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A Study on Problems and Prospects of Mainstreaming Inclusive Education at Primary Level

Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
Balkhu, Kathmandu, Nepal
2008
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Inclusive education enables children to learn without making any discrimination between them in terms of ethnicity, caste, handicap, minority or impairment or whatever of that kind. It educates all types of children together, respecting their right to receive quality education as per their need. Inclusive education is a new concept introduced in 2001 as a pilot project in Nepal. From the very beginning of Education For All (EFA), inclusive education has been gradually expanded treating it as part of the regular education program. Its expansion primarily relies on school/classroom environment, effectiveness of teacher training, functioning of assessment center, method to regulate resource/integrated classes, and collection and implementation of the experiences of inclusive education programs of the piloted school. This study has made an attempt to analyze how these components have contributed to the expansion and development of inclusive education in primary schools of Nepal.

We, the members of the research team, express our sincere gratitude to Dr. Kristin Tornes, Formative Research Technical Advisor/Norway for providing valuable comments on the report. We express our sincerest thanks to Prof. Dr. Arbinda Lal Bhomi, Executive Director of CERID and Dr. Kishor Shrestha, Coordinator of Formative Research Project/CERID for entrusting us this study. Their technical and moral support was also considerably acknowledgeable to guide the study in the present form. Thanks must also go to Arun Kumar Tiwari, Hari Ram Pant and Ganesh Prasad Paudel, of Inclusive Education Section of the Department of Education for accepting their role as a resource person and helping us supplying necessary documents and information.

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We sincerely thank all the community leaders, parents, teachers, students, school management committee members, District Education Office personnel, school supervisors, resource persons and communities of the sample districts for their participation in different meetings and for their information supplied to us at the field level. Finally, we thank the CERID family for providing the research team with the logistic, administrative and other supports.

July 2008

Narendra Phuyal
Researcher
Abbreviations

AC      Assessment Centre
ACMC    Assessment Centre Management Committee
BPEP    Basic and Primary Education Programme
CBO     Community Based Organization
CERID   Research Center for Educational Innovation and Development
CFS     Child Friendly School
DDC     District Development Committee
DEO     District Education Office
DEP     District Education Plan
DOE     Department of Education
EFA     Education For All
FGD     Focus Group Discussion
FRP     Formative Research Project
HT      Head teacher
IE      Inclusive Education
INGO    International Non-government Organizations
ID      Intellectual disability
IS      Integrated School
MOWCSW  Ministry of Women Children Integrated School and Social Welfare
MOES    Ministry of Education and Sports
MR      Mentally Retarded
NFDN    National Federation of the Disabled-Nepal
NGO     Non-Government Organization
NPC     National Planning Commission
PTA     Parent Teacher Association
RC      Resource Centre
RED     Regional Education Directorate
RP      Resource Person
SE      Special Education
SEC     Special Education Council
SESP    Secondary Education Support Program
SIP     School Improvement Plan
SMC     School Management Committee
SNC     Special Needs Children
SNE     Special Needs Education
SS      School Supervisor
VDC     Village Development Committee
VEC     Village Education Committee
Executive Summary

Inclusive education approach incorporates the learning needs of socially marginalized groups, children with disabilities, indigenous children and children living in difficult circumstances. Access and equity is the adoption of inclusive education construed broadly for the education of disadvantaged children. Government of Nepal has developed and scaled up to a national level. EFA Program in order to increase access of children from marginalized groups under inclusive education.

Inclusive education believes that all children can learn given the appropriate environment and support. It is a strategy that identifies children who for any reason are excluded and or who are at risk of dropping out from schooling in particular context.

The Department of Education had piloted inclusive education program in 12 schools of Banke, Udayapur, Kavre and Sindhupalchowk districts between the year 2000 and 2004. Based on the experiences the program has been implemented in 210 schools of 22 districts with the target to expand it in 500 schools during 2004-2009. Likewise, government has operated 47 Assessment Centers, 330 Resource Classes (156 for deaf, 113 for children with intellectual disability and 61 for blind) and 19 integrated schools (14 for blind and 4 for deaf and 1 for intellectual disability) in the country by 2008.

This study has primarily laid focus on problems and prospects of institutionalizing inclusive education at primary level. The concept of inclusion was however examined from disability perspective. The major objectives of the study were as follows.

- Find out contribution of piloting program for initiating IE
- Analyze the contribution of 45-day special education teacher training and 6-day IE orientation training.
- Assess the functioning of assessment center as center for collecting information, co-ordination and referral to children with disabilities
- Identify obstacles in conducting resource classes/integrated classes for children with intellectual disability, deafness, blindness and physical disability
- Inquire with stakeholders on for the development of IE framework

The study reviewed the policies, programs, themes and implementation procedures of the IE program and integrated/resource classes including the defined role of assessment center prior to the start of the field work.

For the present study sample districts and number of school were finalized in consultation with the inclusive education section of the Department of Education. As agreed, it was decided to carry out this study in 15 schools of five districts based on development and geographical region. In addition to that the inclusive education section also suggested to include Janata Namuna Secondary School of Morang district in the study for its unique features in the field of integrated education of the deaf students. A thorough discussion was carried out to finalize the sample schools. The research team visited the DEOs of sampled districts and consulted with district education officer, section (program) officer and AC-coordinator to select the schools for the study. Besides, assessment centers were also visited to elicit the needed
information. This study is mainly based on qualitative approaches. The required data were collected through the primary sources.

**Summary of major findings and recommendations**

**Major Findings**

The piloted schools have partly implemented the IE concept, such as continuous assessment, better classroom setting than before as found by the 2004 study and new scheme for defined target groups introducing child friendly environment. However, these activities were practiced in their own way and not expanded to other schools.

