Expanding Educational Access through Technology (EAST)

Field visit report on deployment and training in Surkhet and Dailekh, Karnali Province

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1. Background

This report documents the successful initial deployment phase of the EAST project in Surkhet and Dailekh District, Karnali Province, specifically focusing on six schools within Birendranagar and Narayan Municipality. The field visit in Surkhet, conducted over thirteen days in September and in Dailekh spanning ten days in December included the installation of digital labs, intensive four-day teacher training sessions for over 70 teachers, baseline data collection, and official equipment handover ceremonies. The findings highlight the high enthusiasm for digital learning among students and teachers, while also identifying key challenges, such as managing large class sizes and integrating ICT outcomes into the traditional assessment system, which must be addressed to ensure the long-term sustainability and effectiveness of the program.

Karnali Province, located in mid-western Nepal, presents a unique set of challenges and opportunities for educational intervention. With a Human Development Index (HDI) of 0.53 and a literacy rate of 65%, it remains one of the most underserved regions in the country.

The socio-economic landscape is marked by significant migration and family fragmentation:

- **Developmental Markers:** Only 55% of children aged 3-4 years are developmentally on track across literacy, numeracy, and socio-emotional domains.
- **Family Structure:** Approximately 6.5% of children (ages 0-17) live without either biological parent, as many parents have migrated to India or Gulf countries to work in the informal economy, labor, or agriculture. Source: UN in Nepal
- **Social Equity:** The region is home to a significant population of Dalit communities (historically marginalized groups who have faced systemic barriers to education and social mobility.)

1.1 District Selection

The EAST project (2025–2027) targeted Surkhet and Dailekh districts to address two different yet equally critical educational environments within the province.

- **Surkhet District:** As the provincial capital and the gateway to the "Karnali hills," Surkhet (Birendranagar) has become a hub for internal migration. Schools here face the challenge of high enrollment, as families from remote districts like Kalikot, Dolpa, and Mugu migrate to the valley for better opportunities. This project addresses the urgent need for scalable digital infrastructure in these densely populated classrooms.
- **Dailekh District:** In contrast to the urban-migration hub of Surkhet, the selected schools in Dailekh showed lower student density but higher concentrations of students from the Dalit community. By establishing digital labs here, the program directly intervenes in the lives of children from "bottom-of-the-hierarchy" backgrounds, providing them with the same technological advantages as their urban counterparts.

1.2 Target Beneficiaries and Strategic Goals

The primary mission of the EAST project is to bridge the digital divide in regions where geography, poverty, and systemic inequality have historically hindered educational progress. In Karnali Province, where labor migration often leaves children without consistent parental guidance, the school serves as the primary stable environment for cognitive and social development.

The program reaches more than 2,000 students across the initial six schools. In addition, the project has strengthened the capacity of over 70 teachers, enabling them to move beyond traditional rote learning and adopt more interactive, technology-supported teaching methods

1.3 Program Schools

Surkhet District	Dailekh District
1. Shree Janajagrit Primary School	1. Nava Durga Basic School
2. Shree Nepal Rastriya Secondary School	2. Janajagriti Basic School
3. Shree Chhabi Basic School	3. Rainadevi Basic School

2. Key Outcomes and Achievements

- **Digital Learning Infrastructure**:
  Successfully installed digital labs with 20 Raspberry Pi computers per school, along with servers hosting E-Pustakalaya and E-Paath content. Smart TVs were installed in lower grades to facilitate visual and interactive learning.
- **Teacher Capacity Building**:
  Over 70 teachers from six schools completed intensive four-day training. They learned to integrate E-Paath and E-Pustakalaya into classroom teaching, aligning with curriculum goals and promoting student-centered learning.
- **Student Engagement**:
  Students from Grade 1 to 8 actively participated in sessions using E-Paath and digital activities. Teachers reported that students showed high interest and motivation in the digital lessons.
- **Community Involvement**:
  Ward representatives, education officials, School Management Committee and parents participated in handover ceremonies, committing to support maintenance and sustainability of the digital labs.

3. Key Definitions

- Bal-Paathmala: Collection of primary level children's books
- E-Paath: Collection of subject-specific, and grade-specific national curriculum aligned digital learning materials, designed and developed by O.L.E. Nepal
- E-Pustakalaya: Digital library, a repository with digital learning resources including learning software developed and maintained by O.L.E. Nepal
- ICT : Information and Communication Technology
- STEM: Science, Technology, Engineering, and Mathematics
- RPi: Raspberry Pi
- HRK: Hamro Ramailo Kathaharu

4. Training and deployment overview

This training schedule under the program "Expanding Educational Access and Skills through Technology" outlines a comprehensive ICT-in-education intervention designed by Open Learning Exchange Nepal. Spanning four days, the program moves strategically from technical foundations such as conducting student surveys and setting up Raspberry Pi local servers, to pedagogical integration, where teachers learn to align digital lessons (E-Paath) with the national curriculum.

