

A Report on Disability in Nepal 2016



Submitted by:

Mukti Prakash Thapaliya
University of Canterbury,
College of Education, Health and Human Development
Christchurch, New Zealand

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Australian Himalayan Foundation (AHF)
Sydney, Australia

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Executive Summary

With the financial support of the Australian Himalayan Foundation (AHF), Mukti Prakash Thapaliya conducted a field visit to Nepal to review and conduct research for his PhD. The PhD was titled: “Moving Towards Inclusive Education: How Inclusive Education is Understood, Experienced and Enacted in Nepalese Primary schools”. The objectives of Mukti’s study were as follows:

- Ascertaining local attitudes towards inclusive education policy and practices in Nepalese Primary School through discussions with local governmental officers, school principals and teachers, as well as parents and students;
- Identifying the causal factors and potential solutions for primary school dropouts;
- Identifying barriers in managing inclusive education within school classrooms;
- Documenting the practices and policies that exist – both within and outside the classroom – to support and promote inclusive education; and
- Highlighting the situation for disabled children in Nepal.

At the time of the first earthquake of 7.8 on the Richter scale in Nepal on 25th April 2015, Mukti Thapaliya was interviewing Mr. Prabhu Ram Basnet, Principal of the Jivan Jyoti Higher Secondary School (JJHSS) in Nele, Solukhumbu.

For the purposes of this study, data was collected from the Kavrepalanchok and Solukhumbu schools between the period April- July 2015. Whilst collecting data, Mukti delivered “In- Service Teacher’s Refresher Training” to JJHSS primary-school teachers. The training was held over six days (21-26 April 2015) and was organised by the Rural Education and Environment Development (REED) Centre in Nepal. REED is one of the AHF’s primary Nepalese partners and, as a result, the training was sponsored by the AHF and supported by the Solukhumbu District Education Office (DEO).

The primary goals of the training sessions were to enhance the capacity of teachers to promote inclusive education and child friendly classrooms through critical thinking and inclusive teaching and learning strategies. Specifically, they were introduced to the inclusive education index to allow them to understand how to make classrooms more accommodating

for disabled and ethnic minority children. The training is expected to support increased student participation due to an emphasis being placed on interactive classrooms and the use of inclusive teaching strategies by teachers. This in turn is anticipated to increase the quality of education and the achievement of students.

This report reviews the national context on disability in Nepal by analysing the applicable legislation, policy and cultural attitudes. This data has been collected from a range of secondary sources including pre-existing literature. Specifically, it discusses the situation for the disabled, as well as the total number of schools and students in the Solukhumbu district. It also explores the Nepali government's policies and available services for the disabled in Nepal and provides a list of working Non-Governmental Organisations (NGOs) working within the disability sector in Nepal.

In conclusion, the report finds that people in Nepal continue to see disability as a result of an individual's sinful past actions. While the Nepali government has endorsed a range of legislation and policy to protect the disabled population, local attitudes and perceptions are yet to shift. This can be attributed to cultural beliefs, a lack of awareness and gaps in local education. As a result, it is evident that the work that the AHF is conducting with REED in Nepal is essential to ensure that attitudes towards the disabled in Nepal progress in a positive and more inclusive direction.

1. National context on disability in Nepal

1A. Nepal at a Glance

Nepal is a small, landlocked and mountainous country located between India and China. With a population of 26.4 million spread over 147,181 square kilometers, it is one of the most impoverished developing countries within South Asia (CBS, 2011). Nepal is divided into the three primary regions: the Terai, Hill and Mountain areas, which constitute approximately 50.27%, 43% and 6.73% of the total population respectively. These regions are further divided into seven provinces and 75 districts for planning and administrative purpose. Individual village development committees (VDCs) comprise one political unit and there are approximately 3157 VDCs in total with one metropolitan, twelve sub-metropolitan and 217 municipality cities. Nepal is an agrarian based economy with more than 86% of its

population residing within rural areas and only about 14% living in the city. With great diversity in culture, social structures, linguistics and religion, Nepal is one of the most unique countries of the world (2011, CBS).