The effect of training/orientation was found minimum on the effective operation of resource classes and inclusive schools. Three findings seem to be relevant in relation to the 45 day training in the discussion with the resource teachers of the schools. First, resource teacher claimed that the 45-day training worked as basic level course and pleaded for a 3 month course. Second, the general teachers of the integrated schools also demanded training in the area. Finally, the resource teachers asked for incorporating the 45-day training into 10-month primary level teacher training package. The earlier FRP study of 2004 and 2006 had also given such suggestion.

As suggested by the inclusive education study of 2004, the department of education had conducted IE orientation program to IE schools. Despite the effort, the IE concept was not found clear to the stakeholders of Kaski and Jhapa district. These stakeholders considered that inclusive education is same as special education. In case of Banke, the teachers have tried to put into practice the IE concept but had ended with little outcome.

The assessment center did not do all of its functions well as a center for collecting information, coordination and referral. AC had taken the responsibility of referring children to the resource classes in all the sample districts. The effort to collect information appeared satisfactory in Jhapa, Kavre and Banke districts but it was poor in Kaski, Morang and Dadeldhura districts. Furthermore, co-ordination of activities was advanced by the visits of coordinator to the resource and integrated classes. The ACs of Jhapa, Morang and Kavre districts had simple relations with district level NGO. However, the assessment centers of Kaski and Dadeldhura had no link with district level NGO. It may be partly due to lack of official facilities to them.

It was found in observation that only the AC of Jhapa and the Kavre districts regulated their official works through AC school. The others did it being stationed in district education office.

The obstacles of resource classes differed by types of students and to some extent, by districts too. In Kavre, the deaf students of resource classes survived in filthy conditions of hostel, their scholarship amount was supplemented by parent/school’s donation and the resource teacher did not have full training. The inadequacy of teacher’s quota appeared in all sample districts that caused difficulty to teach from grade one to four including the sign language adopting multi grade teaching technique. Likewise, the teachers of all sample districts used old sign-language dictionary in the absence of the new one. Finally, the resource teachers demanded for new sign-language textbooks for grades 1, 2, and 3.
It was found that the resource classes run for blind students in Kaski, Banke and Jhapa districts had not faced any major obstacles. But Janaprkash HSS of Kaski district did not have its own hostel for the blind students. In group discussion, it was reported that in all sample districts, except Dadeldhura, the quotas of resource classes were inadequate so that a child had to wait for a couple of years to get admission in the resource classes. In Dadeldhura the quotas of resource classes however were not fully used.

Children with intellectual disability (ID) faced hostel problem in all sample districts. In Dadeldhura, resource classes, including the hostel, were operated in Bal Mandir and the students of Jhapa districts were accommodated in the houses of neighboring/villagers.

The obstacles of integrated classes run for deaf also differed by types of students and districts. The integrated school run for deaf did not have a complete environment of integration owing to the lack of orientation on inclusive education for teachers/students/parents. The teachers of Jhapa and Kavre could not teach well due to the reason that they did not have training in total communication method. Deaf could not get proper environment in all the sample districts as there was a large number of students in the class. The unavailability of textbooks in sign language including the new dictionary on sign language also hindered their learning. Same examining system to all including the deaf did injustice to them as these students were naturally prone to make grammatical mistakes in writing. As reported by teachers, it is hard for the deaf students to write and complete grammatically correct sentence.

In case of children with physical disability, the schools did not have proper infrastructural set up such as school gate, class room and toilet, fit for them.

To provide full learning opportunity to the blind students, the resource teachers including others demanded training on braille script so that they can check the homework/answer sheet independently. The teachers also suggested that the present curriculum was not suitable for blind students. They faced problems when they are asked to give answers after looking into the picture. Accordingly, science and mathematics subjects also have created them learning obstacles and eventually distracted them from being involved in further study. As understood in school, blind students love to learn music very much and so is skill training liked by children with physical disability. Textbooks for the blind students were under supply and not delivered in time.

Children with intellectual disability studying in Birat PS of Jhapa district were being integrated with similar children admitted in the resource classes of their school. It appeared satisfactory as children learned more being integrated in different grades with their counterparts.

Slightly different views were presented by the stakeholders on the issue of the development of a framework. The officers of the district education office said that the center should formulate annual program of IE creating strong will power for its implementation along the line of decentralization policy by defining the responsibility of every unit/stakeholders. They also said that IE should be implemented by school only after the school family, community, parents are mentally prepared to accept IE-concept properly. It is necessary that NGOs involved in this field can work in coordination with district education office.
The resource teachers claimed that the training of 6-months duration was essential to them. These teachers demanded moral support from head teacher of the school, district education office and department of education to strengthen the effective implementation of the IE program.

The co-coordinators of the sample districts found their role as important and commented that the government should make them capable for managing inclusive education by upgrading their level and responsibilities.

The head teachers and teachers of the sample schools emphasized on school physical infrastructure that includes toilet and spacious classrooms etc, and demanded instructional materials including additional teachers trained in braile and sign language of 6 months duration. They also suggested introducing the concept of social inclusion in school level curriculum. Finally, the teachers said that SIP and VEP are reliable planning documents to institutionalize IE at the school level.

**Recommendations**

The district education office should provide support to the piloted schools for the expansion of their experiences to other schools.

The 45-day training course should be further developed into a 3-month course. This training is considered necessary for the other teachers too. In this regard, it is suggested that the teacher training package of NCED and Faculty of education of the universities of Nepal should incorporate contents of IE in their curriculum at Bachelor’s level.

The concept of IE should be defined locally and it should be included in every short term/ refresher training/orientation program of the districts.

For effective functioning of assessment center the government should appoint a coordinator with at least a graduate level qualification.

The government should provide hostel facilities to resource classes which should have disability friendly toilet and other physical facilities as per the number of students.