By including community orientation and hands-on practice sessions where students and teachers interact with Smart TVs and computers, the initiative ensures that the technology is not just installed but actively used to enhance learning outcomes and foster digital literacy among both educators and students. Through a blend of teacher surveys, hands-on student participation, and community engagement, the program ensures that digital tools are used effectively, sustainably, and inclusively to enhance the quality of education for all students. The overall framework of training is as follows:

Day	Focus Area	Key Activities
Day 1	Foundations & Assessment	Introduction to OLE Nepal, planning teacher/student surveys, and collaborative digital lab setup with teacher participation.
Day 2	Resource Familiarity	Briefing on training rules, government ICT policies, and hands-on practice with the Raspberry Pi (RPi) local server and school network. Exploration of E-Pustakalaya (digital library), E-Paath (curriculum-aligned content), and digital storybooks.
Day 3	Pedagogical Integration	Hands-on practice aligning E-Paath modules with the national curriculum and textbooks. Discussions on classroom management for digital learning and strategies for long-term technical sustainability.
Day 4	Application & Handover	Practical teaching sessions where students interact with Smart TVs and RPi computers under teacher guidance. Community orientation, feedback collection, and the official equipment handover ceremony.

Detailed training schedule is shared in the Appendices

The deployment was executed through two phases :

- **First Phase (August 28 – Sept 9, 2025) :** A 13-day visit focusing on three schools in Birendranagar Municipality, Surkhet. The training and deployment was carried out by a single team combination of trainer and technical staff.

- **Second Phase (December 2 – 11, 2025):** A 10-day visit focusing on three schools in Narayan Municipality, Dailekh. The training was conducted by two teams of trainers and technical staff.

The details schedule of training for both Surkhet and Dailekh attached in the appendices

4.1 Technical Infrastructure & digital lab setup

Each school was equipped with a standardized digital lab package :

- **Rpi Computer set :** 120 Raspberry Pi 5, computers with monitors, headsets, keyboards and mouse
- **Interactive Displays:** 5 Smart TVs installed in lower-grade classrooms with 6 laptops for visual learning.One school has previously installed TV.
- **Offline Servers and networking :** 6 Servers hosting E-Pustakalaya (a digital library with thousands of educational resources including learning software and resources. Twelve routers with 6 switches were installed to provide local offline access, ensuring resources are available without internet connectivity. Each school has a server, a switch and a router to run the intranet.

  The detailed list of equipments for six schools in Surkhet and Dailekh under EAST Project is shared in Appendices

The Starting Point: Preparing the digital lab for installation after the arrival of equipment

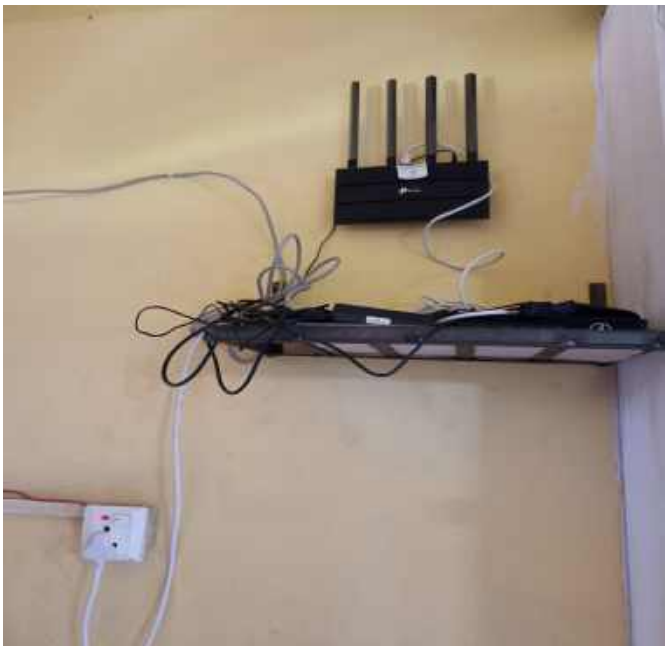
The establishment of digital learning labs in the six schools of Surkhet and Dailekh was a collaborative effort between OLE Nepal's technical team and the local school communities. This phase was critical to ensuring that the technology was not only installed but was safe, functional, and optimized for the local environment.

The newly established digital lab

A dedicated technical person led the infrastructure deployment, working with local teachers to assemble and configure Raspberry Pi 5 computers while ensuring installations met standards for rural schools. By strategically placing offline servers and routers based on each school's layout, he ensured stable, high-speed access to digital resources across multiple classrooms without internet connectivity

Smart TVs installed in lower-grade classrooms with a laptop and router for visual learning

In addition to the digital lab setup, a smart TV with a dedicated laptop was installed in each ECD classroom across all schools. The TV was connected to the Wi-Fi network, allowing easy access to learning resources from the digital library server. This setup ensures that ECD classes can use digital resources in parallel while the digital lab is being used by other classes.



Offline server connected with router and switch

Beyond physical installation, the technical person conducted safety briefings for the teaching staff. These sessions focused on : proper cleaning and handling of RPi units and Smart TVs, correct

sequencing for turning the lab on and off to protect sensitive components and protocols for maintaining the integrity of the network and the offline server.

5. Students Survey

In addition to deployment and teacher training, we conducted a baseline student survey to assess foundational literacy and numeracy levels. The purpose of this baseline assessment was to understand students' existing learning levels prior to any intervention, enabling us to measure progress and evaluate the effectiveness of the program over time.

The survey was conducted to assess reading skills in Nepali and English, as well as foundational numeracy skills, among all students above Grade 2. For this purpose, we adapted the " Foundational Learning Module", a component of MICS6 questionnaire for children aged 5-17 years. This module primarily seeks to answer the following questions:

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?
2. Which characteristics are linked to higher shares of reading and numeracy skills? (e.g. reading habit at home, school and home languages)

The Multiple Indicator Cluster Surveys (MICS) are household surveys designed to gather data on the situation of children and women across various countries. Initiated by UNICEF in the early 1990s, MICS aims to provide reliable and comparable data to inform policies and programs globally.

