

TECSES: MONITORING AND EVALUATION PLAN 2024

Points to note:

- This Monitoring and Evaluation Plan has been developed based on the TECSES Results Framework.
- It helps the project track progress towards specific targets and promotes transparency and accountability both within the TECSES project team and externally.
- The plan is used as a reference in the three TECSES-supported provinces as well as at the federal level.
- The Indicator Tracking Table (ITT) will also be used as a method for tracking indicators.

Area of Focus (AoF):

Indicator	Indicator Definition (& unit of measurement)	Data Collection/Verification Methods/Sources	Desegregation	Frequency & Schedule	Responsibility	Remarks
IMPACT: Enhanced quality, relevance and equity of education and improved learning outcomes and participation of all children in education; especially those who are socially and economically in disadvantaged situations, those who are from marginalized groups and children with disabilities; through improved professionalism and pedagogical skills of teachers. (aligned with SESP (2022/23-2031/32), objectives 1-2 that the project will contribute to, together with other agencies)						
KPI 1: Enhanced pedagogical practices and more inclusive teaching and learning in target schools.	"Enhanced pedagogical practices and more inclusive teaching and learning in target schools" refers to measurable improvements in the quality of teaching methods and the adoption of inclusive approaches that ensure equitable learning	Qualitative endline survey, Mid-term evaluation Final evaluation	Target Schools	Endline Survey Mid-term evaluation- in 2027, Final evaluation in 2029	M&E Officer, External Evaluator	Tools to be developed during baseline consulting with international experts.

	opportunities for all students in the target schools.					
KPI 2: % of grade 3 and 5 students achieving minimum proficiency in reading and numeracy (NARN/NASA)	Minimum proficiency in reading/numeracy as per ERO's NASA standard. While the measures the % of students meeting minimum proficiency, the MOEST currently reports the average student score. ERO has not yet been able to develop a benchmark that complies with the Global Proficiency Framework for the SDG indicator. Once this becomes available the project will report minimum proficiency. (SESP indicator)	SESP report, NARN assessment report carried out by ERO	Federal, Provincial, and LGs	Carried out every 3 years by ERO. Next survey in 2027	M&E Officer, PIA	This is a SESP indicator and will be monitored through SESP report. Support from CEHRD EMIS team is required.
KPI 3: Share (%) of students with disabilities in total enrolment in basic education	SESP indicator	SESP Report, Flash report (CEHRD)	Federal (available in Flash report), Provincial, and LGs (need to coordinate with CEHRD)	Annual	M&E Officer, PIA	This is a SESP indicator and will be monitored through SESP report.

						Support from CEHRD EMIS team is required.
KPI 4: Share (%) of Dalit students in total enrolment in basic education	SESP indicator	SESP Report, Flash report (CEHRD)	Federal level (available in Flash report), Provincial, and LGs (need to coordinate with CEHRD)	Annual	M&E Officer, PIA	This is a SESP indicator and will be monitored through SESP report. Support from CEHRD EMIS team is required.
KPI 5: Repetition rate (%) of students in Basic level	SESP indicator	SESP Report, Flash report (CEHRD)	Federal, Provincial, and LGs (available in EMIS report)	Annual	M&E Officer, PIA	This is a SESP indicator and will be monitored through SESP report. Support from CEHRD

						EMIS team is required.
KPI 6: Dropout rate (%) of students in Basic level	SESP indicator	SESP Report, Flash report (CEHRD)	Federal, Provincial, and LGs (available in EMIS report)	Annual	M&E Officer, PIA	This is a SESP indicator and will be monitored through SESP report. Support from CEHRD EMIS team is required.
OUTCOME: Improved and coherent teacher training at MoEST and its agencies, the faculties of education of the participating universities, PETCs LG's and schools to enhance teachers' professional development, professionalism and pedagogical skills.						
KPI7: % of targeted teachers demonstrating minimum competency in inclusive, effective and learner centred teaching practices in line with the teacher's competency framework	% is calculated as (number of teachers surveyed) demonstrating minimum competency in inclusive, effective and learner centred teaching practice/ total number of	Survey report, Self-assessment reports	gender, ethnicity, Disability, LGs	Mid-term evaluation, Endline survey, Final evaluation	M&E Officer, PIA	A self-assessment or a survey tool will be developed in coordination with international