The government should increase scholarship quotas and amount as per the demand and also develop a system of reallocation of quotas between the districts.

The government should be fully aware and bear responsibility of supplying the textbooks to the resource classes as per their nature.

The parents of blind, deaf and ID children should be included in the orientation program regularly.

The deaf and blind students should have disability friendly curriculum and examination. They should also have a class of small size.

The IE concept should be reflected in SIP document under the framework of decentralization policy by declaring support from center and district level through proper and regular orientation in which teachers, policy makers and community members need to be involved so as to have professional debate of IE for its proper implementation.
### Table of Content

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement</td>
<td>iii</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>iv</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>v</td>
</tr>
<tr>
<td><strong>CHAPTER I</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Context of the Study</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Background of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Need of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Focus of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Major Research Questions</td>
<td>4</td>
</tr>
<tr>
<td>A Rapid Look at Development Trend of Inclusive Education in Nepal</td>
<td>4</td>
</tr>
<tr>
<td><strong>CHAPTER II</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Review of Related Literature</strong></td>
<td></td>
</tr>
<tr>
<td>Historical and Theoretical Basis of Inclusive Education</td>
<td>6</td>
</tr>
<tr>
<td>Related Studies</td>
<td>8</td>
</tr>
<tr>
<td>National Plans, Policies and Programs</td>
<td>12</td>
</tr>
<tr>
<td>EFA Core Document</td>
<td>16</td>
</tr>
<tr>
<td>EFA Strategic Program</td>
<td>17</td>
</tr>
<tr>
<td>Recent IE Program</td>
<td>18</td>
</tr>
<tr>
<td>Inclusive Education Training Program</td>
<td>18</td>
</tr>
<tr>
<td><strong>CHAPTER III</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Methods and Procedures of the Study</strong></td>
<td>21</td>
</tr>
<tr>
<td>Study Design</td>
<td>21</td>
</tr>
<tr>
<td>Population</td>
<td>21</td>
</tr>
<tr>
<td>Sample Selection</td>
<td>21</td>
</tr>
<tr>
<td>Study Tools And Methods Of Data Collection</td>
<td>24</td>
</tr>
<tr>
<td>Consultative Meetings and Discussions</td>
<td>24</td>
</tr>
<tr>
<td>Observation</td>
<td>25</td>
</tr>
<tr>
<td>Interview Guidelines</td>
<td>26</td>
</tr>
<tr>
<td>Focus Group Discussion Guidelines</td>
<td>26</td>
</tr>
<tr>
<td>School Survey Guidelines</td>
<td>26</td>
</tr>
<tr>
<td>Study Framework</td>
<td>27</td>
</tr>
<tr>
<td><strong>CHAPTER IV</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion of Field Findings</strong></td>
<td>28</td>
</tr>
<tr>
<td>Piloting Experiences to Promote Inclusive Education</td>
<td>28</td>
</tr>
<tr>
<td>Contribution of Teachers’ Training to Effective Operation of Classes/Schools</td>
<td>29</td>
</tr>
</tbody>
</table>

A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level  ix
<table>
<thead>
<tr>
<th>Resource Teacher Training</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation on Inclusive Education</td>
<td>31</td>
</tr>
<tr>
<td>Defined and Performed Roles / Functions of Assessment Centre</td>
<td>33</td>
</tr>
<tr>
<td>Information Collection</td>
<td>34</td>
</tr>
<tr>
<td>Co-ordination</td>
<td>36</td>
</tr>
<tr>
<td>Referral</td>
<td>38</td>
</tr>
<tr>
<td>Major Obstacles Found</td>
<td>40</td>
</tr>
<tr>
<td>Resource Classes for Children with Deafness, Blindness and Intellectual Disability</td>
<td>41</td>
</tr>
<tr>
<td>Integrated Classes for Deaf, Blind and Physically Disabled Children</td>
<td>45</td>
</tr>
<tr>
<td>Inclusive Classes for the Targeted Children</td>
<td>53</td>
</tr>
<tr>
<td>Framework for Institutionalizing Inclusive Education</td>
<td>54</td>
</tr>
</tbody>
</table>

**CHAPTER V**

**Selected Cases**

| Jhapa | 57 |
| Functioning of Assessment Center | 57 |
| Materials in AC | 57 |
| Referral | 57 |
| Co-ordination | 58 |
| Morang- Integrated Education | 58 |
| Integrated Class | 59 |
| All Teachers were Trained in Total Communication. | 59 |
| Kaski-Inclusive Education | 59 |
| Banke | 60 |
| Kavre | 60 |
| Contribution of IE-Piloting | 61 |
| Dadeldhura | 62 |

**CHAPTER VI**

**Findings of the Study**

| IE- Piloting Contribution | 63 |
| Contribution of Teacher Training / Orientation | 63 |
| Functioning of Assessment center | 64 |
| Obstacles of Resource Classes | 65 |
| Obstacle in Conducting Integrated Classes | 66 |
| Practices of Schools for Providing the Text Books | 66 |
| Integrated Classes Run for Deaf Had the Following Problems | 68 |
| Framework for Institutionalization of IE | 68 |

**CHAPTER VII**

**Conclusions and Recommendations**

| Conclusions | 70 |
| Recommendations | 73 |
References

Annex 1 Integrated Education by Districts and Schools 2064/65
Annex 2 Inclusive Education by Districts and Schools 2064/65
Annex 3 Resource Classes by Districts 064/65
Annex 4 Inclusive Education (IE) Program in Sample District
Annex 5 Proposed Sample Size by District and School
Annex 6 Annual Program of Inclusive Education for the Fiscal Year 2064/65
Annex 7: Forms
Annex 8: List of school programs in the sample districts
CHAPTER I
The Context of the Study

Introduction

The Jomtien Declaration of 1990 has proclaimed that the problem of inclusion has to be addressed within the context of the wider international framework of “Education for All” (EFA). This implies creating an Inclusive environment of children, effective with children, friendly and welcoming to children in primary education programs in which children are both able and enabled to learn (UNESCO, 1994). Inclusive approach assumes that all children have capacity to learn if favorable environment is ensured and aligned with child centered approach.