To facilitate the data collection process, a new mobile application was developed that integrates both student and teacher surveys into a dynamic digitized survey format. This app enabled our team to conduct surveys more efficiently and allowed for easier data collection, processing, and analysis.

Beforehand, we obtained consent from the school administrators and teachers. During the survey, we also asked for consent from the students. We recorded the students' verbal responses to the survey questions on the mobile app while they went through a physical booklet containing reading tasks in both English and Nepali, along with some numeracy tasks. Each team member had the mobile application on their personal device.

The survey focused on English, Nepali, and Mathematics, assessing both literacy and numeracy skills.

- **English and Nepali:**
  Students were asked to read aloud two passages (one easier and one more difficult) to evaluate their reading fluency and comprehension skills.

- **Mathematics:**
  Students were assessed on number identification, place value understanding, and basic addition and subtraction to determine their foundational numeracy levels.


Students survey from grade 3-5 at Shree Janajagrit Primary School, Surkhet

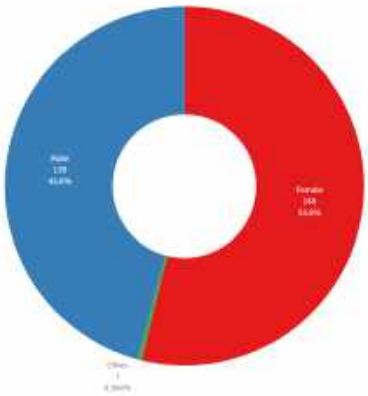
Conducting this baseline survey was essential for establishing a starting point against which improvements could later be compared. As the program progresses, we will carry out midline and endline surveys to track changes in student performance and understand how digital learning tools contribute to learning gains. These follow-up assessments will help us evaluate the impact of the intervention and guide future improvements.


Students survey from grade 3-8 at Shree Nava Durga Basic School, Dailekh

A sample of 6–8 students from each grade (Grades 3 to 8) was included, resulting in more than 225 students participating across the six schools.

5.1 Student's Survey Results

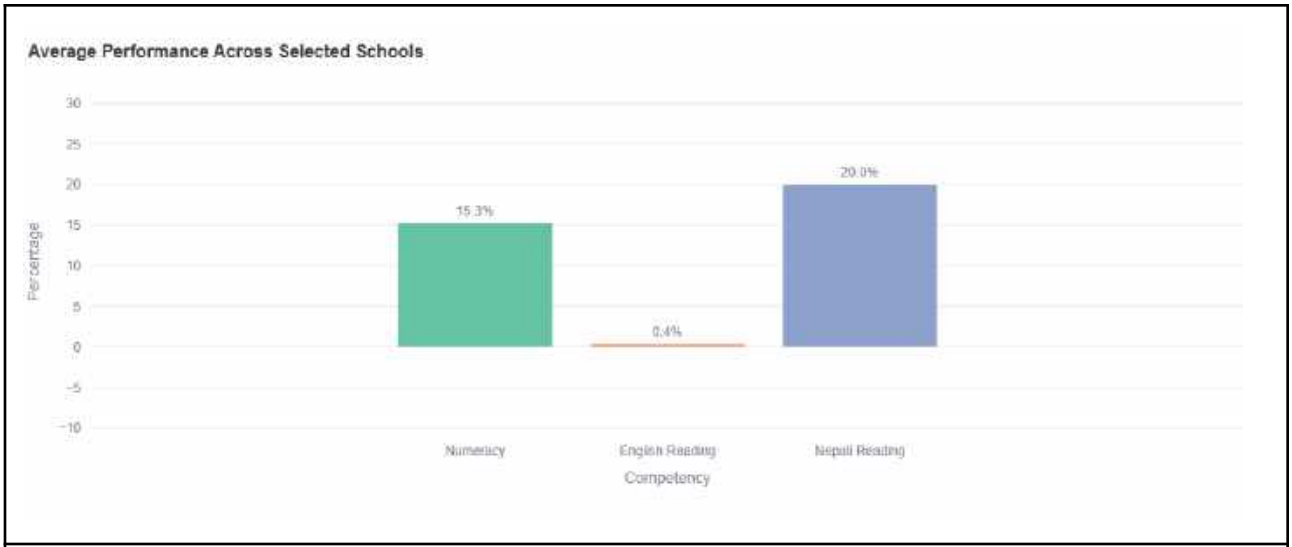
The survey conducted among 275 students across six schools in Surkhet and Dailekh reveals significant challenges in foundational skills, particularly in English literacy and math. The data covers a diverse student group from grades 3 to 8, with a slightly higher representation of female students (53.8%) compared to male students (45.8%).



Gender composition of participants in the student survey

The survey successfully captured a broad age range and grade distribution to ensure the data reflects the needs of various developmental stages.

- Age Distribution: Students surveyed range from 0 to 16 years old, though the vast majority are concentrated between the ages of 8 and 14.
- Grade Breakdown: Participation was fairly evenly distributed across the grades, with Grade 3 having the highest count (52 students) and Grade 8 the lowest (40 students).



