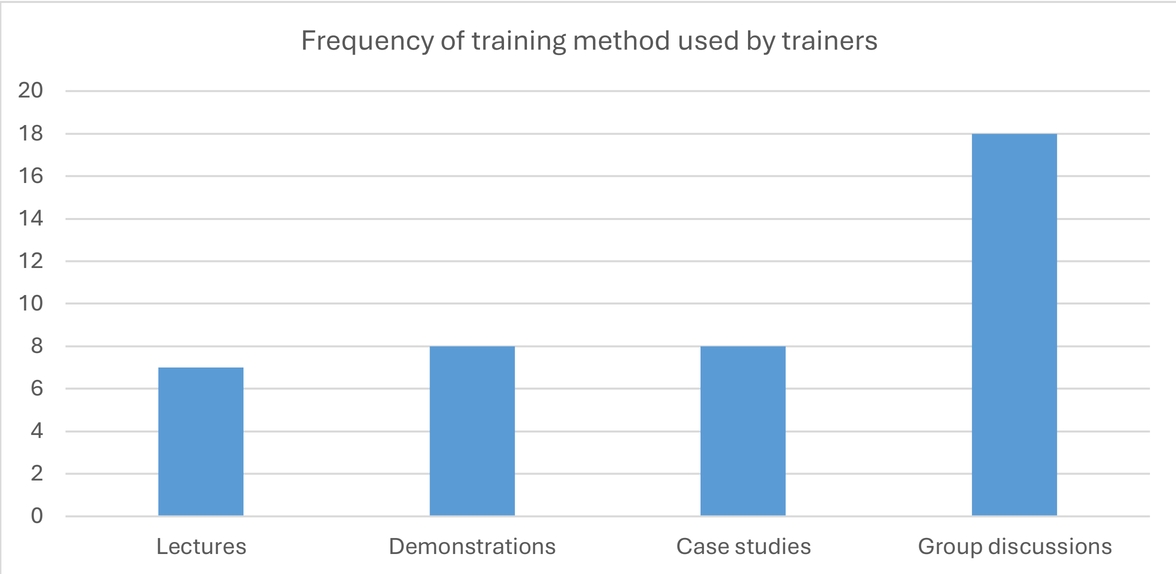


Chart 18 Frequency of training method used by trainers.

Regarding their ability to adapt training for diverse teachers' needs, trainers generally rate themselves from "Good" to "Excellent". Many express confidence in assessing teachers' adoption of inclusive approaches and in mentoring teachers on inclusive practices. However, some indicate that their training does not specifically focus on certain groups or that they only partially have experience in training teachers for diverse learner needs.

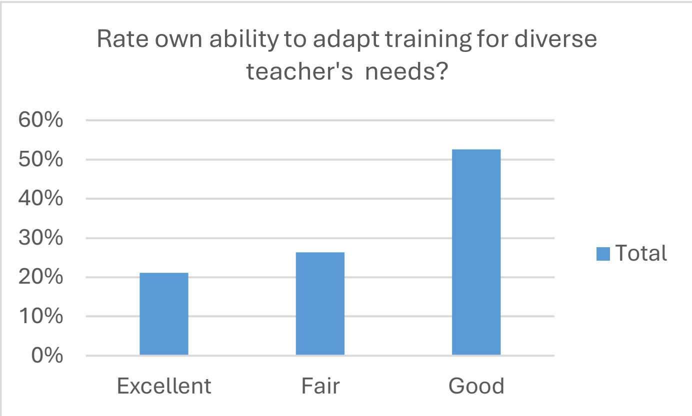


Chart 24 Training rating own ability to adapt training for diverse teacher's needs?

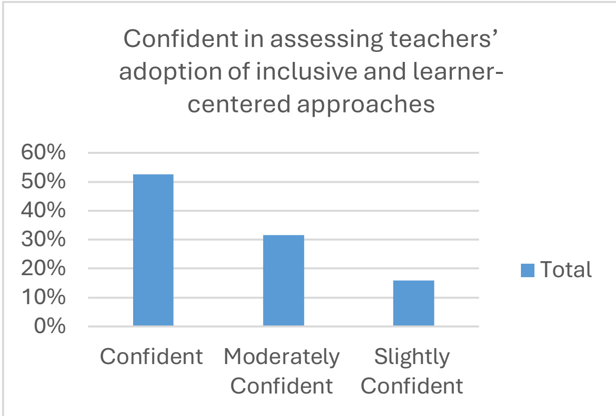


Chart 23 Confident in assessing teachers' adoption of inclusive and learner-centered approaches

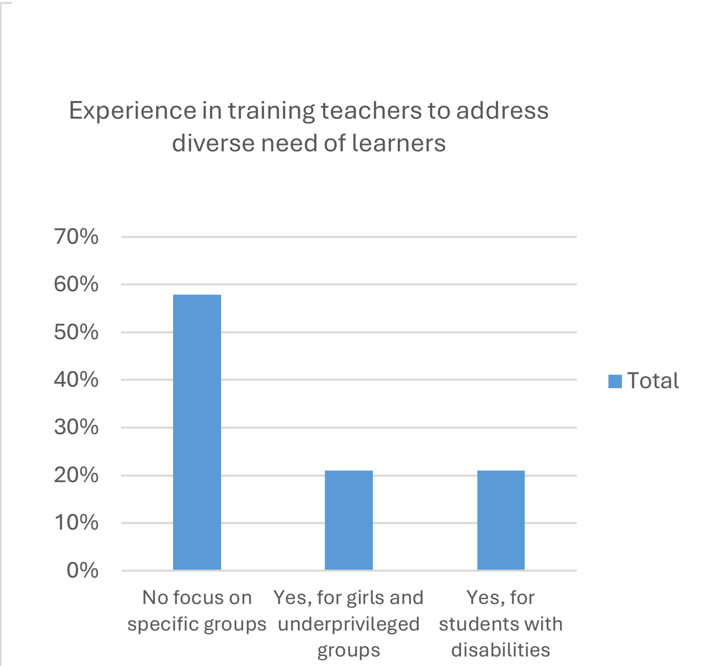


Chart 22 Experience in training teachers to address diverse need of learners

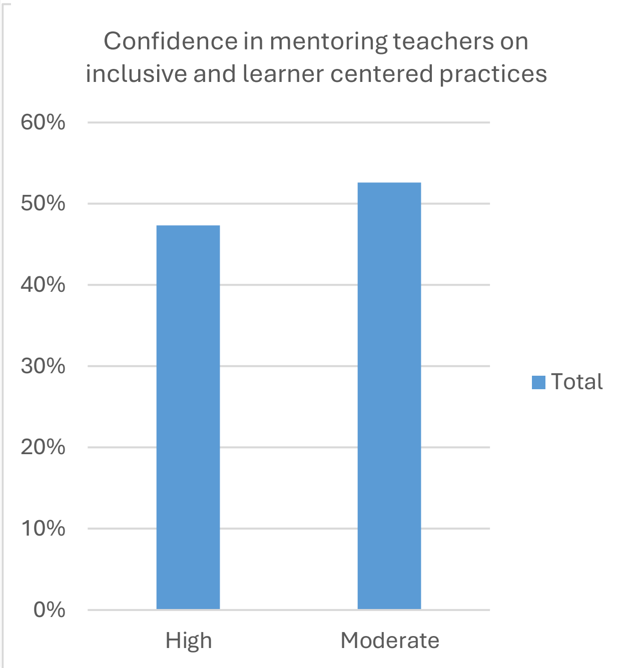


Chart 21 Confidence in mentoring teachers on inclusive and learner centered practices

A wide array of resources and guidelines are referred to by trainers, including the National Teacher's Competency Framework, National Curriculum, training curricula, trainers' guides, teacher resource materials, and self-designed materials. To update their knowledge, trainers commonly engage in self-study, participate in ToT (Training of Trainers) workshops on inclusive education, leverage opportunities for discussion in community of practice, and collaborate with other trainers. Some also rely on past knowledge and university studies.