Inclusion means young people and adults with disabilities and/or learning difficulties being included in mainstream society.

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff (www.uniedu/coe-inclusion, 2008/1/3).

Inclusive Education (IE) is a strategy contributing towards the ultimate goal of promoting an inclusive society, one that enables all children/adults to participate in and contribute to that society regardless of whatever their gender, age, ability, ethnicity, impairment or HIV status. Difference is respected and valued. Discrimination and prejudice are actively combated in policies, institutions and behaviour.

Inclusion is an on-going process, not a fixed state of affairs. Children do not have a ‘fixed’ ability to learn. All children can learn, and any child may experience difficulty. Their learning is affected by a wide range of factors including the home and school environment, skills/methods of teachers and cultural perceptions of what types of learning are valued and given status.

IE aims to ensure that all children have access to an appropriate, relevant, affordable and effective education within their community. It starts at home with the family, and includes formal, non-formal and all types of community-based education initiatives.

By adopting international framework of action, Nepal has set a goal of ensuring all children, particularly girls, the disabled, and children in difficult circumstances and those belonging to ethnic minorities, and Dalits to have access to free and compulsory primary education of good quality by 2015. This document with regard to institutionalizing children has mentioned that its fifth strategy is to improve access and equity through the adoption of inclusive education construed broadly (P.37). The strategies set are: inclusive education will be further developed and scaled up to a national level during the program period in order to increase access of children from marginalized groups; teacher training program will be expanded and improved in order to ensure that teachers are appropriately trained and elements of inclusive education, diversity management in classroom, differentiated teaching method, and activity-based child-centered teaching learning methods are included as strategies.
### Background of the Study

CERID had completed two studies in inclusive education under formative research. The first study was carried out in 2004 under the title “Situation Analysis of Special Needs Education for the Expansion of Inclusive Education.” The second study was undertaken in 2006 under the title “Situation of Inclusive Classroom in Nepal.” The first study contributed to collect good experiences of piloting inclusive education and suggested measures to introduce the inclusive program at primary level. The second study analyzed classroom situation and indicated the need of additional training to resource teacher and also of instructional and stationery materials to the students. These suggestions helped Department of Education to initiate inclusive education under EFA. Following matrix shows the FRP suggestions and programs formulated correspondingly by the Department of Education in its Annual Strategic Implementation Plan (ASIP).

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<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The training package does not incorporate the good experiences of the IE pilot program which was run during BPEP II. The IE Section of DOE should take the responsibility of including the good experiences of IE training program in the training manual.</td>
<td>The effect of initiatives implementing IE program shall be assessed and successful experiences replicated to wider coverage.</td>
</tr>
<tr>
<td>The IE orientation of 6 days should be provided to school management before the starting of the academic session. The orientation content should include the roles of school management for the particular year and SIP.</td>
<td>Teacher development program shall emphasize IE approaches in teacher training programs and develop advance level training programs in this area.</td>
</tr>
<tr>
<td>There should be integrated class in the SNE program. There should be such classes for the blind and MR children. For this, subject teachers should be well trained. Small centres could be developed for the blind and MR children.</td>
<td>Resource classes will be further strengthened and expanded with a focus on the number of deaf and MR children. However, integrated approach shall be adapted to blind and children with physical disabilities.</td>
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<tr>
<td>Provide MR daily life-skill training for 2 years and academic course for one year. MR can be involved in the program for 5 years only. Provide vocational training and life skills training according to the type of disability and age group, for instance, cultural activities for the blind and mechanical training for the deaf.</td>
<td>Special pedagogy emphasizing on life skills shall be endeavoured to respond to the learning needs of MR children.</td>
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<tr>
<td>Mobilize NGOs and CBOs for the small centre program. Check to see whether NGOs/CBOs are related to the concerned area or not. Then provide financial support (only if they are related and need money) to such organizations.</td>
<td>Networking of NGOs working in this area shall be strengthened and activated in innovating instructional methods suitable to the learners as per their difficulties.</td>
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<tr>
<td>AC should be made capable in identifying (screening) the disabled children. The major role</td>
<td>Assessment centres shall be equipped and strengthened so that</td>
</tr>
</tbody>
</table>
of AC should be sending the children in appropriate places (RC or IE class) for education after screening.

There should be budget deposited in AC for the required materials for teaching learning activities of special needs children.

| Make the guidelines flexible according to the local needs. | Provision of scholarship to children with disability on category A, B, C and D shall be continued. |
| IE training should be included in the 10-month training package | The 45-day training in IE approach shall be accredited for 10-month teacher training. |

Currently, the Department of Education has been running three types of classes: integrated class, resource class and inclusive class for disabled children and children from disadvantaged community. This study is developed against the background of the above studies to find out the obstacles of resource and integrated classes. It further intends to develop a framework to institutionalize inclusive education.