Average performance across six schools in Surkhet and Dailekh

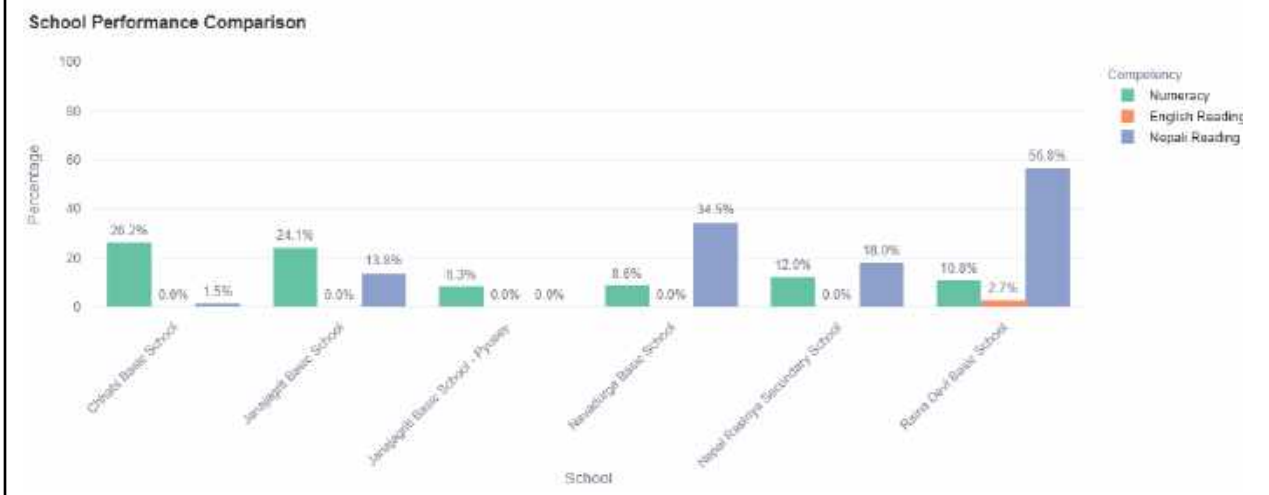
The overall academic competency across these regions is currently low, with average scores failing to reach 21% in any category.

- **English Literacy**: English reading is the most critical area for intervention, with an average proficiency of only 0.4% across all schools. Notably, five of the six schools recorded 0.0% in this category.
- **Numeracy**: Math skills are also weak, with an average competency score of 15.3%. Individual school performance in Numeracy peaks at 26.2% at Chhabi Basic School, but drops as low as 8.3% in others.
- **Nepali**: Nepali reading represents the strongest foundational skill with a 20.0% average. Performance here is highly inconsistent, however, ranging from a high of 56.8% at Raina Devi Basic School to 0.0% at Janajagriti Basic School - Pyusey.

The data suggests that while some schools have built a starting foundation in Nepali literacy, there is a systemic failure in English instruction and a lack of basic mathematical understanding even in the higher grade students.

The above chart shows the average performance of students across selected schools in three key competencies: Numeracy, English Reading, and Nepali Reading. The results show that students performed better in Nepali Reading (20%), followed by Numeracy (15.3%), while English Reading (0.4%) shows significantly lower achievement. Overall the performance level across all three subjects are considerably below the expected grade level average.

Overall, the figure highlights clear variation in learning levels, indicating a need to support English as well as Math and Nepali.



School performance comparison among six schools of Surkhet and Dailek

The above chart compares how students are doing in three subjects across six different schools. Overall, the scores are quite low. Nepali Reading is the strongest subject for most, especially at Raina Devi Basic School, which had the highest score of nearly 57%. However, English Reading is a major struggle, with almost every school scoring 0%. Math (Numeracy) scores are also low, with the best school reaching only 26%. In short, while some schools are doing okay in Nepali, almost all of them need a lot of help with English and Math. Through our digital educational contents, we will bridge the current performance gaps and move students from basic recognition to functional competency.

