

Inclusive Education Summit, New Zealand

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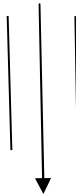
[This presentation is part of a larger project of REED, Nepal, entitled “Training of Teachers in Quality Education Whole School Approach Programme in Solukhumbu district, Nepal” investigating the perspectives and practices of School inspectors, School principals, primary school teachers, parents and students in Nepalese schools who desire to move towards more inclusive practices. This presentation only examines how the school principals primary teachers, parents and students define inclusive education policy and practices, and obstacles to implement it in real classroom by using in-depth interviews and official documents analysis. The findings so far as indicate issues like policy update, program integration and inclusion for CWDs, educational classification on disability, development of different models of inclusion , systemic and result oriented partnership with disability related organizations, development of human resources, piloting and expansion of ICT based education, study and research, inter and intra ministry coordination]

'School principals', primary teachers', and parents' perspectives towards Inclusive Education (IE) in Nepal



Prepared By:

**Bhim Bogati (Chairperson), REED-Nepal
Jim Strang Teacher training Coordinator (AHF)**



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1. Theoretical framework

Abstract

The Government of Nepal has ratified the Convention of the Rights of the Child (1989), and is a signatory of the declaration Education for All (1990) and the Salamanca Declaration (1994). These documents call for the provision of public education to all children, regardless of their physical, intellectual, emotional, social, linguistic, or other conditions. The Department of Education had taken up this challenge of initiating inclusive education in Nepal.

Nepal's Constitution 2015 highlighted rights of children (Article 39) determined right to his/her identity with the family name and birth registration, right to education health care nurturing appropriate upbringing sports recreation and overall personality development from family and the state, right to early childhood development and child participant, free education up to secondary education, right to special protection for children with helpless, orphaned, disability, conflict effected and vulnerable. In spite of having these aspirations, different studies show that there continue to be high dropout rates from education for special needs children, ethnic minorities' children, conflict victim children and earthquake victim children.

This presentation is part of a larger project of REED, Nepal, entitled "Training of Teachers in Quality Education Whole School Approach Programme in Solukhumbu district, Nepal" investigating the perspectives and practices of School inspectors, School principals, primary school teachers, parents and students in Nepalese schools who desire to move towards more inclusive practices. This presentation only examines how the school principals primary teachers, parents and students define inclusive education policy and practices, and obstacles to implement it in real classroom by using in-depth interviews and official documents analysis. The findings so far as indicate issues like policy update, program integration and inclusion for CWDs, educational classification on disability, development of different models of inclusion , systemic and result oriented partnership with disability related organizations, development of human resources, piloting and expansion of ICT based education, study and research, inter and intra ministry coordination.

2. Executive summary

Inclusive education is an outgrowth of special education. Special needs education and special education are two separate terms used in Basic and Primary Education program (BPEP) I and II. During BPEP I 'special education' was the term used and the resource classes were conducted for special children i.e.

four types of disabled children (physically disabled, blind, deaf and mentally retarded). During BPEP II, 'special needs education' was the term used - but there was no change in the program. The same resource classes conducted also for the special needs children. Special needs education was defined as a class integrating disabled children and disadvantaged children. But this did not go so in actual - practice, 'inclusive education' was only a new terminology used during the same period. Now, after the initiation of (Education for all) EFA program, inclusive education was re-started with the concept of bringing all types of children, including the disabled children, into the same educational environment. Therefore, it is the abstract with the intends to identify practices that lead to the inclusion of students from various backgrounds, (ethnicity culture, Language etc) and with differing characteristics including disability and disadvantaged.

Major objectives

- To explore the system and mechanism that has been used in identifying the differing needs of children in the classroom
- To assess teachers' awareness and sensitivity towards special needs children
- To evaluate teachers' capacity in meeting the learning needs of special needs children
- To find out the effectiveness of the Welcome to School program in bringing out-of-school children to the inclusive classroom and retaining them in the school

About the conference

The University of Canterbury hosted to the participants for the 2nd Annual ***Inclusive Education Summit: Belonging*** from Friday 8 – Sunday 10 July 2016, in beautiful Christchurch, New Zealand.

This annual conference seeks to strengthen inclusive education practices serving students from early years settings to further and higher education. Improved equity in education can only be achieved by eliminating the economic, cultural and physical barriers that currently impede learning for disadvantaged students. These include students from low Socio Economic Status (SES) backgrounds, migrants, Indigenous students and those from refugee backgrounds as well as young people with a disability. Building on last year's Summit, in 2016 the Summit will explore the theme.

This conference will be of particular interest to academics, teachers, school administrators, inclusion aides, policy makers, support practitioners and advocates.

Why the Inclusive Education Summit?