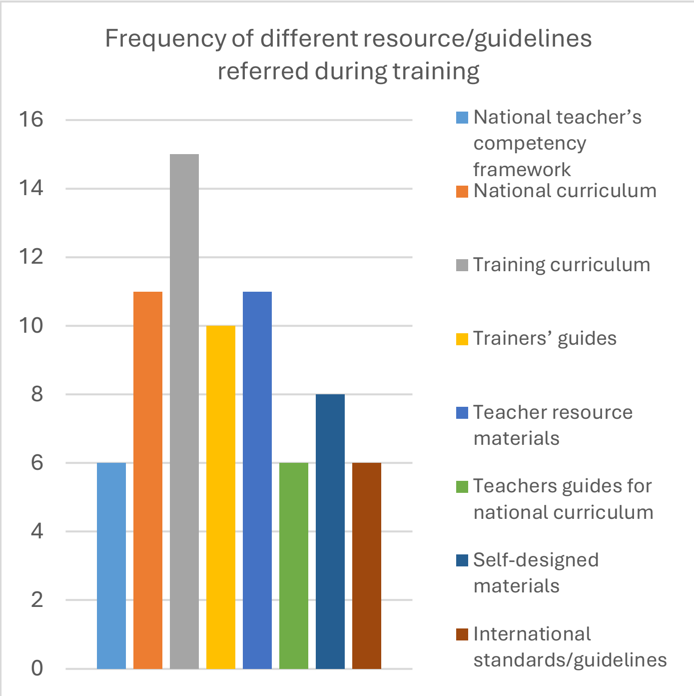


Chart 26 Frequency of different resource/guidelines referred during training.

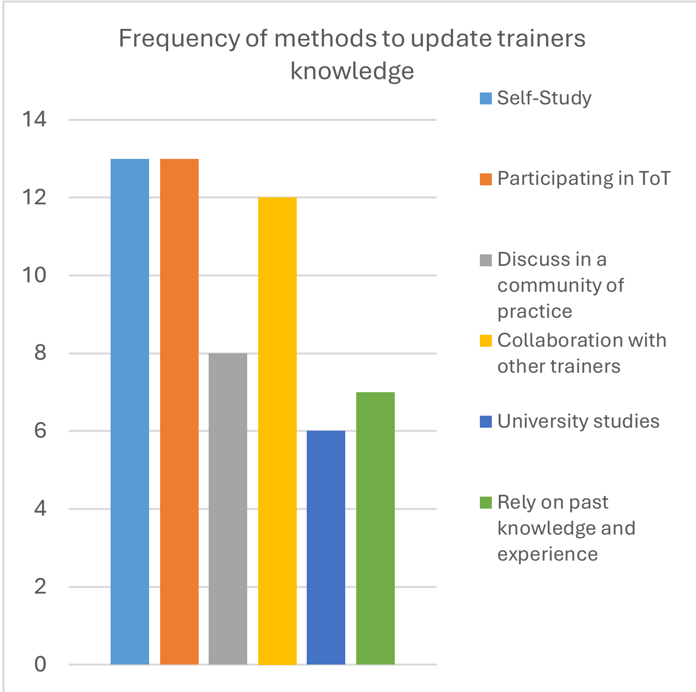


Chart 25 Frequency of methods to update trainers knowledge.

The adequacy of resources for organizing effective teacher training receives mixed responses, with some trainers feeling they are sufficient while others indicate they are only partially available or not at all. The use of digital tools in training sessions is common, with trainers extensively using online training platforms (like Zoom, Teams), digital lesson plans, e-books, and recorded video lessons. Some also utilize assistive technology. For training teachers on inclusive education for students with specific disabilities (Deaf, Blind, intellectual disability), the availability of resource materials is often reported as partially available but not sufficient, or not adequate at all. Challenges in accessing these materials include a lack of locally relevant content, limited availability of translated or sign language-supported resources, and the high cost of specialized materials.

