

Short description of the project

The education sector cooperation between Finland and Nepal aims to support the improvement of teacher education, including pre- and in-service teacher training, at the Federal, Provincial and Local levels of the governance in Nepal. *The Technical Support Cooperation of Finland to Education Sector in Nepal* (TECSES) Project will be funded jointly by the Ministry for Foreign Affairs of Finland (MFA) and the European Union (EU), each with 5 million Euros. The Project will start with an inception phase of six months and continue for the implementation phase, altogether 5 years. The final year of the Project is planned for consolidation.

The Project has been planned in close cooperation with the Government of Nepal (GoN) Ministry of Education, Science and Technology of Nepal and with the key stakeholders of MoEST Agencies, universities, PETCs, and Local Governments (LG), and in consultation with the civil society, municipalities, funding agencies, and researchers. The Technical Assistance comprises considerable funding allocated to the development of pre-service and in-service teacher training, including teacher training courses and materials, teachers' support programmes, study visits and exchanges, educational research, online-support and the like.

TECSES will seek to merge policy and practice. Special attention is paid to equity and inclusion in education throughout the Project. At federal level, the project will support the development and consolidation of teacher training of pre-service and in-service teacher training in cooperation with MoEST and universities. The implementation at the level of practice in provinces, local governments and schools will support quality, equity and inclusion of teaching and learning in three provinces of Nepal: Karnali, Sudurpashchim, and Madhesh. The activities will first start in Karnali and will be scaled up to the other two provinces. A need assessment will be carried out at the start of the project comprising all provinces.

Impact:

To enhance the quality and relevance of education and ensure minimum learning achievement of each child through teachers' improved professionalism.

To ensure equitable access to and participation of all children to education, and especially children who are socially and economically in disadvantaged situations, children from marginalized groups, and children with disabilities through improved teacher management, availability and accountability.

Outcome:

Improved and coherent teacher training at MoEST and its agencies, the faculties of education of the participating universities, PETCs (Provincial Education Training Centers), LG (local government) and schools to enhance teachers' professional development, ensure quality and inclusion in education and increase attractiveness of teaching profession.