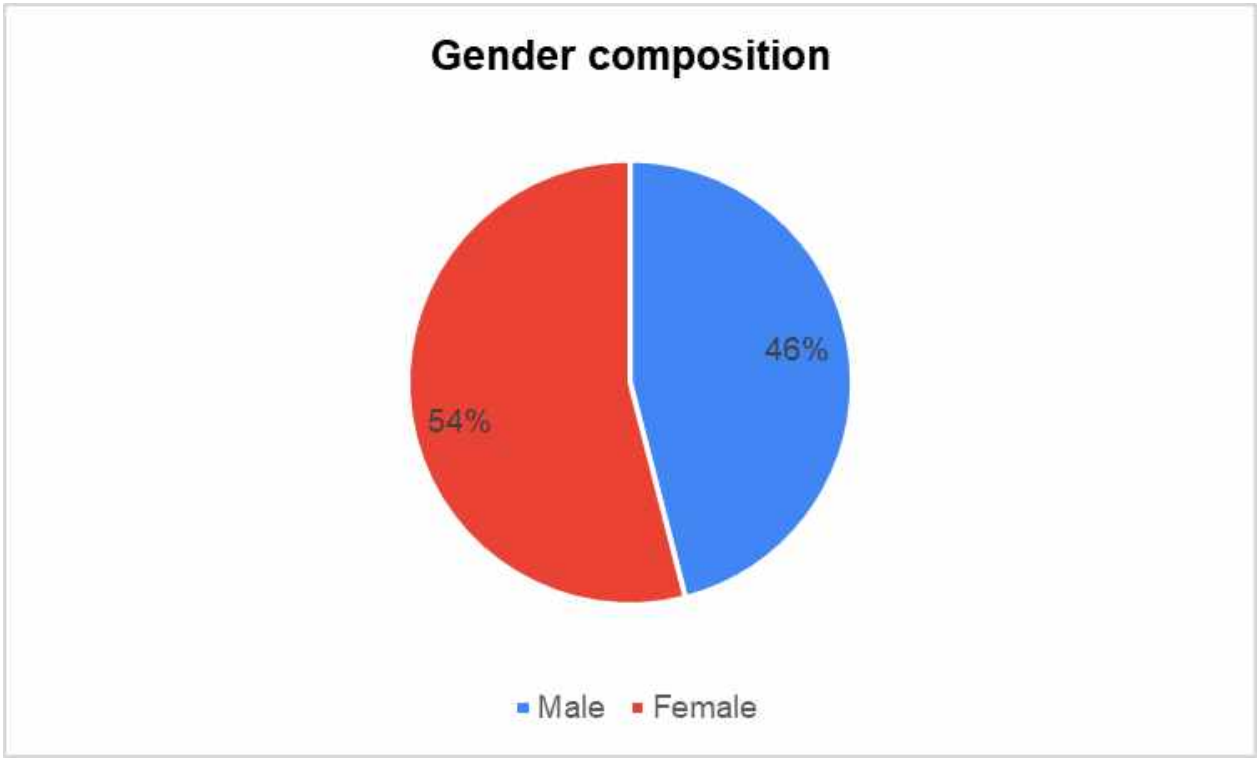
6.Teachers survey

The primary purpose of the survey was to assess the digital readiness and instructional needs of teachers within the EAST program in Surkhet and Dailekh Districts. By collecting data on teacher demographics, technical proficiency, and classroom practices, the program aims to understand how technology is currently being used and what prevents it from being used more effectively.

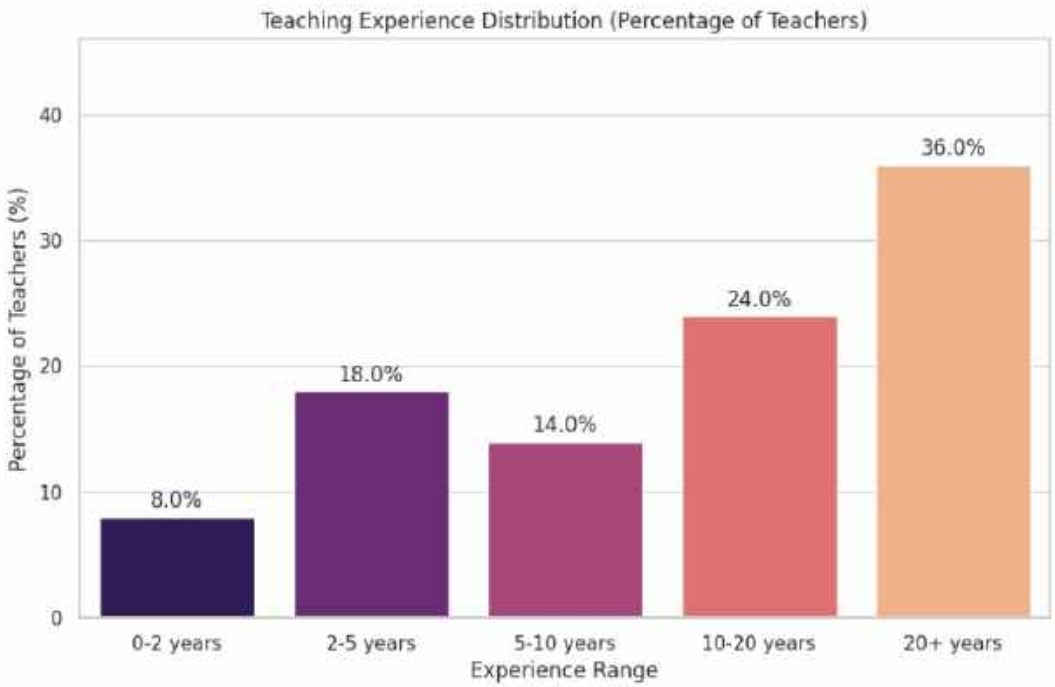
The survey was designed to bridge the gap between basic digital literacy and meaningful classroom integration by identifying specific skill gaps and mapping out available hardware like laptops and projectors. The data provides a foundation for future professional development that prioritizes pedagogical support and digital classroom management over simple technical instruction. Ultimately, this survey acts as a strategic roadmap to transition educators from passive users of digital content into confident, active integrators of technology in their daily lessons.

6.1 Survey Results

More than 50 teachers had participated in the teacher's survey across six schools in Surkhet and Dailekh. About 54% of the teachers were male while 46% were female.