In 2013, The American Educational Research Association's Disability Studies in Education conference was hosted for the first time in New Zealand by the University Of Canterbury College Of Education. In 2014 the Disability Studies in Education conference was hosted for the first time in Australia by The Victoria Institute. The success of these two conferences demonstrated a clear demand for annual discussion and knowledge sharing on matters of inclusive education in the Southern Hemisphere

In this regards REED has been working integrated approach on inclusive education in quality education programme for Solukhumbu district. All types of disabilities are inclusion practice in the teaching learning activities to all schools. So, this was gain to opportunity to learn international practices about Inclusive education.

The participants were academics, teachers, school administrators, inclusion aides, policy makers, support practitioners and advocates from South Africa, Indonesia, Nepal, Australia and 4 participants representing from Pacific countries. The abstract papers were presented from PHD scholar and guests from different countries. The following key notes were presented

- senior Scholar Award winner: [Emeritus Professor Keith Ballard](#), University of Otago, New Zealand
- [Associate Professor Umesh Sharma](#), Monash University in Melbourne, Australia
- [Associate Professor Mere Berryman](#), University of Waikato, New Zealand
- [A Different Light Theatre Company](#), Christchurch, New Zealand

After participated in this workshop Reed will ensure that incorporate to the inclusive education following

Inclusive Education Training program

The Department of Education had developed the Basic Inclusive Education Training Manual 2062 for the training on Inclusive Education in the program districts. The training had to be conducted by the

District Education Office. DEOs had taken the responsibility to select the training participants in their respective districts. Participants of the training were primary teachers, headteachers, SMC members, PTA representatives and community people from the inclusive schools. The duration of the training was 6 days. The training was conducted for 6 hours (of 3 sessions) each day. Its package included Inclusive Education) IE definition, policy, background, involvement of stakeholders, SIP, action research procedure and review of inclusive education/target groups of IE. Specifically, the following were included as content:

Training content

Natural and social discrimination, role of gender in education, role of social gender, duties of teachers in gender sensitive behaviors Inclusion of children of different social group and classes in the teaching learning activities. Group formation in the classroom, cooperative learning management, techniques of learning, optimum utilization of resources available in the schools, Techniques of cooperative learning for disabled children, active and reliable evaluation method, suggestions for different groups, preparation of workplan and discussion, evaluation of the basic inclusive education training program. After the participating Inclusive conference REEC will be intervention following

a. School

Equal access, minimum physical facilities and analysis of family status, needs and wants. Record keeping of out-of-school children, emphasis on the local language and active participation of students in learning activities and welcoming children to school were some of the key areas of discussion.

b. Teachers

Knowledge of the local language, trained female teachers, positive attitude, (of love and respect) to children, keeping record of the status and development trend of students, participation and coordination with the community people, respect for others' culture, child-centered learning environment, encouraging the children to learn in a friendly way in the classroom and educational planning (lesson plan included)

c. Classroom

Clean and bright room, proper arrangement of furniture, creating learning corners, special attention to special needs children, group teaching, preparation of teaching learning materials, and display the use and handling of the materials Students: Obedience to rules and instructions of the teachers,

much attachment with teachers (socialization), playing with friends, maintenance of discipline and active participation in learning, and show interest in helping the poor and weak peers.

d. Local participation and coordination

Local participation in supervision, monitoring of the inclusive school and its management, prioritizing local needs, and respect for tradition, social norms and cultural values. Curriculum and textbook: flexible

e. Method of teaching:

Child centered.

f. Educational materials:

Use of more materials, low-cost (local) materials, creation of a competitive environment for preparing learning materials by students.

g. Evaluation:

At the beginning and at end of the academic session, teaching curriculum planning on the basis of the evaluation result and feedback, discouraging the exam fail system, and no declaration of children as incompetent, encourage them to learn.

h. Indicators for friendly environment:

Separate toilets for girls and boys and so on.

i. Classroom organization

1. Love and respect for each other

2. No discrimination with regard to language, caste, economic status, disability and special needs.

3. Management.

- Selection of schools for inclusive education on the basis of comfortable home-school distance (according to topography).

- 2+2 classroom supervision is a new approach in which trained and untrained supervisors/teachers observe the class. The observers' are provided prior instruction. They need to give two important 'praises' and two important suggestions for improvement in teaching. This method concentrates only on two things: hence, these two things could be centralized and given more attention. The two centralized matters can develop positive attitudes and create an environment favorable to improvement.

- Disabled children should be entertained (by the teachers)

- Seating should be arranged according to the learning needs of the children
- Subject-specific teaching learning materials should be developed
- . Teachers should prepare the materials in front of the class
- Children should participate in making the materials.
- Evaluation, supervision and preparation of portfolios of the children is necessary

Annexes:

Some Glance of the Conference

Group photo with the participants in the conference



Photo with TTQEP coordinator and PHD scholar