	trained teachers (surveyed)					nal project experts
KPI8: % 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	% is calculated as (number of teacher trainers (surveyed)demonstrating minimum understanding of inclusive, effective and learner centred practices in teacher training / total number of teacher trainer (surveyed)	Survey report, Self-assessment reports	gender, ethnicity, Disability, LGs	Mid-term evaluation, Endline survey, Final evaluation	M&E Officer, PIA	A self-assessment or a survey tool will be developed in coordination with international project experts
KPI9: # of local governments, universities, MoEST agencies and schools benefitting from the project support for improved teacher training and professional development systems	It counts distinct entities (local governments, universities, MoEST agencies, and schools) that have directly or indirectly benefited from the project initiative to strengthen systems of teacher training and professional development. Benefits are tangible improvements such as capacity-building programs, access to those enhanced resources,	Annual project reports	gender, ethnicity, Disability, type of institution (faculties of education of universities, CEHRD; PETCs, LGs)	Annual	M&E Officer, PIA	

	institutional development or training systems funded by, implemented by, or facilitated by the project.					
KPI10: # of teacher trainers and teachers who have been supported with the updated in-service teacher training (MFA aggregate)	It counts all the teacher trainers, and teachers who have received in service training with support from the project	Training reports, Annual project report	gender, ethnicity, Disability, type of institution (faculties of education of universities, CEHRD; PETCs, LGs)	Annual	M&E Officer, PIA	MFA Finland aggregate indicator
KPI 11: % of disability inclusive schools	Indicator will be reported as per flash report (Federal, Federal, Provencial, LGs) and for Target school (total 60), % will be calculates as: Numerator: no. of disability inclusive target school. Denominator: Total target School (60). Disability inclusive schools is calculated Based on five criteria as determined in the SESP (access,	SESP report, Flash report (Federal, Federal, Provencial, LGs), School assessment tool	(Federal, Federal, Provencial, LGs), Target School	Annual	M&E Officer, PIA	

	teacher training, early screening, curriculum and instruction differentiation and individual education plans). The project will pilot a tool and guidance for collecting data on these criteria and support MoET to roll out this tool. National level data is derived from the SESP report/flash report, For project LGs data will be collected by the project based on tool developed					
OUTPUT 1: Enhanced capacity of participating universities to develop and implement state-of-the-art pre-service teacher education curriculum.						
1.1 # of Updated and approved Bachelors and Masters level education curricula in line with the Teachers' Competency Framework in target Universities.	Target university is university updating Bachelor and Master curriculum	Project report, Approved curriculum at target university	University	Quarterly	M&E Officer, PIA	
1.2 # of developed and approved new 3-semester pedagogical postgraduate degree	Target university is university developing new postgraduate degree curriculum	Project report, Approved curriculum at target university	University	Quarterly	M&E Officer, PIA	

curriculum in target Universities.						
1.3 #A Developed & approved pedagogical Diploma in Education for Basic education teachers in target Universities	Target university is university developing Diploma in Education for Basic education teacher's curriculum	Project report, Approved curriculum at target university	University	Quarterly	M&E Officer, PIA	
1.4 Strengthened online teacher training and assessments system in place at Nepal Open University.	Strengthened means improved, updated with new training modules etc	project narrative progress reports, updated training module record, system uses record.	University	Quarterly	M&E Officer, PIA	
1.5 # of education faculty teachers of target universities capacitated to develop and implement improved teacher education programmes.	Capacitated means faculty members/teachers participating in curriculum update and development process and teachers participating in the induction training on updated and new courses.	Workshop record, training records, Project report	University	Quarterly	M&E Officer, PIA	
OUTPUT 2: Enhanced capacity of federal education agencies (MoEST and its agencies CEHRD, TSC, CDC and ERO) to effectively carry out their mandates in teacher training policy, quality of, and accountability for teacher professional development and inclusive education.						
2.1 A Harmonised teacher competency framework and policy in place aligned with the national curriculum framework (Teacher's	A Harmonised teacher competency framework and policy establishment and implementation of a standardized and	Workshop records, Project report	framework/policy/ curriculum	Quarterly	M&E Officer, PIA	

competency framework, national curriculum framework, Teacher Selection Curriculum developed/revised/updated and approved at CEHRD, CDC, ERO and TSC level)	integrated framework, ensuring consistency across regions, institutions, and stakeholders in teacher selection and competency standards.					
2.2. # of Comprehensive teachers in-service training package developed on inclusive education, in line with the Teacher Professional Development Framework, the Teacher Professional Development Guidelines and based on best practices and evidence of effective continuous professional development programmes.	Comprehensive teachers in-service training package on inclusive education means training packages should cover a wide range of topics relevant to inclusive education, such as teaching diverse learners, accommodating special needs, and fostering equity in the classroom.	Workshop record, Project report	Type of training module	Quarterly	M&E Officer, PIA	
2.3. # of CEHRD, ERO and CDC members, master trainers, and trainers in roster trained on Inclusive Pedagogy (Updated training package), coaching and supporting PETCs.	The indicator counts the number of CEHRD, ERO and CDC members, master trainers, and trainers in roster participating in training on inclusive pedagogy organized by CEHRD.	Training records, Project report	Gender, Ethnicity, Disability, MoEST agencies	Quarterly	M&E Officer, PIA	