With respect to education, Nepal is considered to be one of the least developed in South Asia. Nepal, has an adult literacy of 65.9% (75.1% for males and 57.4% for females) (Census report, 2011). Kathmandu district reports the highest literacy rate in Nepal (86.3% for males and 47.8% for females) and thus, there is a marked disparity between the capital and more rural areas of the country. While student enrollment rates are increasing in Grade One, the pass rates and enrollment rates for the higher education School Leaving Certificate (SLC) are reported to be decreasing (Department of Education, 2012). For example, the Net Enrolment Rate (NER) at primary-school level in Nepal is 95.3%, however, the promotion and repetition rates in grade one are 72.5% and 19.9% respectively (Department of Education, 2012). This indicates that a significant proportion of the population is denied educational opportunities. Singal (2008) remarks that the growing concern across the world is the large number of students who are denied access to the education system and those who are in the system but not included in any meaningful classroom participation. This is illustrated by the fact that 18% of children worldwide and 25% of the children in South Asia do not have access to education (Singal, 2008). Of the estimated 120-150 million children globally with disabilities under the age of 18, more than 90% of those living in developing countries do not attend school (UNESCO, 2009). This statistic clearly reflects the difficulties, which persons with disabilities face in accessing education.

1B. Disability in Nepal

A variety of research reports indicate that the global disabled population is increasing. While this may be attributed to the use of improved data-collection mechanisms,, it also highlights an issue of concern. The official census data of Nepal (2011) reports a 1.94% disability rate, however, a number of organisations suggest that the actual figure far higher. For example, it is estimated that the current global disabled population is 10% (World Bank, 2000). Further, it is tedious to obtain accurate data on the prevalence of disability in Nepal due to cultural rituals, a lack of understanding on how to define disability and other socio-economic factors. Cultural and religious Hindu rituals posit that the privileges and deficits of our current life are attributed to the sins in one's past life (Gabel & Danforth, 2008). In other

words, if an individual is disabled, it is regarded as a result of the sins of one's past lives. Similarly, people often hide their disability due to a number of socio-cultural norms, values and pressures. Researchers, policy makers, planners, international and national organisations who are working in the Nepalese disability sectors estimate that national disability figure is actually far higher. They attribute this to poverty, poor health and maternal care facilities, geographical variations, the 10-year Maoist conflict and the recent earthquake.

1C. Definition of Disability

The constitution of Nepal defines a disabled person as one who is mentally or physically unable to lead a normal life. Similarly, the World Health Organisation's (WHO) definition of disability denotes impairments, activity limitations and participation restrictions. The term includes persons whose mobility is limited and those with hearing and visual impairments. The 2011 Census Report of Nepal (CRN) has classified disability into seven distinct groups:

1. Physical disability: partial or total loss of physical operational abilities; problems with the use and movement of nerves or muscles; and complications with the composition and, or operation of bones and joints including amputation, arthritis and cerebral palsy.
2. Vision-related disability: where an individual's eyesight is impaired and cannot be corrected. Where an individual is unable to see clearly from both eyes at a distance of 10 feet, they are considered to be blind, whereas if an individual cannot see clearly from both eyes at a distance of 20 feet, they are considered to have 'low vision'.
3. Hearing-related disability: a condition in which an individual is unable to hear sound, and, or the rise and fall in sound. A deaf individual is someone who cannot hear sound above 80 decibels. An individual who can hear sound between 65-80 decibels is considered to be hard of hearing.
4. Deaf-Blind: an individual who has both vision and hearing-related impairments.
5. Voice and speech-related disability: this is characterised by unclear speech and unnecessary repetition of words and letters.
6. Mental Disability: where an individual has abnormal brain function. There are three classifications:

- Where an individual unable to carry out activities relative to their age or environment due to an absence of intellectual development prior to the age of 18 years, they are known as intellectually disabled or mental retardated.
- Where an individual is unable to conduct his/her daily life activities due to a mental illness, they are known having a chronic mental illness.
- Where an individual is unable to demonstrate normal behaviour and communication patterns (through the use of language), or where they consistently repeat one activity, they are considered to have autism.