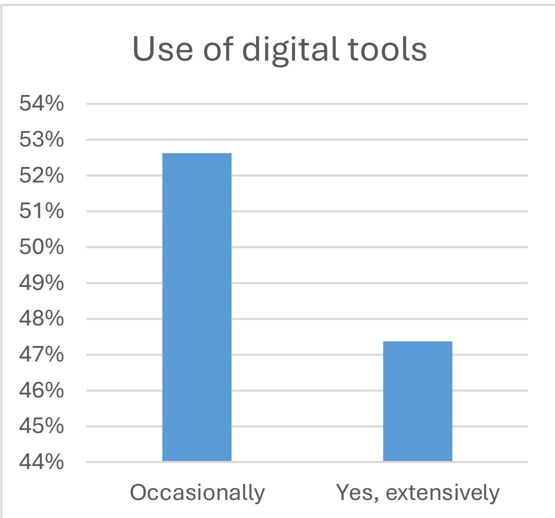


Chart 27 Use of digital tools during training

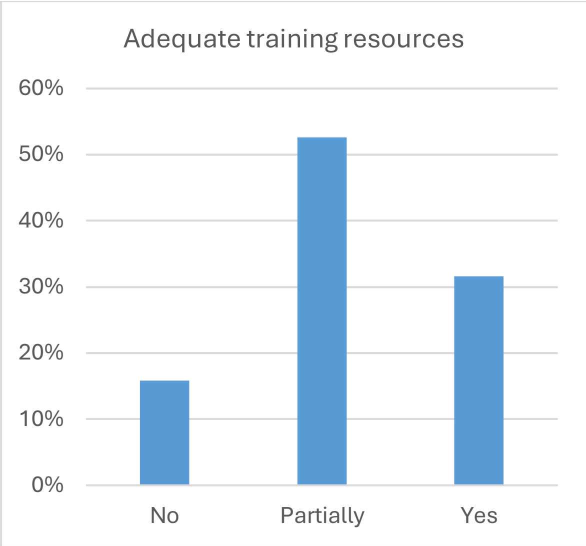


Chart 28 Availability of adequate training resources

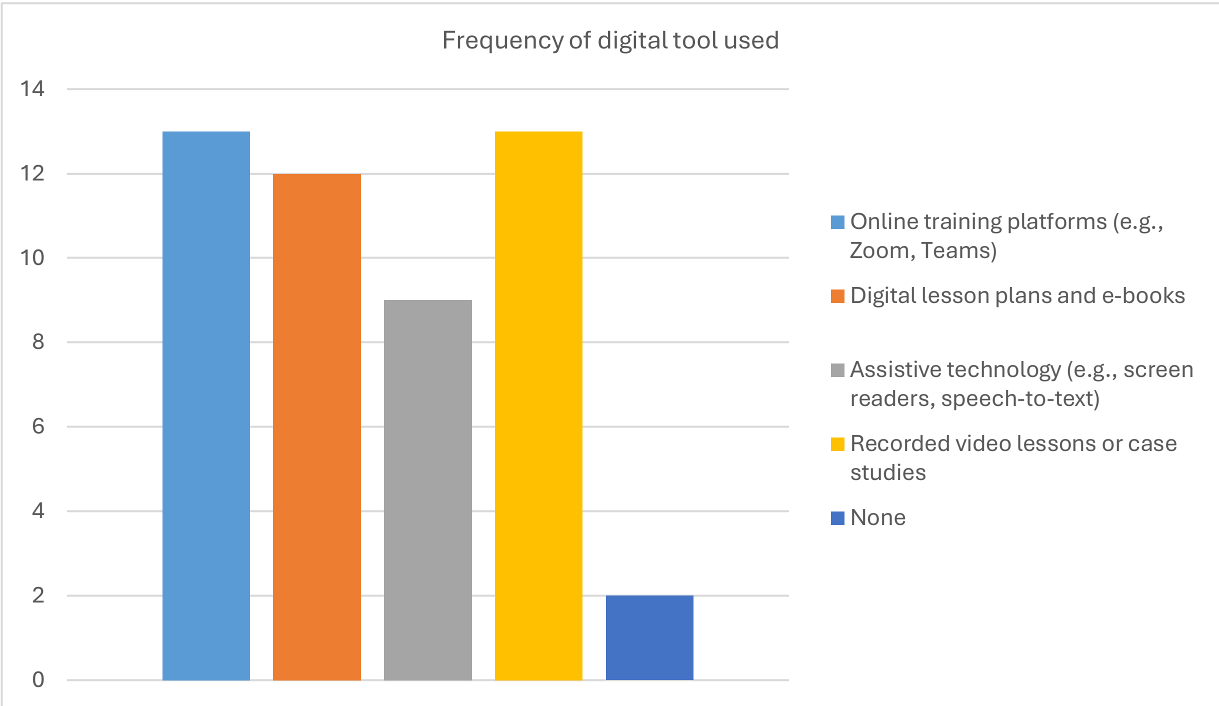


Chart 29 Frequency of digital tools used.

Monitoring the implementation of teaching practices post-training is carried out through various methods such as follow-up visits, teacher feedback, and classroom observations. However, some trainers indicate they do not monitor at all. The effectiveness of training in improving teacher competencies is rated from "Somewhat Effective" to "Highly Effective".

The main challenges identified in training teachers on inclusive practices are multifaceted. These include limited time for training, the training being lecture-based, lack of time and resources for following up on training effectiveness, limited prior knowledge among teachers about inclusive education, teachers perceiving inclusive practices as difficult to apply, lack of resources for interactive training, low teacher motivation, and inadequate support from authorities

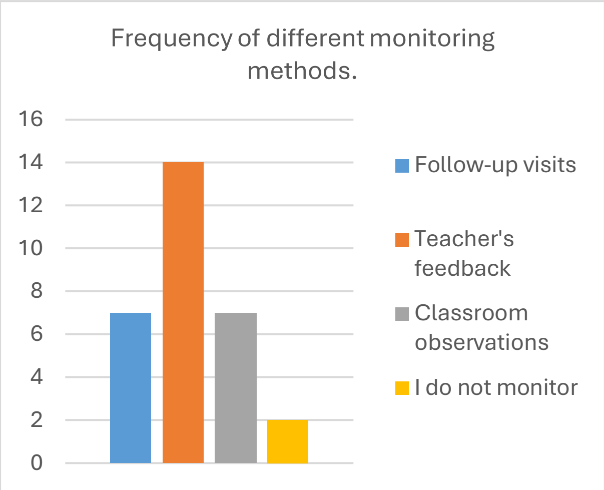


Chart 31 Frequency of different monitoring methods.

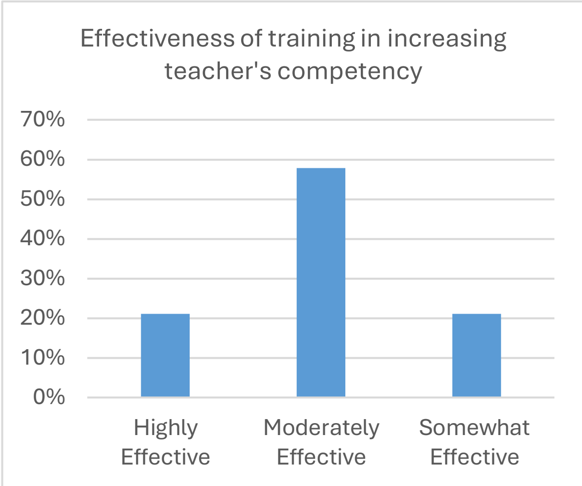


Chart 30 Effectiveness of training in increasing teacher's competency.

In conclusion teacher trainer data reveals a landscape where many trainers actively facilitate inclusive and learner-centred education, often utilizing group discussions and demonstrations. Trainers generally express confidence in their ability to adapt training and mentor teachers, though consistent resource availability remains a concern across the board. Notably, the minimum competency score for trainers was 21, and it was observed that 68% of teacher trainers achieved this benchmark. Despite efforts in digital tool adoption and knowledge updating, significant challenges persist, including limited training time, inadequate follow-up, and teachers' perceived difficulty in applying inclusive practices. These findings underscore the need for sustained support and targeted interventions to enhance comprehensive teacher preparedness.

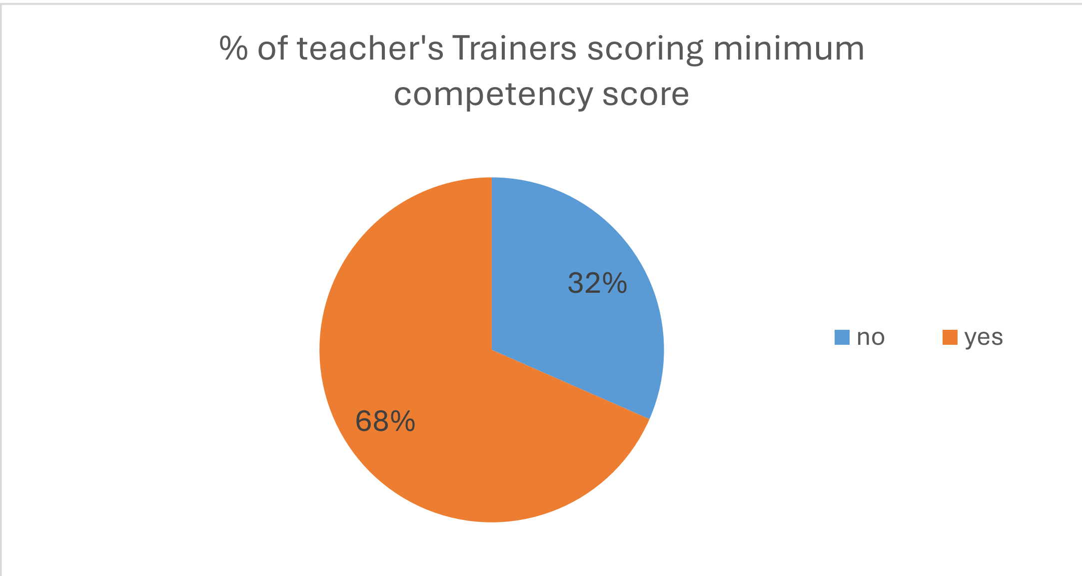


Chart 32 % of teacher's Trainers scoring minimum competency score.

5.3 Focused Group Discussion with schoolteachers

The focused group discussion was carried out in 6 target schools of 6 local government (Participants detail is annexed). Total of 60 teachers participated in the focus group discussion.

The findings from discussions in schools suggest that how teachers currently teach and how well they support all learners is **"Foundational with significant gaps in inclusive practices".** This means some basic teaching skills are there. For example, many teachers know their subject, can plan lessons, use textbooks, and manage their classrooms. Also, simple support like regular staff meetings and head teacher help is usually available. This shows that there is a basic way of teaching and supporting teachers in place.

