



Strengthening Inclusive Education Systems and Services in Nepal

Final Evaluation – Summary Report (2022–2025)

About DID

Disability Inclusive Development - Inclusive Futures is part of the global movement to transform education systems so that children with disabilities can access, participate in, and benefit from quality education, in line with the UN Convention on the Rights of Persons with Disabilities.

The Project

Every child has the right to education. Yet in Nepal, children with disabilities remain excluded from school or receive education that does not meet their learning needs. Barriers include inaccessible school environments, limited teacher capacity, weak data systems, and low expectations of children with disabilities.

To address these challenges, the project worked with local government, Organisations of Persons with Disabilities (OPDs), and communities to strengthen education systems so they can better enrol, retain, and support children with disabilities through inclusive and rights-based approaches. ([Learn more](#) about the project)

This summary presents the key findings and learning from the final evaluation and is intended to inform policy dialogue, programme design, and future inclusive education initiatives.

Location: Bharatpur Metropolitan City & Kalika Municipality

Period: January 2022 – December 2025

Implementing Partners: Handicap International (Humanity & Inclusion), Sense International, Autism Chitwan Care Society, National Federation for the Deaf

Evaluation Overview

What was the evaluation for?

- To assess the relevance, effectiveness, efficiency, partnership, sustainability and impact.[1]
- To compare baseline and final evaluation findings
- To identify good practices and learning for scale-up and future programming

How was it done?

- Using a mixed-methods approach, collecting both quantitative and qualitative data.
- Conducted in two intervention municipalities: Bharatpur Metropolitan City and Kalika Municipality
- Ratnanagar Municipality included as a control area

Who was consulted?

- 150 parents/caregivers of children in home-based education
- 150 children with severe disabilities
- 397 in-school children with disabilities or functional difficulties
- 265 schoolteachers
- 34 key informant interviews, 7 focus group discussions, and 3 stakeholder workshops

Key limitations:

- Some indicators did not have baseline values and were assessed using endline data supported by qualitative evidence
- Findings rely partly on self-reported information, which may be subject to recall bias
- The evaluation focused on two intervention municipalities, so findings should be interpreted within this context

[1] Using the OECD criteria: <https://www.oecd.org/en/topics/sub-issues/development-co-operation-evaluation-and-effectiveness/evaluation-criteria.html>

SYSTEMS & POLICY CHANGE

Inclusive Education and Systems Strengthening:



- Inclusive education is integrated into municipal education plans in both project municipalities
- Disability data strengthened through the use of IEMIS and Washington Group questions



- Improved coordination between education, social development, and OPDs at municipal level
- Spillover effects observed in non-intervention municipality due to proximity and shared systems

From policy intent to funded practice

Local governments moved beyond policy commitments by allocating dedicated budget for inclusive education:

Bharatpur Metropolitan City



- NPR 6 lakhs allocated for home-based education
- NPR 50 lakhs annually allocated for accessibility improvements & assistive devices

Kalika Municipality



- NPR 12 lakhs allocated for home-based education
- NPR 25 lakhs allocated for enrolment campaigns, training, & awareness)

What this means:

The project supported a clear shift from inclusive education as a policy aspiration to inclusive education as a funded and operational municipal responsibility.

INCLUSIVE SCHOOLS & TEACHING PRACTICE

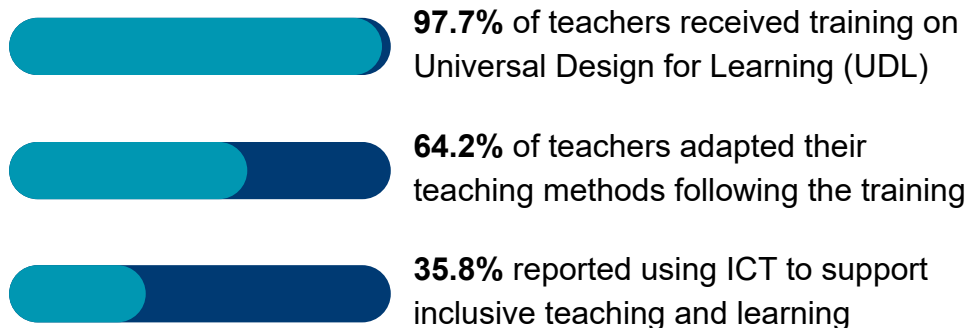
Schools became more accessible and welcoming



- Schools shifted from refusing admission to actively identifying and enrolling children with disabilities
- Assistive devices and ICT tools introduced to support inclusive learning
- Schools with accessible infrastructure increased



Teaching practices became more inclusive



What this means:

Improved infrastructure and more inclusive teaching practices contributed to more supportive learning environments for children with disabilities. Continued mentoring is needed to ensure for consistent application of inclusive practices across schools.

CHILD LEARNING, PARTICIPATION & EXPERIENCE

Learning outcomes improved (ASER results)

- Pre-literacy and pre-numeracy levels reduced from



- Proficient learners increased from



- Overall learning improvement among proficient learners reached **87.1%**

By subject:

Nepali:

Proficient learners increased to 32.4%

English:

Proficient learners nearly doubled to 19.0%

Mathematics:

Proficient learners increased from 6.3% to 17.0%



Girls consistently performed slightly better than boys, though gaps narrowed over time.

Participation and school experience



- **89.4%** of children reported positive interactions with peers
- Reported bullying declined from **48.6% to 33%**, though it remains a concern

What this means:

Children with disabilities showed measurable gains in learning and participation, alongside improved peer relationships. Continued attention to social inclusion and protection is needed to ensure safe and supportive school environments for all children.

HOME-BASED EDUCATION & FAMILY CHANGE

Reaching the most excluded children

- Home-based education enabled children with severe and multiple disabilities, many of whom had never attended school, to begin learning in their own homes
- Children who were previously hidden at home became engaged in learning and social interaction

Improvements in functional skills

- Independent page-turning: 31% → **60%**
- Recognising family members: 48% → **88%**
- Recognising emotions: 49% → **85%**

Reaching the most excluded children



- Parents gained practical skills to support learning, therapy, and daily routines at home
- Family engagement helped shift beliefs about children’s learning potential and supported transitions to school where possible

Implementation realities



Mobile teachers and physiotherapists faced long travel and the emotional strain of supporting children with complex needs and their families, particularly in remote areas

What this means:

Home-based education proved essential for reaching children with complex needs and improving functional development. To be sustained and scaled, this approach requires continued public financing, adequate human resources, and local government ownership.

CROSS-CUTTING CHANGE & KEY IMPLICATIONS

Cross-cutting change



Parents became stronger advocates for their children's rights to education



Organization of Persons with Disabilities (OPDs) played a key role in awareness, policy dialogue, and local advocacy



Community attitudes toward disability became more positive and supportive



Income-generating activity (IGA) support increased household income by an average of 27.4% helping families better support their children's education

Key Implications

- Inclusive education requires multiple, connected interventions across systems, schools, families, and communities
- Training is most effective when combined with ongoing mentoring and follow-up
- Home-based education is critical for children with complex needs who are otherwise excluded
- Policy influence is strongest when local evidence is paired with OPD leadership and advocacy

Conclusion

The project made a strong contribution to improving inclusive education in Nepal. It strengthened municipal systems and financing, improved school accessibility and teaching practices, and led to better learning, participation, and functional outcome for children with disabilities. While system-level changes show good potential for sustainability, continued public investment and local ownership are essential to ensure that the most excluded children are not left behind.

To read the full report, visit: <https://www.hi.org/en/inclusive-futures>