7. Multiple disabilities: where an individual has two or more disabilities.

The New Educational Research Association (2001) has created four broad categories to classify disabilities. These include: communication, locomotion, mental and complex disabilities. The below table further describes each category:

Table 1 - Classification of disability

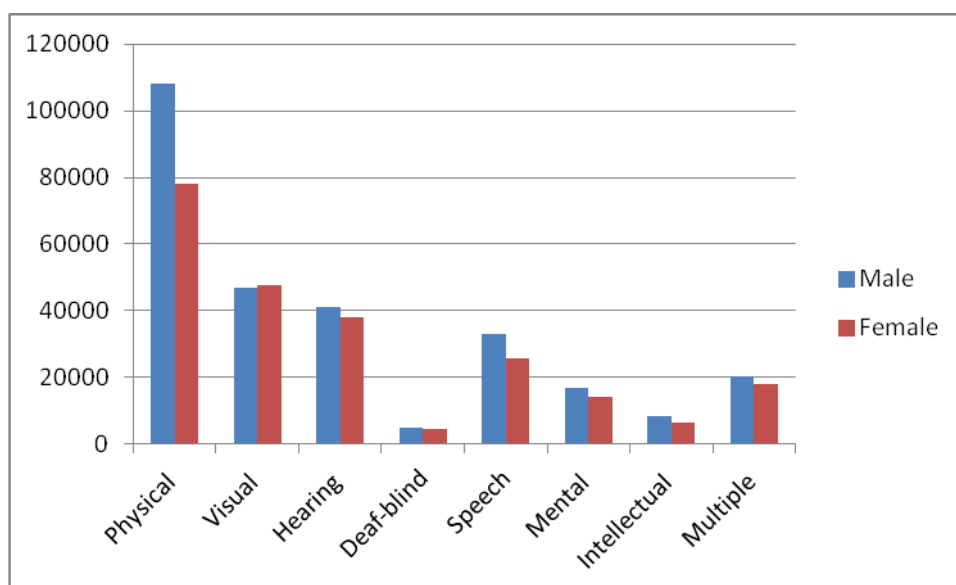
<u>Communication disabilities</u>	Visual disability	Hearing impairment	Speech impairment
<u>Locomotion disabilities</u>	Mobility Impairment/Physical disability	Manipulation (working) disability Where an individual is unable to perform the daily activities of life due to a physical deficiency in upper limbs, he has a manipulation disability.	
<u>Mentally disabilities</u>	Intellectual Disability	Epilepsy Where a person suffers from frequent attacks of unconsciousness and displays certain symptoms such as tongue biting and foaming from the mouth.	Chronic mental illness
<u>Complex disabilities</u>	Overlapping Where a person has more than one type of disability.	Cerebral Palsy Where an individual is unable to conduct daily physical activities due to muscle impairment or brain damage .	

In summary, though there are various classifications of disability, the above-outlined seven categories from the 2011 CRN informs the discussion in this study. The following table and graph indicate the distribution of disabilities within Nepal (CBS, 2011).

Table 2 - Number of persons with disabilities in Nepal

Sex	Types of Disabilities								Total
	Physical	Visual	Hearing	Deaf-blind	Speech	Mental	Intellectual	Multiple	
Male	108,279	47,041	41,204	4,803	33,190	16,787	8,280	20,502	280,086
Female	78,178	47,724	38,103	4,633	25,665	14,210	6,608	18,114	233,235
Total	186,457	94,765	79,307	9,436	58,855	30,997	14,888	38,616	513,321