However, there are important areas where help for students with special needs is missing. Teachers often struggle to find and help students with different learning needs or disabilities. They also find it hard to create special learning plans for these students. Important support for teachers, like training on inclusive teaching methods or working together to plan lessons for all students, is largely absent. Groups where teachers can learn from each other are also not common. These missing parts mean that while basic teaching happens, the specific skills and structured help needed for truly inclusive education are largely not there.

The FGD highlights a series of common hurdles faced by teachers, particularly in inclusive teaching practices. Foremost among these are resource limitations, a scarcity of assistive devices, and inadequate school infrastructure. Compounding these issues is the prevalent concern regarding teacher capacity. Discussions frequently pointed to the lack of permanent secondary teacher postings, insufficient training on updated curricula, and a general deficiency in knowledge concerning diverse teaching methodologies. Furthermore, parental engagement emerges as a significant challenge, with low awareness among parents about the importance of regular education and their limited support for school initiatives. Adding to these complexities are environmental factors, such as children's reduced attendance during the monsoon season due to their involvement in agricultural work.

Despite these challenges, schools are employing various strategies to accommodate diverse learning needs, though varying degrees of efficacy. Teachers acknowledge their attempts to use different techniques but consistently express a need for further improvement and enhanced knowledge in this area. Some schools, often with the support of non-governmental organizations, have initiated parent orientation programs aimed at fostering greater engagement. However, broader efforts, such as providing extended school hours to function as day care, have been hampered by financial constraints and a lack of accommodation facilities for teachers, underscoring the persistent resource limitations.

The management of school resources for disability support is a critical area requiring attention. Schools overwhelmingly report on an insufficiency of dedicated resources for students with disabilities, including specialized equipment and adequate financial provisions. A concerning trend is the underutilization of existing modern tools, such as smart boards, primarily due to a lack of teacher training on their effective use. While some schools possess basic science equipment, specialized assistive devices remain largely scarce, indicating a significant gap in practical support for inclusive education.

The role of school headteachers in encouraging and supporting inclusive teaching practices varies. Some headteachers candidly admit to their limited understanding of inclusive education but strive to provide support within their capabilities. Common supportive actions include conducting regular meetings to discuss teacher-related issues and making efforts to address them, alongside offering general encouragement and motivation during these discussions.

A significant finding is the generally low awareness of SESP (School Education Sector Plan) criteria for disability-inclusive schools. Many schools are either unaware of these specific criteria or possess only limited knowledge. Consequently, clear and actionable plans to achieve these criteria are largely absent, even in schools that might have implemented basic accessibility features like ramps. This suggests a disconnect between policy frameworks and on-the-ground implementation.

Regarding self-learning teacher groups, their presence and perceived need for them vary across schools. Almost all schools lack formal self-learning groups, with existing teacher groups often serving primarily for information dissemination from local government bodies. However, there is a strong and consistent recognition of the potential utility of such groups. Where they exist or are desired, their role in improving teaching practices is seen as significant. These groups are valued as crucial platforms for professional development, enabling teachers to learn from one another, share experiences, and collaboratively address classroom challenges.

The pedagogical tools widely used in schools tend to be quite traditional. Blackboards remain the dominant tool in classrooms. Modern technological aids like smart boards or ICT labs, even when available (often through NGO support), are frequently underutilized due to a lack of teacher training on how to operate them effectively. More critically, there is a general lack of awareness and adoption of inclusive education tools such as Universal Design for Learning (UDL), assistive technology, and multi-sensory aids, indicating a fundamental gap in inclusive pedagogical approaches.

Formal systems for teacher supervision and mentoring appear to be underdeveloped. Many schools report a complete absence of established systems, and where some form of oversight exists, it tends to be informal. This informal approach often lacks structured guidelines or tools for self-assessment, classroom observation, or comprehensive mentorship programs, limiting systematic professional growth for teachers.

The incorporation of disability-inclusive education into annual School Improvement Plans (SIPs) is absent and SIP itself largely seen as a mandatory compliance exercise only. While SIPs are developed, teachers often lack awareness of their specific contents, or the provisions related to inclusive education. This suggests that SIPs are sometimes created merely to fulfill administrative requirements rather than serving as dynamic, actionable plans for fostering genuinely inclusive learning environments.

Awareness and functionality of the Girls and Inclusive Education Network (GIEN) are notably low. Many schools are either unaware of GIENs or have not formally established such networks. Consequently, there are very few reported activities or initiatives from GIENs in the schools surveyed.

Finally, the presence and effectiveness of complaint response mechanisms vary considerably. Some schools have implemented basic structures like complaint boxes and designated focal persons. However, these mechanisms are often hampered by confusion regarding the focal person's exact role, an absence of clear guidelines for responding to complaints, and infrequent review or opening of the complaint boxes. This lack of clear protocols and regular engagement limits the overall responsiveness and effectiveness of these mechanisms in addressing grievances.

5.4 Key Informant Interview (KII) with Local government and Provincial Education Training Centre

5.4.1 Key Informant Interview with Local Government

The Key Informant Interview with local government was carried out in all 9 local governments. The KII was carried out with the Education officer of the local government, often accompanied by Mayor/Chairperson or Vice-Mayor/Vice-chairperson of the local governments.

The teachers professional support section of KII reveal a widespread inadequacy in teacher professional support systems across all LGs. While some foundational elements exist, none of the local governments currently have an adequate teacher professional support system fully in place, highlighting significant gaps in systematic planning, policy implementation, and practical support mechanisms for teachers.

LGs generally possess information on the total number of teachers by status, including new teachers. However, a significant gap exists in tracking teacher training, as none of the surveyed LGs reported having data on the number of teachers who have participated in customized or certified training. Furthermore, only Musikot and Sharada Municipalities have developed plans for implementing a teacher professional support system and budgeted for it within their Local Level Education Plan. Awareness and possession of most relevant guidelines and policies for Teachers' Professional Support (TPS) are limited, with only Sharada Municipality confirming possession of most such guidelines, and only a few LGs having specific frameworks like the Teacher Professional Development Framework or Mentoring SOP. Most LGs lack awareness or possession of specific policies like a mentoring manual, TPS procedures for early grade reading, or Karnali province policy for pedagogical resource teachers and model schools.

The implementation of practical support mechanisms is similarly sparse. Few LGs have appointed trained mentor teachers (only Kanakasundari Rural Municipality and Simta Rural Municipality), and none of the surveyed LGs implement systematic mentoring or induction for all new teachers. While a few LGs have appointed pedagogical resource teachers (Khatyad Rural Municipality and Simta Rural Municipality), the formation of subject teacher networks and teacher learning groups is largely absent, with only Musikot and Sharada Municipalities reporting their existence. Data collection on teacher professional support needs and communication to the Education Training Center (ETC) is notably absent across all remaining LGs. Critically, none of the LGs reported monitoring the effectiveness of their teacher professional support system or being able to provide an annual report on TPS activities. Consequently, most LGs are categorized as having an "Inadequate teacher support system," with only Musikot Municipality and Simta Rural Municipality reaching an "Emerging" level, and Sharada Municipality standing out as "Satisfactory" by meeting five out of ten criteria. This indicates a widespread need for strengthening institutional frameworks, human resources, and systematic approaches to teacher's professional development at the local government level among these nine municipalities.

This detailed analysis of KII information also reveals significant systemic challenges hindering effective inclusive education practices across various local government areas. Despite some efforts in teacher training, such as early screening and Universal Design for Learning, these initiatives often fail to translate into practical classroom application due to a lack of pedagogical skills, inadequate monitoring, and underutilization of IEMIS for tracking training outcomes.

