

## Scaling approach of Action Research on Inclusive Education : A Case of Nepal

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### ***Abstract:***

The Constitution of Nepal 2015, the Federal Education Policy 2019, and the Free and Compulsory Education Act 2018 affirm the right to education for all children, including those with disabilities. Despite these robust frameworks, challenges such as *lack of resources, limited teacher training, and sociocultural barriers* persist, impacting the implementation of equitable educational practices. The study in this paper underscores the crucial role of school leaders in promoting inclusive education and recommends improved policy implementation and collaboration between schools and other organizations through an action research method. For the pilot testing of the course, 35 school leaders representing provinces 2 and 3 were selected. These school leaders enrolled in the open course and conducted action research on inclusive education issues in their respective schools using standard tools like problem trees and the PDSA cycle. The impact findings from this study were shared to all the seven provinces of Nepal. Further, the course was integrated in the Teachers Professional Development (TPD) model of Center for Education and Human Resource Development (CEHRD) after the collaboration with them. CEHRD is the unit under the Ministry of Education (owned by the central government), which is responsible for providing training throughout the country. Hence now the course in the TPD based framework by CEHRD can be used by all the provinces and local governments of Nepal. In this way, we were able to reach all the three different levels of government (central, provincial and local). In addition, we also collaborated with the Continuous Professional Educational Program (CPEC) unit under the School of Education of Kathmandu University, who is responsible for providing short term courses throughout the country in a credit based framework. This unit launched our course as a 3-credit specialized course on “Inclusive Education”. Now the further plan is to coordinate with the government to establish a grading system for the course to ensure its recognition for professional development. In summary, this paper includes all the scaling effort undertaken for the wider dissemination and sustainability of the course.

***Keywords:*** *Scaling, Inclusive Education, Action Research, school leader, TPD*