Fig. 1 - Types of disabilities in Nepal

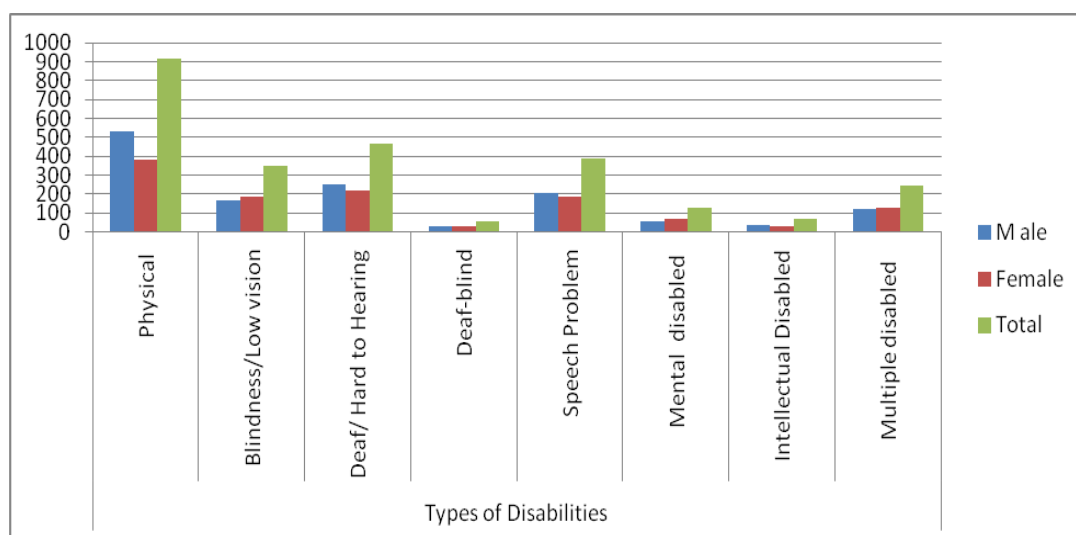


According to 2011 CRN, the total population of Nepal was 513,321 with 280,086 male and 233,235 female respectively. Within this, there was seven types of disabilities: physical, visual, deaf-blind, speech, mental, intellectual and multiple disabilities. The figures indicated that the physically disabled population was ten times higher than the intellectually disabled. This trend is also evident in the below table showing the figures for the Solukhumbu district.

Table 4 - Number of persons with disabilities in Solukhumbu

Sex	Types of Disabilities								Total
	Physical	Visual	Hearing	Deaf-blind	Speech	Mental	Intellectual	Multiple	
Male	533	168	254	30	202	56	36	118	1,397
Female	380	183	215	26	183	68	32	125	1,212
Total	913	351	469	56	385	124	68	243	2,609

Fig. 2 - Types of disabilities in Solukhumbu



According to the 2011 CRN, the total population of the Solukhumbu district was 105,886 with 52,200 men and 54,686 female respectively. The disability count was 1,397 male and 1,212 females, which represents 2.72% and 2.21% of the population respectively. This means that approximately 2.47 % of the Solukhumbu population is disabled.

1D. National policies on disability

This section explores the disability policies, which have been adopted in Nepal. It briefly describes the disability policy statements and legislation in place at the national level. Additionally, this background is then used to highlight the development of special and inclusive education in Nepal.

The Nepalese government has endorsed a variety of acts, policies and legislation to secure free education for the Nepalese people. The 1971 Education Act extended this right to ensure that disabled children also had the right to free education. Similarly, in 1971, the Special National Council (MoE) was established to facilitate special education programs in the country while the 1982 Disabled and Welfare Act of Nepal worked to promote and protect the rights to equality and free education for disabled persons. Specifically, Regulation No. 5 of the 1982 Disabled and Welfare Act of Nepal has advocated the right to equality stating that there should not be any discrimination against the disabled with respect to their physical status. The regulation denotes that disabled persons have equal rights to education, employment, politics, dignity, public services and other facilities.

There are a number of policies and Acts in Nepal which provide additional layers of protection for the disabled including: the Children's Act (1992), which identifies the rights of the child to survival, protection and development; the Nepalese Labour Act (1992), which prohibits employment of children under the age of 14; and the Nepalese Disabled Person Protection and Welfare Rule (1994), which addresses the issue of accessibility for the disabled in public places such as transportation, buildings, employment, and other services.

The Basic and Primary Education Plan (BPEP) (1991-2001) integrated the special needs of children within the general classroom. Following this, the Special Education Policy (1996) and the Local Self-Governance Act (1999) enabled the creation of educational environments to educate the disabled. Finally, the Ninth Five-Year Plan (1997-2002) defined disability and rehabilitation issues associated with the Ministries of Health, Education, Child Development and Social Welfare.

The Tenth Five-Year Plan (2002-2007) aims to provide equal rights and a barrier-free environment for the development of the disabled. It seeks to empower and involve disabled persons in sporting activities, as well as to provide prevention and rehabilitation

centers and to facilitate educational opportunities for primary through to post-graduation levels of (UNICEF, 2003). The Thirteen Five-Year Plan (2013-2014) found that there was an increase in the net primary-school enrollment rate due to school orientation and scholarship programs. However, achieving the goal of national primary education for all by 2015 was seen as an impossible due to class repetition rates, poor classroom structure, widespread poverty, the difficulty in accessing remote communities and the prevalence of negative social attitudes towards disabled children.