A critical gap exists in formal mentoring, supervision, and induction programs for teachers, with most local governments acknowledging their importance but citing resource and policy limitations. Existing monitoring is largely policy-level and rarely provides classroom-focused instructional support or feedback.

Institutional challenges are pervasive, with many local education units lacking technical expertise and relying solely on administrative staff, which impedes effective supervision and data-driven support. The absence of dedicated pedagogical support staff severely hampers the implementation of classroom support to teachers for inclusive pedagogical practices.

Data management is inconsistent and often informal, with IEMIS underutilized for systematically collecting, analyzing, and using vital information related to teacher training or inclusive education for planning and monitoring. Awareness of the School Education Sector Plan's disability inclusive school criteria is notably low across most local governments, limiting their capacity for effective planning and implementation.

Furthermore, there is an absence of municipal-level inclusive education policy frameworks and formal guidelines, with a few existing long-term plans remaining non-operational. Support from provincial governments and partners for inclusive education specifically is minimal or unknown, exacerbating financial resource constraints and hindering the provision of necessary materials and infrastructure.

While some sporadic, project-based disability-inclusive practices exist, such as home-based teaching, a lack of consistent budgeting and reliance on external partners limit their long-term sustainability. The formation of the Girls and Inclusive Education Network (GIEN) has occurred in most local government, but their mobilization is generally poor, lacking regular meetings and significant influence.

Ultimately, the most prominent barriers identified include a severe shortage of trained human resources, inadequate budgets, weak inter-governmental coordination, limited awareness of inclusive education frameworks, and additional challenges posed by geographic isolation, poverty, and transportation issues. These interconnected obstacles collectively impede the progress towards truly inclusive educational environments.

5.4.2 Key Informant Interview with Karnali Province Education Training Centre

The Focus Group Discussion at ETC at Surkhet reveals a foundational understanding of inclusive education among its staff, with the recognition of its importance for all teachers. While existing training modules touch upon inclusive practices, there are noted deficiencies, particularly regarding the comprehensive application of Universal Design for Learning and ensuring accessibility of teaching materials. The provincial ETC and roster trainers possess follow-up skills, but a formal mechanism for assessing the impact of school-based training on classroom practices is lacking. Challenges in implementing inclusive methods primarily stem from insufficient training and a lack of learning materials. Critically, there's an absence of a separate provincial policy or framework for teacher professional support, with reliance on federal guidelines. Collaboration with local governments is limited, mainly involving teacher selection for training. Monitoring mechanisms for teacher support systems are weak, and the PETC has limited involvement in integrating disability-inclusive education into provincial plans and budgets, deferring responsibility to other government bodies for ensuring SESP criteria compliance. Furthermore, key support structures like subject teacher networks, self-learning groups, and the Girls and Inclusive Education Network (GIEN) are largely non-existent or dysfunctional, and despite guidelines for supervision and mentoring, their implementation is hindered by a lack of manpower.

Enhanced Pedagogical Practices and Inclusive Teaching & Learning: The PETC of Karnali Province demonstrates an understanding of inclusive education as providing equal opportunities for diverse students, emphasizing its necessity for all teachers to identify student capacities. However, existing Teacher Professional Development (TPD) modules exhibit limitations in comprehensively supporting inclusive teaching. While some aspects like creating an inclusive classroom environment are included in customized and new teacher induction training, the TPD manual itself does not explicitly cover it. Support for applying effective instructional pedagogies is present but deemed insufficient. Similarly, while there's support for differentiating instruction for diverse learners, it falls short in terms of fully incorporating Universal Design for Learning. Support for ensuring the accessibility of teaching-learning materials for children with disabilities is only partial. Collaboration with parents and other stakeholders is primarily classroom-focused and not broader. Although teachers are trained to remove learning barriers, practical implementation is hindered by a lack of inclusive education training and materials for diverse children. PETC/roster trainers possess skills for follow-up and assessing the impact of school-based training through pedagogical counseling, classroom demonstrations, and discussions with stakeholders, but a clear mechanism for this is absent. The main challenges teachers face in implementing inclusive teaching methodologies are cited as insufficient inclusive teacher training and a lack of learning materials.

Teacher Professional Support System: There is no distinct policy or framework guiding the establishment of teacher professional support systems at the provincial level; all teacher training is based on the Federal TPD framework. PETC of Karnali Province collaborates with local governments primarily by selecting teachers for training through their Education Development and Coordination Units (EDCUs) and offers technical support upon demand. However, PETC staff are only aware of the teacher mentoring guideline, indicating a limited understanding of broader monitoring and evaluation mechanisms for teacher support systems. While a teacher mentoring system has been implemented in 17 LGs across Karnali Province, only 15 of these are operational. A provision for Pedagogical Resource Persons (PRPs) exists, but only a few LGs have appointed them. Senior teachers are being used as short-term PRPs, but they have lack adequate skills in mentoring, coaching approach, ICT and problem-solving skill.

Self-Learning Teacher Groups & Pedagogical Tools: The practice of forming subject teacher networks or self-learning groups is not prevalent in Karnali Province, although PETC has formed teacher groups among those who participated in training. The province has not yet provided support to LGs for establishing subject teacher networks or self-learning groups. Guidelines for teacher supervision exist, but their implementation is hindered by a lack of manpower. Previous mechanisms like Resource Centers and District Education Offices are no longer in place.

Inclusive Education in Annual Plans: PETC's support to the provincial government in integrating disability-inclusive education into plans and budgets is limited to sharing activities with the Ministry of Social Development (MoSD) Karnali, and there is no allocated budget for inclusive education. PETC views its responsibility as conducting TPD, asserting that ensuring schools meet the SESP criteria for disability-inclusive schools falls under the purview of MoSD and the Education Development Directorate (EDD). Furthermore, PETC staff are unaware of the functioning of the Girls and Inclusive Education Network (GIEN) at LGs and school levels

5.5 Disability Inclusive School

The School Education Sector Plan (SESP) serves as a strategic framework guiding educational reforms and development. Within this comprehensive plan, specific criteria for disability-inclusive schools are outlined to ensure that schools are adequately prepared and equipped to cater to the needs of children with disabilities. These criteria are critical benchmarks that define what a truly inclusive school should embody. The SESP has set 5 key criteria for disability inclusive school: early screening, teacher training, curriculum and instruction differentiation, physical access and individual education plan. The school that fulfilling 3 out of 5 minimum standards are categorized as Disability Inclusive School. Based on the above criteria, disability inclusive observation tool was developed, and baseline was collected from 9 different schools of 9 target local government. The observation categorized schools' performance in 5 criteria as 'Not Met', 'Partially Met', or 'Fully Met'.

The overall picture emerging from the observations indicates significant challenges in fully meeting disability-inclusive education standards across the surveyed schools. A consistent pattern of 'Not Met' status is observed across several critical dimensions, highlighting areas requiring urgent intervention.

Physical Accessibility: A striking finding is that 100% of the observed schools (all 9) were categorized as 'Not Met' concerning physical accessibility. This indicates a widespread lack of infrastructure and facilities that are universally accessible to individuals with disabilities. This could encompass issues such as the absence of ramps, accessible restrooms, or suitable pathways within school premises, posing a fundamental barrier to the participation of students with physical disabilities.

