

## A brief on **MOBILE EDUCATOR INITIATIVE** in home based learning support



### 1. Project Overview:

**Location:** Kalika Municipality and Bharatpur Metropolitan City, Nepal

**Objective:** To provide home-based educational support through mobile teachers to enable children with severe disabilities to participate in education and development.

**Project Period:** 2022 to 2025

### 2. Study Methodology

Qualitative method used

**Sample Selection for the Study:** Selected based on recommendations from partner organizations, ensuring diversity in the type of disability, location (Kalika and Bharatpur), and service status (home-based or attending school).

**Data Collection:** In-depth interviews (IDI), Focus Group Discussions (FGD), consultation workshops, and case studies.

**Study Area:** Kalika Municipality and Bharatpur Metropolitan City



### 3. Key Responsibilities of Mobile Teachers

**Individualized Education:** Developing and implementing Individualized Education Plans (IEPs) tailored to each child's unique needs and abilities.

**Home-Based Support:** Teaching important Activities of Daily Living (ADLs) such as using the toilet, brushing teeth, and eating independently.

**School Enrollment:** Facilitating the transition from home-based education to school by providing support and training to both children and school teachers.

**Family Empowerment:** Connecting families of children with disabilities to government agencies, social security programs, health services, and income-generating opportunities.

**Advocacy:** Advocating with local governments to ensure budget allocation and policy changes that promote inclusive education.



### 4. Key Achievements of the Project

**Increased Independence:** Children have demonstrated increased independence in daily activities.

Mobile teachers have assisted families in providing care by using a step-by-step method of teaching skills.

**Educational Progress:** Children who previously lacked access to education have been able to connect with the curriculum and transfer to mainstream schools with appropriate support.

**Community Perception:** Misconceptions about disability have changed, leading to the creation of an inclusive social environment.

**Economic Stability:** Providing income-generating opportunities to families has increased their economic stability, positively impacting childcare.



## 5. Challenges and Learnings

**Geographical Remoteness:** Difficult terrain and remote locations make regular meetings between teachers and children challenging, especially during adverse weather.

**Perceptions:** Deep-rooted social discrimination and misconceptions about disability require continuous public awareness efforts.

**Family Resistance:** Initial skepticism from families about the value of home-based education has been addressed through trust-building.

**Sustainability Concerns:** As a project-based service, it has created uncertainty regarding long-term continuity.



## 6. Suggestions / Recommendations

### Federal Government

- Incorporate the mobile teacher program into policy and budget.
- Establish clear provisions for training, certification, and operation.
- Develop social security schemes for families of children with disabilities.

### Provincial Government

- Collaborate with federal policy to support the training and implementation of mobile teachers.
- Conduct public awareness programs to eliminate disability-related discrimination.

### Local Government

- Allocate budget for salaries and operational expenses of mobile teachers.
- Collect data on children with disabilities and implement targeted programs.
- Ensure accessibility in schools and public places.

### Schools

- Collaborate with mobile teachers to include children in learning.
- Adopt inclusive practices and create an accessible environment for all.

### Development Partners and Civil Society Organizations (CSOs)

- Implement programs and grants aligned with government policies.
- Prioritize local capacity building.
- Share best practices and experiences in inclusive education.

## Collaboration

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