2.4 # of CEHRD trainers, ERO and CDC staff who have benefitted from capacity development interventions through the project	The indicator counts numbers of CEHRD trainers, ERO and CDC staff who have participated in framework update, training package development process including workshop and trainings.	Training records, Workshop record, Project report	Gender, Ethnicity, Disability, MoEST agencies	Quarterly	M&E Officer, PIA	
OUTPUT 3: Enhanced teacher training capacity of participating PETCs and schools to provide inclusive and quality teacher training and teaching.						
3.1 # of PETCs/HRDC members in the target provinces capacitated through a comprehensive capacity development plan.	The indicator counts numbers of PETCs/HRDC members participating in training package roll-out including workshop and trainings.	Project reports	Gender, Ethnicity, Disability	Quarterly	M&E Officer, Province Coordinator (PC)	
3.2 # of Comprehensive training package (developed in output 2) on inclusive pedagogy for resource teachers and basic education teachers rolled out at PETCs.	The indicator counts training package rollout at PETCs.	Training record, Project report	Training package	Quarterly	M&E Officer, Province Coordinator (PC)	
3.3 # of teacher trainers including trainers in roster trained on inclusive education	This indicator counts numbers of teacher trainers including trainers in roster	Training record, Project report	Gender, Ethnicity, Disability LGs	Quarterly	M&E Officer,	

using updated (developed in output 2) training package	participating in inclusive education training organized by PETCs/HRDC				Province Coordinator (PC)	
3.4 # of teachers receiving practice- oriented training on inclusive education using updated (developed in output 2) training package.	This indicator counts numbers of teacher from schools participating in inclusive education training organized by PETCs/HRDC	Training record, Project report	Gender, Ethnicity, Disability LGs, schools	Quarterly	M&E Officer, Province Coordinator (PC)	
OUTPUT 4: Enhanced capacity of participating LGs and schools to plan and implement educational activities including teacher professional support and management						
4.1 # of LG supervisors, pedagogical resource teachers and head teachers oriented/trained to support teachers through coaching and mentoring based on the mentoring manual.	The indicator counts the number of local government (LG) supervisors, pedagogical resource teachers, and head teachers who have undergone orientation or training designed to equip them with the knowledge and skills to provide structured coaching and mentoring to teachers. This training is guided by a standardized mentoring manual to	Training record, Project report	LGs, Ethnicity, Disability	Quarterly	M&E Officer, Province Coordinator (PC)	

	ensure consistency and effectiveness.					
4.2 # of local levels that have established and implemented teacher professional support system.	The indicator measures the number of local government (LGs) that have developed and put into operation structured systems designed to provide ongoing professional support to teachers. These systems aim to enhance teaching quality, capacity, and effectiveness through a coordinated approach.	Project report	LGs	Quarterly	M&E Officer, Province Coordinator (PC)	The indicator needs to be discussed with SESP for further clarification. (SESP indicator)
4.3 # of self-learning teacher groups formed and supported in the project areas (ToR developed and approved at LG level)	The self-learning groups formed at LGs level with support from LEUs and have ToR in place.	Project report	LGs	Quarterly	M&E Officer, Province Coordinator (PC)	
4.4 # of Pedagogical tools developed and used for supportive supervision, coaching and mentoring for assessing teaching practices, inclusive school environments, learning support and	The indicator counts the number of tools developed and used at LGs level for supportive supervision, coaching and mentoring for assessing teaching	Project report	LGs, Pedagogical tools	Quarterly	M&E Officer, Province Coordinator (PC)	

student learning in ECE/PPE, resource classes and basic education.	practices, inclusive school environments, learning support and student learning in ECE/PPE, resource classes and basic education.					
4.5 #of participating LGs and schools that have considered inclusive education in their annual work plan and budget /school development plan	The indicator counts the number of local governments (LGs) and schools that have explicitly integrated inclusive education into their formal planning and budgeting processes. This integration ensures that resources, strategies, and actions are allocated and implemented to promote equitable access to quality education for all learners, including those with diverse needs.	LGs School development plan, SIP, Project report	LGs, School	Quarterly	M&E Officer, Province Coordinator (PC)	