**Need of the Study**

Ministry of Education and Sports (MOES) had piloted inclusive education during the BPEP II for the initiation of IE. CERID conducted two formative research projects (2004& 2006) on IE and made these suggestions for the improvement of the program: the IE section of DOE should take the responsibility of including good experiences of IE training program in the training manual, the IE orientation of 3 days should be provided to school management before the start of the academic session, the content of orientation should include the roles of school management for the particular year and SIP, there should be integrated class in the SNE program particularly for the blind and MR children, the subject teachers should be well trained, small centres could be developed for the blind and MR children, MR children should be provided daily life-skill training for 2 years and academic course for one year, vocational training and life skills training should be provided according to the type of disability and age group, (for instance, cultural activities for the blind and mechanical training for the deaf) and mobilize NGOs and CBOs for the small centres program. The other suggestions were: AC should be made capable in identifying (screening) the disabled children, the major role of AC should be sending (referring) the children to appropriate place (RC or IE class) for education after screening, there should be budget deposited in AC for the required materials for teaching and learning of the special needs children, and IE content should be included in the 10-month training package.

Some of the above suggestions were incorporated in the Annual Strategic Implementation Plan, 2006/07, of the MOES. For instance, the Ministry has emphasized IE approaches in teacher training programs and developed advance level training programs in this area. Likewise, it has introduced integrated approach to the blind and children with physical disabilities with provision of scholarship to children with disability on category A, B, C and D. Besides, the 45-day training in IE approach was accredited as a part of 10-month teacher training.
Till now, government has operated 47 Assessment Centers, 330 Resource Classes (156 for deaf, 113 for mentally retarded (MR) and 61 for blind) and 19 integrated schools (14 for blind, 4 for deaf and 1 for intellectual disability) in the country. So, there is a need to conduct a study to find out the periodical improvements that have been made in the program after the intervention in the area of  teacher training, classroom physical facilities and teaching-learning aids.

Focus of the Study
The study will focus mainly on problems and prospects of institutionalizing inclusive education at primary level. The concept of inclusion will be analyzed from disability perspective. Specifically, the study will analyze such issues of inclusive education as challenges of IE as regular education, and contribution of teacher training to the operation of IE classes, functioning of AC, major obstacles of RC and integrated classes with an aim to develop a framework required for the institutionalization of IE. The following are the research questions of the study.

Major Research Questions
- How has piloting of IE contributed in addressing the challenges of initiating/promoting IE as regular education?
- How are the 45-day special education teacher training and 6- day IE orientation training contributing to effective operation of inclusive classes and schools?
- How is Assessment Centre functioning as a centre for collecting information, bringing co-ordination and initiating referral to children with disabilities?
- What are the major obstacles in conducting Resource Classes for children with Intellectual Disability (ID), deafness and blindness?
- What are the major obstacles in conducting Integrated Classes for children with physical disability and blindness?
- What should be the major aspects for the development of a framework for institutionalization of IE?

A Rapid Look at Development Trend of Inclusive Education in Nepal
EFA has introduced the concept of inclusive education at primary level. But in practice, inclusive education program has not succeeded to go beyond the scope covered by special education during the period of BPEP. Special Education and Special Needs Education were the two separate terms used in BPEP I and II. During the BPEP I the term Special Education was used and the resources classes were introduced for special children with four types of disabilities (physically disabled, blind, deaf and mentally retarded).

The term Special Needs Education arose out of the need realised by educationalists. They realized that not all disabled children (e.g. those who used wheelchairs) had problems in learning, and also considered that many children without obvious impairments were failing to attain schools. United Nations Educational Scientific & Cultural Organisation (UNESCO) uses the term ‘children with special needs’ to refer to street children and other marginalised groups. An effort was made to run the program of Special
Needs Education during BPEP II following UNESCO’s definition. However, there was no special provision for IE program and the classes run under Special Education were promoted under the name of Special Needs Education.

Under EFA, the concept of Integrated Education has been introduced. The term Integrated Education generally refers to an approach with a focus on helping disabled children and children with learning difficulties that are able to take benefit from mainstream schooling opportunity.

The Department of Education (DOE) has accomplished some major tasks on IE in the past. It organized a national workshop in February, 2004 in Kathmandu. The workshop has defined inclusive education as the development process of an education system that provides right to all children to have useful education in a non-discriminatory environment of their own community by upholding multicultural differences of the country. Inclusive education acknowledges the necessity for community ownership of school. It believes that all children can learn given the appropriate environment and support. It is a strategy that identifies children who for any reason are excluded and or who are at risk of dropping out from schooling in particular context. This workshop has also identified following children as the target groups for IE: girls/women, Dalits (so called low caste groups) Janajati (ethnic and linguistic groups) children with disability, street children, child labourers, children affected by conflict, children trafficked for sexual and other purposes, children without parents/guardians, sick children e.g. HIV, AIDS, leprosy, children in poverty, Kamaiya and bonded labour children, children studying in Madarasa and Gumba and children from language minority group.

DOE also developed a 45-day teacher training package in inclusive approach to train teachers and gave a 6-day orientation to PTA members and teachers in 210 schools of 22 districts in 2005.
CHAPTER II

Review of Related Literature

This chapter deals with the review of the related literature on Inclusive Education (IE) from various sources. The review has been explained in three parts. The first part of the review presents historical and theoretical basis of inclusive education. The second part includes related studies on inclusive education. The final part deals with the plans, programs and policies that basically have incorporated the issue of inclusive education.

Historical and Theoretical Basis of Inclusive Education

Joseph Kisanji’s keynote address to the workshop on "Inclusive Education in Namibia: The Challenge for Teacher Education", organized (24-25 March 1999) by Rossing Foundation of Namibia refers to historical and theoretical basis of inclusive education. It is one elaborate discourse on developing the system of IE by integrating the educational programs in consonance with the concept of special needs education in the class (which includes the disabled). Children with disabilities are the largest group of children who are out of school. Education for all means ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic education programs in which children, both abled and disabled, are enabled to learn. This environment must be inclusive, effective and child-friendly as well as healthy, protective and gender-sensitive. The development of such a learning environment is an essential part of the efforts made by countries around the world to increase access and improve the quality of their schools.