The announcement of the 2015 Nepalese Constitution was a significant step as it promulgated that there shall be no discrimination in the application of general laws on the grounds of religion, race, origin, caste, tribe, gender, sexual orientation, physical conditions, health conditions, physical impairment/conditions, and matrimonial status, pregnancy, economic condition, and language or geographical region. With respect to education, the Nepalese constitution outlined the following:

- The physically impaired and economically poor shall have the right to free higher education, as provided for in law;
- The visually impaired shall have the right to free education with the assistance of brail script;
- Those with hearing and speech impairments shall have the right to free education with the use of sign language; and
- Children who are helpless, orphaned, physically impaired, victims of conflict and, or vulnerable, shall have the right to special protection and facilities from the state.

While the government of Nepal has endorsed inclusive education in policy, the translation of this policy to practice remains to be seen. There remains inadequate physical infrastructure and lack of proper coordination between bodies that regulate - officially and unofficially - the education system in Nepal including: school supervisors, District Education Offices, Teachers, School Management Committee (SMC) members, International Non-Governmental Organisations (INGO) and local NGOs, local club, Village Development Committees (VDC) and Parent Teacher Association (PTA) members (CERID, 2008). Further, teachers remain unclear on the concept of inclusive education despite their having received training. Accordingly, fail to meet the special needs learning requirements for disabled children (CERID, 2006). This trend is reflected in the Nepal Education For All

(2000) country report assessment, which has committed itself to meeting the educational needs of children with disabilities through inclusive education. The report indicates that the universalisation of primary education cannot be achieved unless children with disabilities are provided with appropriate schooling opportunities. In 2003, UNICEF evaluated that “the educational system [in Nepal] does not adequately meet the learning needs of diverse learners due to the existing school physical infrastructure, the teaching-learning practices, the shortage of trained and motivated human resources, and the lack of assistive devices and learning materials”.

An analysis of Nepal’s disability policies, acts and regulations indicates that there are nine main areas that the government has granted facilities and rights for the disabled:

1. **Identity cards:** Disabled persons are issued with identity cards, which are categorised according to the nature of disability (red, blue, yellow and white). Cards can be obtained from the district office.
2. **Free education:** Educational institutions are prohibited from charge fees for disabled students and certain educational allowances are also made such as permitting the use of an assistant during examinations for students with visual impairments.
3. **Scholarships:** The Government is determined to ensure that a variety of scholarships are available for disabled children, including vocational and technical training. The Government provides scholarships according to the type and severity of an individual’s disabilities with a 2% reserved scholarship for disabled students completing their higher studies.
4. **Medical care:** Free medical examination facilities in hospitals for the disabled and free medical treatment for disabled people above the age of 65.
5. **Workforce:** The government of Nepal has reserved 5% of all jobs in the civil service industry for disabled persons.
6. **Transportation:** A 50% discount for transportation applies for disabled persons. Additionally, seats are to be reserved for disabled persons where the transportation vehicle has a capacity of 15 or more.
7. **Accessibility:** Every public building and places should be differently able friendly for example, hospital, schools, campus, buses etc.

8. **Income tax and customs:** An income tax exemption applies for disabled persons in Nepal. The Government has also held that there should be custom-free means of transportation for disabled persons, including four-wheel scooters.
9. **Social welfare and Shelter:** NPR. 1000 per month as social welfare allowances for those with complete disabilities with nature-dependent allowances for other disabilities. The government has also put into place provisions to ensure that the disabled, including mentally impaired children, are able to access shelter.

1E. Model of disability

This section discusses the medical and social models of disability.

- A. **Medical model:** The medical model of disability was predominant in the 1950s and 1960s. It identifies differences and disabilities in accordance with their individual pathology and disabilities. Underlying this is a theme of defect and deficit, which the professionals use to cure the patient. A variety of treatment and interventions have been developed for persons with particular labels or diagnoses under this model (Skrtic, 1991, as cited in Millar and Morton, 2007). Here, learners' special needs are viewed according to their psychological, neurological and physiological impairment. Johnstone (2001) notes there are three essential elements in this model: i) an assessment of what symptoms a child presents with, ii) diagnosis as per the condition or syndrome, and iii) cure or treatment of the condition (as cited in Hodkinson & Vickerman, 2009).
- B. **Sociological model:** In contrast to the medical model, the sociological model advocates that society has a part to play in causing disability by placing barriers to accessibility for persons with impairments (Hughes and Patterson, 1997, as cited in Hodkinson and Vickerman, 2009). Thus, it posits that individuals' attitudes, values

and beliefs cause disability such that it is society that requires treatment, rather than the impaired individual.