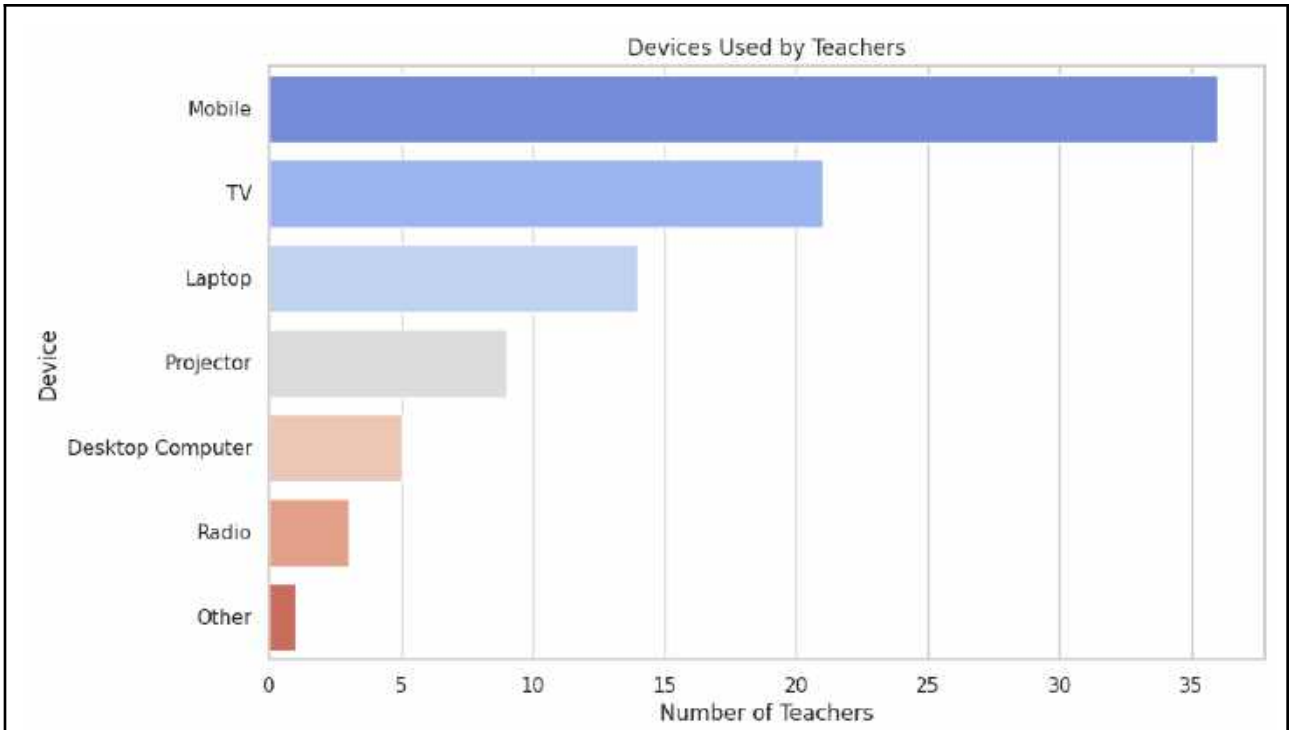


Gender composition of participants in the teachers survey



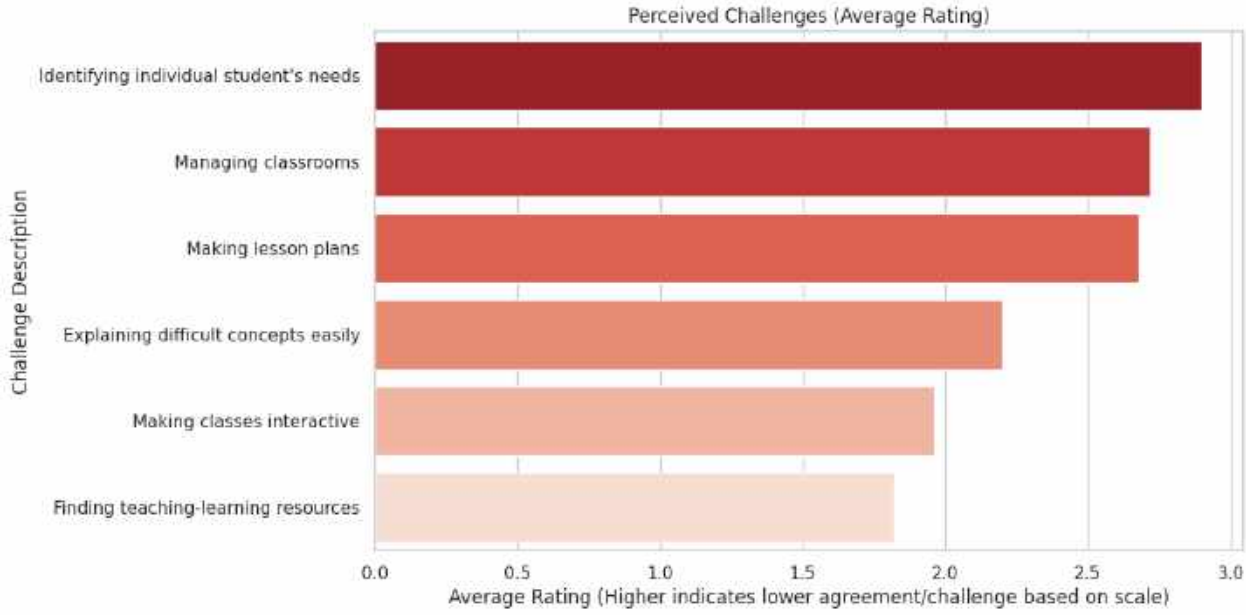
Teaching experience distribution

The survey reveals a qualified and diverse group of teachers, teaching core subjects like Nepali, English, Math, Science and Social Studies across Grades 3 to 8. Most teachers possess a strong academic foundation with Bachelor's or Master's degrees with over a decade of experience, others are novices in the teaching field with only a few years in the classroom. This blend of high foundational education and varying levels of field experience suggests a workforce that is academically prepared but requires differentiated support to bridge the gap between theoretical knowledge and long-term classroom practice.