Research on inclusive schooling has focused on school improvement in terms of whole school responses and of teaching strategies that include all learners (Ainscow, 1991, 1994). In the early 1980s, UNESCO carried out a survey on teacher education in 14 countries, involving all world regions (UNESCO, 1986). The findings showed that regular classroom teachers were willing to take the responsibility on behalf of special needs children but were not confident that they had the necessary skills. Most of the teachers, therefore felt that they needed training. These findings suggested in-service training for regular classroom teachers. UNESCO, therefore, set up a project, led by Professor Mel Ainscow, now at the University of Manchester, to develop materials and teaching strategies that would meet the needs of teachers in inclusive schools. Regional workshops were organized for Africa (Nairobi, Kenya), Asia (Beijing, China), Middle East (Amman, Jordan), Europe (Romania), Latin America (Chile) and North America (Canada). Resource teams were formed for preparing training materials that should be culturally relevant. Between 1988 and 1993, the project team met from time to time, tried the materials and conducted workshops. The outcome was the currently widely distributed materials, which included Special Needs in the Classroom: Teachers Resources Pack (UNESCO, 1993), Special Needs Classroom: A Teacher Guide (Ainscow, 1994), and two videos, Inclusive Schools and Training. These materials have been highly beneficial in improving the school practice, providing skills and building confidence.

The success of these materials and varieties of experiments carried out on inclusive schooling in different parts of the world led UNESCO to convene, with assistance of the government of Spain, the World Conference on Special Needs Education in Salamanca (1994). The delegates deliberated on the elimination of exclusive practices.
for children and young people with special needs, the needs arising from social, economic, psychological and physical conditions. At the end of the conference, the Salamanca Statement and Framework for Action was unanimously adopted by acclamation (UNESCO, 1994).

The implications for inclusive schooling are wide. Countries, regions, local communities and professionals are at different levels of conceptualization. While some are at the Inclusive School for All stage, others are at the Special School stage, and still there are others somewhere in-between (Joseph Kisanji, 1999). UNESCO’s work on quality and relevance is based on the premise that educational quality and access are intricately linked. Teachers often retain the perspectives gained from their own school experiences. According to the 2005 EFA report, “one way to move towards a relevant and balanced set of aims is to analyze the curriculum in terms of inclusion. An inclusive approach to curriculum policy recognizes that while every learner has multiple needs – more in situations of vulnerability and disadvantage – everyone should benefit from a commonly accepted basic level of quality in education. Schools often have general, common goals regarding what is desirable in terms of pupil achievement. An inclusive approach seeks to discourage teaching which is based on a criterion of averages, meaning that while some pupils will not be able to keep up, others will find it “too easy” and consider the teaching boring. Instead, EFA places the pupil at the centre of teaching and learning based on an appreciation of his or her differences in understanding, feeling, and perceptual skills. This results in all pupils having optimal opportunities for becoming motivated and activated. Accessible and flexible curricula can serve as the “key” to creating “schools for all”. It is important that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs and abilities of each and every pupil. Many curricula expect all pupils to learn the same things at the same time and by the same means and methods. But pupils are different and have different abilities and needs. Therefore, the curriculum must take into consideration the various needs of pupils to ensure “learning opportunities for all”.

The EFA 2000 assessment country report of Nepal committed itself to meeting the educational needs of Children with Disabilities through Inclusive Education. The report mentioned that universalisation of primary education cannot be achieved unless children with disabilities are provided with schooling opportunity. BPEP II seeks to promote inclusive education of primary school children with non-severe (mild to moderate) disabilities. To achieve this aim, the programme will support primary schools in identifying and assessing such children, train special education teachers and provide appropriate teaching-learning materials designed to ensure effective institutionalizing of these children in primary school (EFA 2000 assessment country report of Nepal. P4).

Resource classes will be established to prepare children with disabilities to enter normal classes, and they will be established in selected regular primary schools. Each resource class will have 10 students with the same type of disability. Each class will be provided one trained teacher (in the respective area of disability) and adequate teaching-learning materials. Multiple ways of involving communities in providing financial support and temporary residential care at resource classes for children with moderate disabilities have been proposed. Specialized NGOs will be supported in providing education to children with disabilities who cannot attend inclusive classes (The EFA 2000 assessment country report of Nepal. P4).
Related Studies

The study on Situation Analysis of Special Needs Education for the Expansion of Inclusive Education (2004) was conducted by CERID as formative research project for the Ministry of Education. This study focused on the disabled children with the disadvantaged children in its periphery. It also focused on the evaluation of the Special Education Program in terms of program implementation and suggested action steps to improve the present conditions of the Special Needs Education program. The pilot districts of the Inclusive Education program were also included in the study to find out the positive aspects of the program.

The study raised issues on the classroom situation. It showed that, although the inclusive education program was implemented in schools as the pilot program, there was not even a single disabled child in the classroom. Physical environments of pilot schools were also not favorable for the promotion of inclusion. Enrolment of disadvantaged children was not increasing in the schools where the IE program was initiated. The retention rate was below the national average.

The study showed that the Assessment Centre (AC) was inactive in the selection of students. AC was not playing any role either in the collection and distribution of materials for the schools or in managing the program. The training and orientation programs that were organized for teachers and focal persons were insufficient. According to the implementation guidelines, monitoring was the responsibility of DEO and focal persons but the study showed that they were not able to pay attention to it due to their busy schedules and engagement in activities not related to inclusive education.

Each sample school was receiving a budget according to the resource class available to it (irrespective of the actual number of children in each resource class). There was no mobilization of NGOs, CBOs, and VDCs in school activities. Nor was there any coordination between the schools and the local organizations. Enrolment of disadvantaged children was not increasing in the schools with IE program in operation.