Applying this to the context of education, the Sociological model states that problems can be solved if the disabled and non-disabled work together (Johnstone, 2001; Oliver, 1996). This is to be practiced through a curriculum that focus on compliance, and training in ‘acceptable behaviours’ (Corbett, 1996, as cited in Millar and Morton, 2007). Accordingly, this solution works off the understanding that students’ difficulties in learning do not arise from deficits within them, but due to inappropriate responses from their school and fellow students (Skidmore, 2002). Skidmore observed two English high schools that were working towards developing a more inclusive environment. He found that teachers had different forms of pedagogical reasons to explain the educability of their students, as well as their successes and failures and choices in curriculum models. Skidmore found that teachers generally used two types of disability models: discourse of deviance and discourse of inclusion. Interestingly, the discourse of deviance model is similar to the medical model, whereas the discourse of inclusion model adopts the social model.

2. International policies on disability

Following the Second World War, concern over disability grew stronger. It sought to reach and release the potentials of disabled persons, especially following the signing of the United Nations (UN) Charter (1945), the Universal Declaration of Human Rights (1948) and the Declaration of Rights for Disabled people in 1975. In these instruments, the UN declared that persons with a disability had their own right to respect, dignity, and civil, political economic and social security. Similarly, the UN declared and recommended that governments and organisations implement a worldwide ‘programme of action’, such that the

UN declared the period between 1983-1992 as the decade for disabled persons. The world programme of action's main objective was to enhance the prevention and rehabilitation of disabilities, as well equalisation of opportunities.

The first international understanding and commitment towards inclusive education was the 1989 UN Convention on the Rights of the Child. Article 23 of the Convention states that mentally or physically disabled children should enjoy a full life with respect to education, social inclusion and individual development. Articles 3, 6, 12, 24, 28 and 29 of the Convention provide further support for the development of inclusive education mechanisms for all students with special educational needs. This is in line with the UN's defining mission: 'considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs' (UNESCO, 1994, p. iii). The UN has further acknowledged that inclusive schools are 'the most effective means for building an inclusive society and achieving education for all' (UNESCO, 1994, p. 2).

In 1990, the World Conference on Education for All (WCEFA) was held at Jomtien in Thailand. During this conference, the 'Framework for Action to meet Basic Learning Needs' was adopted, which sought to further the main objective of the conference: to promote education and learning for all (Basu, 2002). Significantly, the conference reaffirmed education as a fundamental right for all people and acknowledged that education was a key factor to help ensure a safer, healthier, more prosperous and environmentally sound world. Following this, in 1992, the Economic and Social Commission for Asia and the Pacific (ESCAP) declared the period between 1993-2002 the Asia-Pacific Decade of Disabled Persons.

In 1994, two years following the ESCAP's declaration, the world Conference on Special Needs Education was held in Spain. It was at this conference that the 'Salamanca Statement and Framework for Action on Special Needs Education' was agreed upon unanimously in line with the principle of inclusion, which states that all schools should accommodate all children (Salamanca, 1994).

In line with the principle of inclusion, in 2000, the Dakar Framework for Action was held at Dakar in Senegal to discuss the achievements, accomplishments and failures of the WCEFA. The theme of the conference was 'Education for All: Meeting Our Collective Commitments', which also emphasised education as a fundamental human right and the key to sustainable development and world-wide stability (The Dakar Framework, 2000). This theme was supported by the 2006 UN Convention for the Right of Persons with Disabilities, which endorsed that disabled persons are not to be excluded from the general education system on the basis of their disability.

3. South-Asian policies on disability

South Asia is widely known as one of the most illiterate regions in the world with more than 400 million illiterate persons. In addition to illiteracy, UNICEF figures indicate that there are around 30 million children experiencing some form of disability in South Asia (UNICEF, 2003). Gender disparity and child labour are also factors that hinder the growth and development of children in this region.

Various studies indicate that disabled children in South Asia are unable to access schooling (UNICEF, 2003). For example, in India, the national gross enrolment rate for primary schooling is over 90%, whereas this figure is less than 5% for disabled children (UNICEF, 2003b). Bangladesh faces a similar situation with UNICEF reporting that a vast majority of disabled children never attend school due to inaccessible infrastructure, a lack of

learning scope, improper learning process and an unsupportive school environment (UNICEF, 2003c).