Early Screening (ES): In the area of early screening for disabilities, the performance is slightly varied but still leaning towards insufficient implementation. 6 out of 9 schools (66.67%) were found to have 'Partially Met' this criterion, while 3 schools (33.33%) had 'Not Met' it at all. This suggests that while some efforts may be in place for early identification of special educational needs, these are either incomplete, inconsistent, or not fully effective across the board. The partial fulfilment highlights a recognition of the need for early identification but also indicates that systematic and comprehensive screening mechanisms are yet to be fully established, potentially leading to delayed or missed support for children with disabilities.

Teachers Trained on Inclusive Education: A critical component of effective inclusive education is the capacity of teachers. The observations reveal a significant gap in this area, with 100% of the schools (all 9) indicating 'Not Met' for 'Teachers trained on inclusive education'. This suggests a severe and pervasive shortage of teachers adequately prepared to cater to diverse learning needs, including those of students with disabilities. Without proper training in inclusive pedagogies, adaptive teaching strategies, and understanding of various disabilities, teachers may lack the pedagogical skills, knowledge, and confidence required to implement inclusive teaching practices effectively.

Curriculum and Instruction Differentiation: Similar to the issue of teacher training, the criterion for 'Curriculum and instruction differentiation' also saw 100% of the schools (all 9) falling into the 'Not Met' category. This implies that the curricula and instructional methods currently in use are largely uniform and do not adequately adapt to the varied learning styles, paces, and needs of all students, particularly those with disabilities. A lack of differentiated instruction can hinder the effective learning and participation of students who require tailored approaches.

Individual Education Plans (IEPs): Lastly, the implementation of 'Individual education plans' is another area where all observed schools show significant shortcomings. 100% of the schools (all 9) were rated as 'Not Met' for this criterion. This indicates a complete absence or insufficient development and utilization of individualized education plans. IEPs are crucial tools for setting specific, measurable learning goals and providing personalized support and accommodations for students with disabilities, based on their unique strengths and needs. Without IEPs, the specific educational requirements of these students may not be formally recognized, systematically planned for, or consistently addressed, leading to suboptimal learning outcomes.

Table 11 Disability Inclusive school data matrix

S. no	Local Government	School	Physical Accessibility	Early screening (ES)	Teachers trained on inclusive education	Curriculum and instruction differentiation	Individual education plans (IEP)
1	Musikot Municipality Rukum West	Prabhat Secondary School	Not Met	Partially Met	Not Met	Not Met	Not Met
2	Khatyad Rural Municipality Mugu	Lokpriya Secindary School	Not Met	Partially Met	Not Met	Not Met	Not Met
3	Kanakasundari Rural Municipality Jumla	Pandugufa Secondary School	Not Met	Not Met	Not Met	Not Met	Not Met
4	Khadachakra Municipality Kalikot	Sarswati Secondary School	Not Met	Not Met	Not Met	Not Met	Not Met
5	Simta Rural Municipality Surkhet	Bhanu Secondary School	Not Met	Partially Met	Not Met	Not Met	Not Met
6	Adanchuli Rural Municipality Humla	Sallaghari Secondary School	Not Met	Not Met	Not Met	Not Met	Not Met
7	Tripurasundari Municipality Dolpa	Tripurakot Secondary School	Not Met	Partially Met	Not Met	Not Met	Not Met
8	Sharada Municipality Salyan	Shiwajan Secondary School Sharada	Not Met	Partially Met	Not Met	Not Met	Not Met
9	Dullu Municipality Dailekh	Vijaya Secondary School	Not Met	Partially Met	Not Met	Not Met	Not Met

6. Indicator-wise Baseline value setting

Based on the above analysis the baseline value for indicators are set as per below table

Table 12 Baseline value for Indicators.

Results	Result indicator	Data Collection Method	Baseline value
Impact	KPI 1: Enhanced pedagogical practices and more inclusive teaching and learning in target schools.	FGD, Direct Observation	Karnali:"Foundational with significant gaps in inclusive practices."
Outcome	KPI7: % of targeted teachers demonstrating minimum competency in inclusive, effective and learner centred teaching practices in line with the	Survey	Karnali: 31%

	teacher's competency framework		
	KPI 8: % of targeted teacher trainers demonstrating minimum understanding of inclusive, effective and learner centred practices in teacher training and support in line with the teacher's competency framework	Survey	Karnali: 68%
	KPI 11: % of disability inclusive schools	FGD, Direct Observation,	Karnali: 0% (target school)
Output 1	1.4 Strengthened online teacher training and assessments system in place at Nepal Open University.	TBD	TBD
Output 4	4.2 # of local levels that have established and implemented teacher professional support system.	FGD, KII	Karnali: 0
	4.3 # of self-learning teacher groups formed and supported in the project areas (ToR developed and approved at LG level)	FGD, KII	Karnali: 0
	4.4 # of Pedagogical tools developed and used for supportive supervision, coaching and mentoring for assessing teaching practices, inclusive school environments, learning support and student learning in ECE/PPE, resource classes and basic education.	Direct Observation, FGD, KII	Karnali: 0
	4.5 #of participating LGs and schools that have considered inclusive education in their annual work plan and budget	FGD, KII	Karnali: LGs: 8 School (5 year SIP) : 0 (Although school have developed 5 year SIP it needs review as per new guidelines 2080)

	/school Improvement plan.		

7. Limitations of the study

This baseline report, while providing valuable insights into the initial status of inclusive education in Karnali Province, is subject to several limitations that should be considered when interpreting its findings and utilizing them for project planning and monitoring.

Scope and Generalizability: The data collection for this baseline study was specifically concentrated in Karnali Province, covering a defined number of local governments and schools. Consequently, the findings presented in this report may not be directly generalizable to other provinces or regions of Nepal, which may have different socio-economic contexts, educational infrastructure, and implementation capacities for inclusive education initiatives.

Reliance on Self-Reported Data: A substantial portion of the quantitative findings, particularly those related to teacher competencies and practices, were derived from self-reported surveys. While efforts were made to design robust survey instruments, self-reported data can inherently be subject to biases, such as social desirability bias, where respondents may provide answers, they believe are expected or socially acceptable, rather than reflecting their actual practices or challenges.

Qualitative Data Depth: While the report incorporated qualitative methods like Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs), the depth and breadth of these insights are constrained by the sample size of participants and the structured nature of the discussions. These qualitative insights provide valuable contextual understanding but may not capture every nuanced perspective or isolated challenge.

Dynamic Nature of Educational Context: The educational landscape is dynamic, with ongoing policy changes, local initiatives, and unforeseen events that can influence baseline conditions. The data captured represents a snapshot in time, and certain aspects may evolve rapidly, necessitating continuous monitoring and adaptive programming beyond the baseline assessment.

Acknowledging these limitations is crucial for a balanced understanding of the report's findings and for guiding future research, data collection, and project interventions to address the identified gaps more comprehensively.

8. Conclusion

This baseline assessment for the Technical Cooperation Support to School Education Sector (TECSES) in Karnali Province reveals a mixed but predominantly challenging landscape for the implementation of genuinely inclusive education. While there are foundational strengths in some teacher competencies related to learner-centered practices, significant systemic gaps and constraints are prevalent, impeding the full realization of disability-inclusive education as envisioned by the School Education Sector Plan (SESP).

The study highlights that teachers generally possess skills in facilitating student exploration, promoting agency, and fostering a positive emotional climate in classrooms. However, a critical deficiency lies in their ability to provide individualized support, which is fundamental for diverse learners, especially those with disabilities. This is compounded by a widespread lack of formal training in inclusive pedagogies and the practical application of differentiated instruction and Individual Education Plans (IEPs).

Observation of schools against SESP criteria underscores a severe deficit in physical accessibility, indicating that the basic infrastructure to accommodate students with physical disabilities is largely absent. Similarly, the systematic implementation of early screening, comprehensive teacher training in inclusive education, and the actual practice of curriculum differentiation are either nascent or completely lacking.