The study suggested that the teachers should be trained in the construction of educational materials. Mild and moderate disabled children can be integrated into the general class after they have been in the residential facility for two years. Students staying with parents were found better from the point of view of socialization. Deaf children could not be integrated but blind and mentally retarded children could be. Training should be provided to all teachers of the schools. The content of Inclusive Education should be included in the 10-month in-service training package. Awareness training for parents should be organized so that more disabled and disadvantaged children could be enrolled in the schools.

The report further suggests that disabled children in the IE program should be included in the incentive program. The most disadvantaged ethnic groups of children of the area should be included too. As in SNE, there should be a provision of the resource class in advance of the general class for the disabled children in the IE program. The policy recommendations made by the study were: Encourage the disabled children to join the resource class before they join the general class; Provide educational materials (as required) to disabled and disadvantaged children; Establish relationship between disabled children and teachers (as well as co-friends) considering the types of the disability and disadvantagedness of the children; Practice joyful (child-friendly) teaching and learning ; Continue keeping teachers’
diaries and student records; and Categorize children as fast, medium and slow learners in the classroom

Another study entitled Situation of Inclusive Classroom in Nepal (2006), undertaken by CERID, has stated that after the initiation of EFA program, inclusive education was started with the concept of integrating all types of children including the disabled in one common educational environment. So, the study focused on inclusive classroom and intended to identify practices that led to inclusion of students from various cultural backgrounds, ethnicities, language groups, disabilities and other differing characteristics.

The major objectives of the study were as follows:

• To explore the system and mechanism that has been used in identifying the differing needs of children in the classroom
• To assess teachers’ awareness of 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 relation to the inclusive classroom, in order to retain children in school.

The study was carried out in 21 of 210 inclusive schools of Dadeldhura, Banke, Chitwan, Kavre and Jhapa districts, which represented 22 inclusive-education-program-districts.

Findings of the study: The assessment center (AC) has not been effective in identifying special needs children, the District Education Officer has not been able to pay attention to AC, there is no co-ordination between AC, the resource class and the inclusive education school, severely disabled children are debarred from receiving education, IE teachers are not clear about the concept of IE even after having a six day long training and they failed to treat the special needs children for lack of practical knowledge and capability to meet these children’s learning needs. The study concludes that the Welcome to School program has helped to increase the number of children in Jhapa, Banke, Kavre and Dadeldhura but in Chitwan it has not been so effective and the problem of retaining them is becoming crucial. Muslim children in schools have not benefited from the government’s scholarship policy.

The study has made these recommendations: training on identifying the special needs children should be provided to the teachers, there should be a well-knit coordination between AC, IE class and RC, qualified AC coordinators should be appointed, school management should be capable of including the IE concept in SIP, data necessary for the IE concept should be collected, good experiences of the IE pilot program should be included in the IE training manual, children enrolled under the Welcome to School program should be managed according to the IE philosophy, teachers should be authorized to identify and select children for the incentive/scholarship, the present scholarship should address all the 13 types of children identified by DOE as IE children, and the teachers should be trained on the continuous assessment system (CAS).

The issues of protecting and promoting the rights of children with disabilities is gradually making a headway in Nepal. Two Nepali NGOs have tested and have come up with the output that inclusive education is a good start to meet that end. The right to education for all children is far from being met in Nepal. Children with
disabilities are among the groups most often excluded from access to school and education. It is estimated that only about 1% of children with disabilities have access to school or any education. So far, the ones who go to school are either in special schools run by NGOs or in special classes established under BPEP I. In most cases, children have to live in hostels far away from home and family to have access to these classes (MS-Nepal Newsletter 2003 Issue 1).

An independent evaluation of the special education program has been conducted and the evaluation report clearly pointed out the need to change the special education system from special classes and hostels to a much more inclusive setting. This has been recognized by the Ministry of Education and is reflected in the implementation plans for BPEP II. Many donors of the education sector hold this view positively. The planning of district based inclusive education/school program for the wider target group as defined in the Salamanca Framework has been recently started within the BPEP II.

**Inclusive Education Process in Nepal: Experiences Gained and Lessons Learned from Formative Research Project piloted schools (Final Report)**

**Formative Research Project, Ministry of Education and Sports**

**Kathmandu, 2004**

Basic and Primary Education Project (BPEP), including Special Needs Education Section (SNES), and County of Copenhagen Danish University of Education In Institutional Linkage Program (DUE ILP) conducted a study on inclusive education to find out examples of good practices that emerged out of the implementation, experimentation and experiencing of inclusive education process as piloted in twelve schools of four districts (Banke, Udaipur, Kavrepalanchowk, Sindhupalchowk) in Nepal.

The study was undertaken with following specific objectives:

- To provide regular feedback to pilot district teams and also enhance their support for the development of inclusive education process in the piloted schools
- To give feedback to participants in the development project and to give inspiration and advices to school and community, and
- To collect examples of good practices in inclusive and quality education that would be relevant to other districts of Nepal.

In conclusions the study has stated that inclusive education was a much debated concept in terms of its meaning, form and function. However, the study has noted that the understanding on these issues of the district and local level stakeholder was not found vague and confused. Likewise, the study has pointed out that teachers were learning by doing in the piloted districts. As a result, positive changes were taking place in a slow and gradual manner in all the pilot schools. The study states that attempts were made by the inclusive education pilot project to remove or diminish barriers such as structural, pedagogical, attitudinal and economical through the active involvement of communities in entire school development related decisions, strategies, activities and actions. Finally, the study notes that the outcome may still be limited but has remained positive and encouraging.
Following comments, suggestions have been proposed for further improvement of inclusive education program: physical infrastructure available in piloted schools hardly matches with the policy and practice of inclusive education process; sufficient numbers of teachers are not available in all piloted schools; the physical infrastructure, amenities and facilities available to resource classes remained very poor in all piloted schools; the basis of supervision, follow up and monitoring of teaching learning situation of primary schools still remain conventional, weak, fragile and sporadic; the participatory training program conducted by ILP consultants remained very effective as compared to other training programs run in piloted schools; the existing curriculum and textbooks available to primary schools do not match with policies, methods and practices of inclusive education process; the issue of poverty, deprivation and marginalization should be seriously addressed in some way by inclusive education oriented program activities and actions; literacy program should be made universal; government should develop special criteria and also make special provisions to NGO/INGO interested for providing technical, materials, and financial support to primary school; the participatory knowledge and experience sharing workshops and inter district visit program are advised to continue among local key actors; and expansion of inclusive education process from piloted school to sister schools should be recognized, supported and encouraged by concerned authorities.