Despite the above stated figures, South Asian countries have developed and put in to place national legislation to address the educational needs of disabled persons, including healthcare, employment, infrastructure and transportation. For example, the National Plan of Action of India, Nepal and Bangladesh places major emphasis on the employment of disabled people by creating a ‘disabled persons quota’ for income tax relief and employment (Hameed et al., 2005). Additionally, these countries have conducted various vocational training programs for disabled children to uplift their lives. More recently, inclusive education policy and practices have also been implemented as a strategic approach to meet the Education for All (EFA) and Millennium Development Goals (MDGs).

Research conducted by the UNICEF in 2003 sought to identify examples of inclusive education in five major South Asian countries: India, Bangladesh, Sri Lanka, Pakistan and Nepal (2003a, 2003b, 2003c). They examined the type of education, which was accessible to students with disabilities, and found that a large number of disabled students did not have access to any education. Similarly, it found the minority of students with disabilities who had access to education studied in separate provisions because of the dominant belief in the society. Other words, there was limited understanding and perspectives of inclusive education in these context.

4A. Schools and number of students in Solukhumbu

Table 5

Total number of schools by levels			
Primary	Lower Secondary	Secondary	Higher Secondary
287	112	44	18

The Department of Education (DoE) (2013-14)

Table 6

Total number of students by levels			
Primary	Lower Secondary	Secondary	Higher Secondary
21,102	9,165	4,267	1,924

DoE (2013-14)

As indicated above, as of 2013-2014 there were 287 primary schools, 112 lower secondary schools and 18 higher secondary schools in the Solukhumbu district with 21,102, 9,165, 4,267 and 1,924 students enrolled at the primary, lower secondary, secondary and higher secondary levels respectively. It is important to note that there were no special needs students admitted at any level in the district. Further, Solukhumbu has no government disability centres or special schools to cater for the disabled, with the exception of a school in Garma that cares for special needs children. Accordingly, these flash reports indicate that the needs of children with disabilities are not being addressed in Solukhumbhu, which highlights the urgent need to conduct further research to identify the present situation of the disabled.

When Mukti was conducting research in the Nele village of Solukhumbu, he encountered a mentally disabled girl. She was very interested in the teacher training activities that the researcher was involved in and indicated that she was interested to learn but that the school lacked services and programs to cater to her needs.

Pict. 1 Teachers completing brainstorming activities before training



4B. Types of school in Nepal

Special education began in Nepal in the early 1960s through an integrated approach and the opening of schools for the deaf, physically handicapped and intellectually disabled. In the late 1980s, special education organisations were formed and run by the joint effort of the government and NGOs including the Nepal Disabled Association, the Nepal Association for the Welfare of the Blind, the Association for the Welfare of the Mentally Retarded and the Welfare Society for the Hearing Impaired. Three main categories of schools were created to provide educational opportunities for children with special needs:

1. **Special schools:** These schools are managed by the government for students with similar disability types.
2. **Integrated schools:** These schools are mainstream institutions in which children with varying disabilities can enroll and obtain access to education, often within their own community. There is usually a resource room and an additional support system for

preparing disabled children to enter the mainstream classes, ensuring that a friendly learning environment is created for children with special needs.

3. **Inclusive School:** Inclusive education promotes the right to education for all children and ensures equitable access. In this way it respects diversity and seeks to welcome all children, those that have a disability and those that do not. This category of school has the potential to develop a strong relationship between students, parents and the local community; however, it faces issues of resource and prejudice.

Nepal has taken steps towards adopting the inclusive and integrated school categories of schooling in its strategy towards inclusive education. The Nepalese DoE defines inclusive education as the developmental process of an education system that provides the right for all children to have useful education in a non-discriminatory environment of their own community by upholding multicultural differences of the country. The DoE has identified the following as the target groups of its inclusive education policies: girls, Janajati children (ethnic and linguistic groups), disabled children, street children, child laborers, children affected by conflict and trafficking, orphans, children living in poverty, children with HIV/AIDS and Leprosy, Kamaiya or bonded labour children, children studying in Madrasa Gumba or monasteries, children from language-group minorities and refugee children.