The qualitative findings corroborate these challenges, pointing to resource limitations, inadequate infrastructure, and a crucial need for enhanced professional development for teachers in inclusive practices. The support systems for teachers, including supervision, mentoring, and self-learning groups, are either informal or non-existent, leaving teachers often isolated in their efforts. Moreover, the integration of inclusive education principles into school planning documents, such as School Improvement Plans (SIPs), tends to be more procedural than impactful. The limited functionality of networks like GIEN and inconsistent complaint response mechanisms further weaken the support ecosystem.

Teacher trainers, while generally confident in their abilities, face their own set of constraints, particularly regarding the availability and accessibility of appropriate resource materials for training specific disabilities. The monitoring of post-training implementation by trainers also appears inconsistent, which can undermine the long-term effectiveness of training initiatives.

In essence, while the project aims to build existing capacities, the baseline clearly indicates that a substantial, multi-faceted intervention is required to address fundamental structural, pedagogical, and systemic barriers. The current state is characterized by a high degree of unmet needs across crucial SESP indicators for inclusive schools, suggesting that much work remains to be done to ensure equitable and quality education for all children, particularly those with disabilities.

9. Annexes

1. List of participants of FGD at Schools

SN	Date	District	Palika	School Name	Name	Position
1	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Karna Bahadur Shahi	Assit. HT
2	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Dip Bahadur Shahi	Teacher
3	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Dharmaraj Shahi	Teacher
4	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Basanta Sunar	Teacher
5	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Sangita Shahi	Teacher
6	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Shushila Chaudhary	Teacher
7	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Sarpasingh Shahi	Teacher
8	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Shushila Shahi	Teacher
9	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Kapure BK	Teacher
10	8-May-25	Kalikot	Khadachakra Municipality	Sarswati Secondary School Khadachakra -6 Kalikot	Bhakta Bahadur Shahi	Teacher
11	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Dipendra Rakaya	Principal
12	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Himal Rokaya	Teacher
13	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Lokendra Bhatta	Teacher
14	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Nanimaiya Karki	Teacher
15	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Khagisara Phauja	Teacher
16	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Janaki Neupane	ECD Teacher
17	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Min bahadur B.K	Teacher
18	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Mohanlal Badhuwal	Teacher
19	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Padam Bahadur Hamal	Teacher
20	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Hasta Bahadur Bhandari	Teacher
21	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Khanka Damai	Teacher
22	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Tirtha Raj Sharma	Teacher
23	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Krishna Nanda Bhatta	Teacher
24	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Ramesh Chaudhary	Teacher
25	9-May-25	Jumla	Kanakasundari RM	Pandugupha SS Kanakasundari -08 Jumla	Nandaraj Tiwari	Teacher
26	11-May-25	Mugu	Khatyad RM	Lokpriya SS Khatyad 7 Gumtha Mugu	Jeet Bdr Rokaya	Teacher - Vice Principal
27	11-May-25	Mugu	Khatyad RM	Lokpriya SS Khatyad 7 Gumtha Mugu	Lilaram Paudel	Teacher
28	11-May-25	Mugu	Khatyad RM	Lokpriya SS Khatyad 7 Gumtha Mugu	Basanta Pandit	Teacher
29	11-May-25	Mugu	Khatyad RM	Lokpriya SS Khatyad 7 Gumtha Mugu	Dev Datta Ghodasaini	Teacher
30	11-May-25	Mugu	Khatyad RM	Lokpriya SS Khatyad 7 Gumtha Mugu	Him Raj jaishi	Teacher
31	11-May-25	Mugu	Khatyad RM	Lokpriya SS Khatyad 7 Gumtha Mugu	Yuba Nanda Rawal	Teacher

SN	Date	District	Palika	School Name	Name	Position
32	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Yagya Prasad Upadhyaya	Teacher - Vice Principal
33	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Yam Raj Giri	Teacher
34	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Puskar Adhikari	Teacher
35	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Bhupendra Prakash Singh	Teacher
36	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Bal Bahadur Kami	Teacher
37	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Tulshi Giri	Teacher
38	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Ram Lakhan Tharu	Teacher
39	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Mohan Kumar Rokaya	Teacher
40	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Yogendra Shahi	Teacher
41	18-May-25	Surkhet	Simta RM	Bageshwari Secondary School, Rakam	Mr. Wakil Basnet	Teacher
42	20-May-25	Rukum	Musikot Municipality , Rukum	Prabhat Secondary School, Dopai	Mr. Bijyan Kumar Oli	Head Teacher
43	20-May-25	Rukum	Musikot Municipality , Rukum	Prabhat Secondary School, Dopai	Mr. Bir Bahadur Khadaka	Teacher
44	20-May-25	Rukum	Musikot Municipality , Rukum	Prabhat Secondary School, Dopai	Mr. Chhabi Lala Khadaka	Teacher
45	20-May-25	Rukum	Musikot Municipality , Rukum	Prabhat Secondary School, Dopai	Mr. Laldhar Roka	Teacher
46	20-May-25	Rukum	Musikot Municipality , Rukum	Prabhat Secondary School, Dopai	Mr. Suresh Sharma	Teacher
47	20-May-25	Rukum	Musikot Municipality , Rukum	Prabhat Secondary School, Dopai	Mr. Bhupendra Pariwar	Teacher
48	20-May-25	Rukum	Musikot Municipality , Rukum	Prabhat Secondary School, Dopai	Mr. Shasi Ram Roka	Teacher
49	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Pradip Kumar Gharti	Teacher
50	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Niroj Giri	Teacher
51	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Lal Bahadur Shahi	Teacher
52	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Sagar Thapa	Teacher
53	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Nashib Shrestha	Teacher
54	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Bhim Khadka	Teacher
55	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Janga Bista	Teacher
56	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Kahdananda Oli	Teacher

SN	Date	District	Palika	School Name	Name	Position
57	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Ms. Gagila Oli	Teacher
58	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Dev Bahadur Dangi	Teacher
59	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Ms. Mina K.C	Teacher
60	21-May-25	Salyan	Sharada Municipality , Salyan	Shree Jan Secondary School	Mr. Nanda Bahadur Rokaya	Teacher

2. List of Participants of KII

SN	Date	District	Palika	Name	Position
1	29-Apr-25	Surkhet	Simta RM	Ain Bdr Chand	Chairperson
2	29-Apr-25	Surkhet	Simta RM	Buddi Bdr gautam	Sr. Education Officer
3	6-May-25	Dailekh	Dullu Municipality	Bharat Rijal	Mayor
4	6-May-25	Dailekh	Dullu Municipality	Bikash Jung Shahi	Sr. Education Officer
5	7-May-25	kalikot	Khadachakra Municipality	Jasi Prasad Chaulagai	Head of LEU
6	9-May-25	Jumla	Kanakasundari RM	Jagat Kumar Dashaudi	Sr. Education Officer
7	9-May-25	Jumla	Kanakasundari RM	Jeevan Bahadur Rokaya	Assit. Technical Officer
8	18-May-25	Rukum West	Musikot Municipality	Mahendra K.C	Mayor
9	19-May-25	Rukum West	Musikot Municipality	Binram Khadak	LEU Head
10	21-May-25	Salyan	Sharada Municipality	Prakash Bhandari	Mayor
11	21-May-25	Salyan	Sharada Municipality	Om Prakash Devkota	CAO
12	21-May-25	Salyan	Sharada Municipality	Liladhar Babal	LEU Head
13	21-May-25	Salyan	Sharada Municipality	Sangita Budha	Education Officer
14	6-Mar-25	Dolpa	Tripurasundari RM	Mandanta Dahal	Education Officer
15	17-Jun-25	Surkhet	Provincial ETC	Khim Prasad Dhakal	Officer (8th)
16	17-Jun-25	Surkhet	Provincial ETC	Hari bahadur Rawal	Sr. Instructure
17	17-Jun-25	Surkhet	Provincial ETC	Rimraj Regmi	Instructure