Devices used by teachers

Digital Skills and Technology Use Most teachers have their own laptops or mobile phones and are comfortable with basic computer tasks like copying files or downloading apps. However, more advanced skills, like making complex spreadsheets or presentations, are less common. Currently, teachers mostly use the internet to look for teaching materials and lesson ideas rather than for office work or student records. They are excited about using technology to make their classes more fun, but they find it much harder to keep students focused and behave well once devices are introduced.



Perceived challenges by the teachers

The survey shows that while the teachers are very experienced and have the right tools, they face practical daily challenges that stop them from using technology more often. The biggest problems aren't a lack of computers, but a lack of time and control. Teachers feel that their school schedules are already too full to add extra digital activities. They also worry that when they use technology, students get distracted by the screens instead of focusing on the lesson. Because of this, teachers mostly use the internet to find ideas before class starts, rather than using devices during the class. The survey suggests that instead of just learning how to turn on a computer, teachers need specific training on digital classroom management and learning how to use technology while keeping the class focused and productive.

7. Teachers Training

The teacher training is a significant part of the EAST project, aimed at ensuring teachers are proficient in integrating digital tools into their classrooms.

The initial training sessions successfully reached over 70 teachers across two districts:

- **Surkhet (September 2025):** Over 40 teachers from three schools (Janajagrit Primary, Nepal Rastriya Secondary, and Chhabi Basic) completed the intensive program.

- **Dailekh (December 2025):** Over 30 teachers from three schools (Nava Durga, Janajagriti, and Rainadevi) participated in the training.

Participants were introduced to the EAST project, its objectives, roles of stakeholders, and how digital learning supports literacy and numeracy on the first day of training. Trainers used discussions and introductory activities such as collecting their expectations, sharing the objectives of the training, preparation of classroom norms and preparing job charts for logistics management.

Teachers learning to connect the routers and server at Shree Janajagrit Basic School, Surkhet

Teachers learning to set up the computer at Shree Chhabi Basic School, Surkhet

Teachers were introduced to hardware components and practiced setting up the school network. A technical demonstration was conducted to show how to connect routers, servers, and switches. Teachers practiced setting up the system, which enabled all computers to access content offline without requiring an internet connection. This setup created a seamless digital learning environment for teachers.

Teachers exploring digital contents during the training in Shree Nepal Rastriya Secondary School, Surkhet

Teachers were introduced to E-Paath, the digital learning platform. They practiced navigating lessons, selecting appropriate grade/level content, and understanding how digital lessons align with curriculum goals. Emphasis was placed on hands-on exploration. Teachers learn how E-Paath

supports literacy skills such as phonemic awareness, vocabulary building, reading fluency, and comprehension. The session included demonstrations and guided practice where teachers role-play literacy activities.


Teachers exploring digital contents during the training in Shree Chhabi Basic School, Surkhet

Furthermore, teachers learned how to use E-Pustakalaya, E-Paath, Bal Pathmala and Hamro Ramailo Kathaharu to enrich their daily classroom teaching and learning process. They also explored strategies to make classes more engaging with curriculum-aligned content, digital activities, and new methods of student assessment.


Teachers observing a guided walkthrough of the E-Pustakalaya digital library facilitated by our E-pustakalaya Coordinator Tribendra Panta in Raina Devi Basic School, Dailekh

On the second day of the training, teachers engaged in hands-on practice with grade-wise digital content, while comparing curriculum materials with E-Paath resources to align classroom teaching.

Further sessions focused on practical strategies for using E-Paath in classrooms, supported by demo videos, practice teaching, and feedback discussions. Teachers also explored classroom learning, educational games, and useful software, with emphasis on classroom and student management, as well as safety and security.

Teachers independently configuring the Raspberry Pi and network infrastructure in Shree Janajagriti Basic School, Dailekh

Teachers exploring interactive E-Paath lessons and multi-media digital content from E-pustakalaya at Shree Janajagriti Basic School, Dailekh

The teachers expressed great enthusiasm for the training and were excited to explore E-Paath, E-Pustakalaya, Bal Paathmala, and Hamro Ramailo Kaatha, noting that these resources offer a fun and engaging way to teach students. They also appreciated the Smart TVs and laptops, which they believe will make teaching more interactive and provide students with greater opportunities to learn through digital resources. With this support, all schools are now able to run parallel classes effectively. The day concluded with collaborative planning, where teachers created classroom plans that integrated digital content for students from ECD to Grade 8.

Teachers working in collaborative groups to analyze E-Paath lessons and align them directly to the

national curriculum and school textbooks at Raina Devi Basic School, Dailekh

During the program, we conducted a short survey with teachers on how they use technology in their daily lives and teaching practice.The responses reflected both optimism about its benefits and thoughtful reflections on the challenges of integrating technology into classroom practice.

7. Student's Engagement

The final day of the training focused on student engagement in the newly established digital lab and the effective use of digital learning resources provided through the program. Trained teachers conducted live classes, while their fellow teachers observed and provided support. OLE Nepal trainers provided real-time support and feedback to refine their teaching techniques.

Class 5 students learning from E-paath in Shree Janajagrit Basic School, Surkhet

These engagement sessions ensured that the newly installed technology was not only set up but actively used to enhance learning outcomes and promote digital literacy among both students and educators.

	
Teachers assisting students to learn from E-paath in Shree Nepal Rastriya Secondary School, Surkhet	*Students learning digital contents from Smart Tv that was installed in Grade 1 in Shree Nepal Rastriya Secondary School, Surkhet*

Students from Grade 1 to 8 in both Surkhet and Dailekh demonstrated high enthusiasm and active participation. Students showed significant interest and motivation when interacting with the newly installed Raspberry Pi 5 computers and Smart TVs to access interactive E-pustakalaya and E-Paath lessons and various educational games.