5. Non-governmental Organizations (NGOs) in Nepal working on disability-related issues

Table 7

	Name	Established year	Contact details
1.	National Federation of the Disabled Nepal (NFD)	1993	Bhrikutimndap, Kathmandu, P.O. Box- 9188 Email: ndn@gmail.com.np
2.	Nepal Disabled Association (NDA) (Kagenda New Life	1969	KNLC, P.O. Box- 2001

	Center)		
3.	Social Welfare Council, National Disabled Fund	1981	Bhrikutimandap, Kathmandu, Email: cbr@wlink.com.np
4.	National Disabled Society	1999	Bhrikutimandap, Stall no. 62, Kathmandu
5.	National Association of the Blind (NAB)	1993	Maharajgunj, Kathmandu P.O. Box 9399 Email: nabktm@npl.healthbnet.org
6.	Nepal Netra Jyoti Sang	1978	Tripureswore, Kathmandu Email: kath@nnjs.wlink.co.np
7.	Nepal National Federation of Deaf and Hard of Hearing (NFDH)	1995/1996	Dhobidhara, Kathmandu, P.O. Box, 11338 Email: nfdh@wlink.com.np
8.	Nepal Ear Foundation	1992/1993	Babarmahal, Kathmandu, P.O. Box 10906
9.	Association for the Welfare of the Mentally Retarded (AWMR)	1981	Hattisar Road, Naxal, Kathmandu, P.O. Box 4296 Email: Nepal@awmr.mos.com.np
10.	Nepal Andha Apang Kalyan		Phungling Bazar-4, Taplejung
11.	Nepal Netrahing Sangh		Pokhara-10 Ramghat
12.	Kathmandu Association of the Deaf (KAD)		Putalisadak, Kathmandu, P.O. Box 4601
13.	The school for the Deaf, Naxal		Bal Mandir, Kathmandu
14.	Self-help group for Cerebral Palsy, Nepal		New Baneshwor, Kathmandu, Nepal, Email: ssc@wlink.com.np
15.	Nepal Autistic Society Nepal		Batutole-24, Kathmandu
16.	Apang Sarokar Griha		Satdobato, Lalitapur
17.	National Association for the welfare of the Blind (NAWB)	1985/86	Tripureswore, Kathmandu Email: nawb@htp.com.np
18.	Disabled New life Centre Nepal		Sifal-7, P.O. Box- 9344
19.	Navjyoti Centre		Balwatar, Kathmandu
20.	SUNGAVA		Jamal Seto Durbar, Kathmandu
21.	Disabled Relied Fund		Bhrikutimandap, Kathmandu P.O. Box, 3577
22.	Nepal Disabled Women Society (NDWS)		Pulchowk, Lalitapur
23.	Adarsha Bal Vikash Kendra		Kavre Special Education Program, Banepa, P.O. Box, No. 508
24.	Karuna Foundation Nepal		294 Embassy Marg, Baluwatar, Kathmandu, Email: info@karunafoundation.com
25.	Special School for Disabled and Rehabilitation Centre (SSDRC)		Old Sinamangal, Kathmandu http://www.ssdrc.org.np

It is very interesting to note that none of these NGOs work directly towards inclusive teaching and learning activities, which indicates that it remains a new concept in Nepal.

6. List and contact details of relevant experts and authorities in Nepal, New Zealand and Australia

The list below is not exhaustive. It is likely that there are other education experts in Nepal, New Zealand and Australia, in addition to those listed below.

1. Prof. Dr. Basu Dev Kafle
Tribhuvan University, Kathmandu, Nepal
Phone: +977 98510 99498
Email: basukafle53@yahoo.com

2. Prof. Dr. Missy Morton
Head of School
School of Educational Studies and Leadership,
University of Canterbury, Christchurch, New Zealand
Email: missy.morton@canterbury.ac.nz

3. Prof. Dr. David Mitchell
Adjunct Professor
School of Educational Studies and Leadership
University of Canterbury, Christchurch, New Zealand
Email: david.mitchell@canterbury.ac.nz

4. Trish McMenamin
Senior Lecturer
School of Educational Studies and Leadership,
University of Canterbury, Christchurch, New Zealand
Email: trsih.mcmenamin@canterbury.ac.nz

5. Associate Prof. Umesh Sharma
Faculty of Education,
Monash University, Melbourne, Australia

6. Prof. Dr. Surzanne Carrington
Head, Faculty of Education
School of Cultural and Professional Learning
Queensland University of Technology, Brisbane, Australia

7. Prof. Dr. Roger Slee
Director

Victoria Institute for Education,
Diversity and Lifelong Learning,
Victoria University, Melbourne, Australia

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