3. TPD system matrix at local level

	Questions	Dullu Municipality	Tripurasundari Municipality	Adanchuli Rural Municipality	Kanakasundari Rural Municipality	Khandachakra Municipality	Khatyad Rural Municipality	Musikot Municipality	Sharada Municipality	Simta Rural Municipality
1	The LEU can provide the following information:	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	(1) on numbers of teachers by status (permanent, temporary, rahat, volunteer), new teachers	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
	(2) numbers of teachers who have participated in customized or certified training.	No	No	No	No	No	No	No	No	No
2	The LEU has developed a plan for implementing a teacher professional support system and LG has budgeted for teacher professional support in the local level SESP	No	No	No	No	No	No	Yes	Yes	Yes
3	The LEU is aware of/in possession of most relevant guidelines and policies for TPS	No	No	No	No	No	No	No	Yes	No
3.1	Teacher Professional Development Framework	No	Yes	Yes	No	No	No	Yes	Yes	Yes
3.2	Mentoring SOP	No	No	No	No	No	No	Yes	Yes	Yes
3.3	Mentoring manual	No	No	No	No	No	No	No	Yes	No
3.4	TPS procedure for early grade reading	No	No	Yes	Yes	No	No	No	Yes	No
3.5	Karnali province policy/procedure for pedagogical resource teachers and model schools	No	No	No	Yes	Yes	Yes	No	No	No

4	The LG has appointed mentor teachers who have received training on mentoring	No	No	No	Yes	No	No	No	No	Yes
4.1	If yes, How many mentors have been appointed					No	No	No	No	No
5	The LG implements mentoring/induction for all new teachers	No	No	No	No	No	No	No	No	No
6	The LG has appointed pedagogical resource teachers to organize TPS	No	No		No	No	Yes	No	No	No
6.1	If yes how many?									
7	The LG has formed subject teacher networks	No	No	No	No	No	No	Yes	Yes	No
8	The LG has formed teacher learning groups (at school level or groups of schools)	No	No	No	No	No	No	Yes	Yes	No
9	The LEU collects data from schools on teacher professional support needs and communicates them to the ETC	No	No	No	No	No	No	No	No	No
10	The LEU is monitoring the effectiveness of the teacher professional support system / can provide an annual report about TPS activities implemented	No	No	No	No	No	No	No	No	No

4. Pedagogical practices / competencies teachers apply to improve teaching and learning

LGs	Simta Rural Municipality, Surkhet	Musikot Municipality, Rukum	Sharada Municipality, Salyan	Khatyad Rural Municipality, Mugu	Khadachakra Rural Municipality , Kalikot	Kanakasundari RM,Jumla
Ward	6	14	1	7	6	
Name of School	Bageshwari Secondary School, Rakam	Prabhat Secondary School, Dopai	Shree Jan Secondary School	Lokpriya Secondary School	Saraswoati secondary School, Kalikot	Pandugufa Secondery school
Know the curriculum content	Some teachers	Few teachers	Most teachers	All teachers	All teachers	All teachers

Structure lessons effectively	Some teachers	Few teachers	Some teachers	All teachers	All teachers	Most teachers
Use teacher guides and textbooks effectively	Some teachers	Few teachers	Most teachers	All teachers	Most teachers	Most teachers
Set up the learning environment/classroom	No teachers	Most teachers	Most teachers	Most teachers	No teachers	Most teachers
Manage student learning and behavior	Some teachers	Most teachers	Some teachers	Most teachers	Most teachers	Most teachers
Use student-centered pedagogy	Some teachers	Most teachers	Some teachers	Most teachers	Most teachers	Some teachers
Identify barriers to student learning	Most teachers	Some teachers	All teachers	Most teachers	Most teachers	Some teachers
Assess student learning	Most teachers	Most teachers	All teachers	All teachers	No teachers	Some teachers
Provide learning support/remedial support	Some teachers	Few teachers	Some teachers	Few teachers	No teachers	No teachers
Teach foundational skills	All teachers	Some teachers	Most teachers	Few teachers	Few teachers	Most teachers
Identify and respond to individual learning needs	Most teachers	Few teachers	All teachers	Some teachers	Some teachers	Some teachers
Support students with disabilities	All teachers	Some teachers	Most teachers	Most teachers	Some teachers	Some teachers
Prepare Individual Education Plans (IEPs)	Some teachers	No teachers	Some teachers	No teachers	No teachers	No teachers

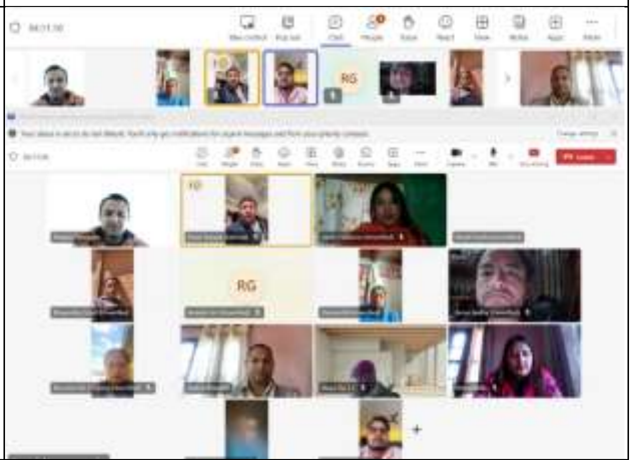
5. Professional support system available at Schools

S.No.	LGs	Ward	Name of School	Regular staff meetings	Mentoring for new teachers	Workshops organised by the school to train teachers / share knowledge	Collaborative lesson planning / teacher teamwork – two or more teachers working together to plan lessons	Head teacher support discussions with teachers to solve problems related to teaching and learning	Self-learning groups / teacher learning circles
1	Simta Rural Municipality, Surkhet	6	Bageshwari Secondary School, Rakam	Yes	No	No	No	Yes	No

2	Nalagadh Municipality, Jajarkot	12	Birendra Higher Secondary School	Yes	No	No	Yes	Yes	No
3	Musikot Municipality, Rukum	14	Prabhat Secondary School, Dopai	Yes	Yes	No	No	Yes	Yes (elementry)
4	Sharada Municipality, Salyan	1	Shree Jan Secondary School	Yes	Yes	Yes	Yes	Yes	Yes (elementry)
5	Khatyad Rural Municipality , Mugu	7	Lokpriya Secondary School	Yes	No	No	No	Yes	No
6	Khadachakr a Rural Municipality , Kalikot	6	Saraswoati secondary School, Kalikot	Yes	No	No	No	No	No
7	Kanakasund ari RM,Jumla		Pandugufa Secondery school	Yes	No	No	No	Yes	No

6. Baseline data collection tools (Annexed Separately)

7. Photos

	
Enumerator conducting Teacher survey in Simta Rural Municipality, Surkhet	*FGD at Lokpriya SS in Khatyad Mugu*
	
KII with LEU focal person in Kanakasundari RM, Jumla	*Participants during Online Baseline data collection training*
	
TECSES team conducting KII with LEU focal person in Simta Rural Municipality	