	
Teachers assisting students to explore digital contents Chhabi Basic School, Surkhet	*Teachers using Smart TV in Chhabi Basic School, Surkhet*

This allowed teachers to transition from learning about technology to using it as a medium for instruction and engagement. While teachers taught their students using Smart TVs and computers, OLE Nepal trainers provided real-time support and feedback to refine their teaching techniques.

Teachers guide students through the exploration of digital educational content at Nava Durga Basic School, Dailekh

Teachers delivering interactive lessons to their students using the Smart TV at Nava Durga Basic School, Dailekh

Teachers facilitating a live lesson for students using Smart TV technology at Shree Janajagriti Basic School , Dailekh

Engaging students served as a live demonstration for the community, including Ward representatives and parents, who participated in the official handover ceremonies and orientation sessions held on the same day.

Students and teachers engaged in a collaborative learning session, utilizing E-Paath and E-Pustakalaya through the integration of Smart TVs and Raspberry Pi computers in Rainadevi Basic School

8. Handover and community orientation

Following the successful completion of the training, a formal closing ceremony was organized to ensure local ownership and sustainability of the project. The digital equipment was officially handed over to the school administrations in the presence of the SMC Chairperson, municipal representatives and local Ward representatives.

With teachers along with Education Officer and Ward Chairperson after the handover in Surkhet

During the handover program, local leaders and school representatives highlighted the growing importance of technology in education. This session served as a community orientation, where stakeholders were briefed on the program's impact and the long-term benefits of the newly installed technology. By involving local leadership, the event solidified the community's commitment to supporting the digital transformation of the school and ensuring the resources are maintained for future generations of students.

Formal equipment handover and community orientation held in the presence of the Municipal Chairperson, School Management Committee (SMC) Chairperson and Ward representatives in Dailekh

The school administration in all the schools have committed to maintaining the digital lab and agreed to establish a maintenance fund for any repairs or upkeep of the equipment. Teachers also pledged to create a weekly digital lab schedule, manage student access class-wise, and prepare a job chart with rules and regulations to ensure smooth operation of the digital lab.

Testimonials from participants

1. **Name:** Jagat Kumari KC

   Role: Primary Grade Teacher, Janajagriti Basic School, Surkhet

"With over 15 years in the classroom, I was initially worried about how I would manage new technology. However, the four-day training completely changed my perspective. Seeing the students' eyes light up when they use E-Paath and interactive stories like Hamro Ramailo Kathaharu has been incredible. While I am still learning to use the digital lab, the curriculum-aligned digital content makes my lessons far more engaging and student-centered than traditional rote learning ever could."

2. **Name:** Maan Bahadur Katuwal

   Role: ICT Focal Teacher, Shree Raina Devi Basic School, Dailekh

"The deployment of the Raspberry Pi 5 and the local offline server is a game-changer for our rural community where internet access is often unreliable. As a teacher comfortable with technology, I appreciate how tools like E-Pustakalaya provide our students with thousands of books they

otherwise wouldn't have. My biggest takeaway, however, is that for this initiative to be fully sustainable, we must now evolve our traditional evaluation methods to measure the digital literacy outcomes our students are achieving every day in the lab."

9. Challenges Observed

- Large Class Sizes: Some classes had over 80 students, limiting individual computer access and effective hands-on engagement.
- Limited Digital Literacy: Several teachers, especially at basic level schools, were new to computer use and required additional support to gain confidence.
- Infrastructure Gaps: Although most schools had power supply and basic facilities, stable backup and dedicated lab rooms need improvement for long-term use.
- Traditional Assessment Methods : Teachers noted that ICT-based learning remains undervalued in traditional exam-oriented evaluation systems.

10. Next Steps

As we completed the training and deployment in Karnali province we have planned following activities as next steps:

1. **Teaching with Technology fellowship :** Fellows will be supporting program schools and facilitating teachers in using technology effectively in the teaching-learning process. We are starting this fellowship from April, 2026. The two trained fellows will provide support to these six schools
2. **Follow-up Support and Refresher Training:** Conduct follow-up sessions within six months to reinforce digital teaching skills and monitor classroom integration.
3. **Maintenance and Sustainability:** Establish a local fund and assign responsibility to focal teachers for regular maintenance, troubleshooting, and updates.
4. **Improved Student Access:** For larger schools, consider a rotational schedule or additional devices to ensure equal access to digital labs.
5. **Monitoring and Feedback:** Implement periodic monitoring visits to assess resource utilization, teacher progress, and impact on student learning outcomes.

11. Conclusion

The field visit activities in Karnali Province successfully launched in Surkhet in September 2025, followed by a second deployment in Dailekh in December 2025. In both districts, the establishment of digital learning labs and comprehensive teacher training programs has laid a strong foundation for integrating technology into classrooms. While educators faced shared challenges such as large

class sizes and limited initial ICT familiarity, they demonstrated remarkable motivation to adapt and innovate with the new tools. Following the completion of the Dailekh training, the team also conducted a monitoring visit in Surkhet on their return journey to ensure ongoing technical support and proactive maintenance of the newly installed infrastructure. With continued mentorship and community collaboration, these schools in both Surkhet and Dailekh are well-positioned to serve as model digital learning centers for the region.