Inclusive Development: The Right of Persons with Disability to Equal Participation,

Gabriele Weight in H. Hinzen (edited) Adult Education and Development
68, 2007, dvv international

Institute für international Zusammenarbeit
des Deutschen Volkshochschul-Verbands

OWilhelmstr 32.D-53225, Bonn

This paper at first defines inclusive development approach as an approach based on human rights. It tells that inclusive development aims at a society for all in which everyone is able to develop his or her potential and can contribute to public well being and play a part in the life of society.

Secondly, the paper states that a disabled person becomes unable to play a part in life of the community because of restrictions and obstacles in the environment. A fifth of the people living on less than one US dollar a day are affected by disability.

Finally, the paper has argued that there should be a twin track approach for the implementation of inclusive development: ensure that persons with disabilities are included in all relevant development projects and programs and continue support that is given to special measures for empowering persons with disability. It has also mentioned that community based rehabilitation is a good way of promoting inclusive development.

Teacher Management in Inclusive Education

National Center for Special Education
Kathmandu, 2007

This study report assesses the impact of teacher management system to promote the participation of target groups in inclusive education on the assumption that all
children can learn given a least restrictive environment and an effective teacher management system.

The study set 7 objectives; the relevant one to the present study was to identify the problems faced by teachers while teaching the excluded children.

In conclusion, the study has mentioned that the teachers have failed to develop appropriate learning environment owing to the following reasons: short training, lack of training on inclusive education; inadequate and less qualitative physical infrastructure; lack of coordination among stakeholders; lack of co-ordination and leadership in school management; lack of support and facilities to teachers; ill-prepared classroom delivery and low participation of students. It has also mentioned that the problem of teaching and learning in standard Nepali language appeared as a case of students whose first language was other than Nepali, in both type of integrated and inclusive schools.

National Plans, Policies and Programs

Tenth Plan
2002-2007

His Majesty’s Government
National Planning Commission
Nepal, 2002

The main objective of the Tenth Plan is to develop education as a more effective means to reduce poverty.

The Plan has found the enrolment of school age children from backward communities low and the progress in the decentralization of school management slow. It has considered these as challenges of primary education.

One of the objectives of the Plan is to make a special provision to increase the access of women and people with disabilities to the opportunities of education. The strategy related to this objective is to develop an integrated and inclusive education system in line with the concept of special needs education. The policies and action plans aim to ensure access, develop a framework for scholarship distribution, decentralize the education system clarifying the role of local bodies and implement SIP, VEP, DEP related programs, and encourage teaching in the mother tongue.

Vulnerable Communities Development Plan (Draft)
for Education for All 2004-2009 program

27 February 2004

The Vulnerable Communities Development Plan (VCDP) addresses social exclusion in primary education and its effects and implications for vulnerable people as mentioned in the EFA Core Document, 2004-2009. The social objective of the EFA core document is to foster a genuinely inclusive education environment in Nepal.

The central goal of VCDP is to assess the capacity of the Nepal’s Education for All program to offer inclusive education to meet the learning needs of all disadvantaged communities in the Nepalese society, including girls and women, ethnic minorities,
Dalits and indigenous people, and linguistic minorities through equal access to educational resources.

The study concludes that a number of groups—specifically girls, indigenous people and occupational caste—continued to be excluded from the mainstream of primary education despite the promising program set by the EFA core document for more inclusive education based on interventions and decentralization of school management. The challenges here relate to: conceptual clarity on inclusive education and analysis of why children from some groups do not go to school, modalities and concrete mechanism for implementation, representation of women and ethnic minorities at all management levels, commitment to free primary education, participatory planning and evaluation, mechanisms to increase incentives for the inclusion of Dalits, recruiting teachers speaking indigenous languages, mother tongue and bilingual education, and explicit budget for the development of indigenous communities and ethnic languages.

VCDP has made the following recommendations: (a) actions (by the central level) to increase non-salary recurrent budgets for schools through block grants to SMCs, provision of two women teachers for every primary school that has a quota of at least 5 teachers, at least one female teacher speaking the local language for areas with significant non-Nepali speaking populations, gradual increase in the role of the private sector in textbook printing and distribution, implementation of ten action points outlined in gender audit of the education sector, incentives for increasing Dalits and girls' attendance, and curriculum revision; (b) actions at village level for higher level of funding to SMCs conditional on partnership with community groups to achieve the NEFAP inclusive education goals and carry out social mapping of the school catchment area, increase in social diversity in SMCs, social audit, documentation of local knowledge pertaining to curriculum development, identification of local women teachers, community-based educational management information system, advocacy against discriminatory practices; home-to-school language transition for non-Nepali speaking children (here the community will be responsible for employing bilingual women teachers from the local communities), collecting and documenting information on local history and culture for use in the national curriculum and textbooks, and EMIS disaggregated data.

Three-Year Interim Education Plan
Ministry of Education and Sports
(2064/065-2066/67)
Second Draft
Falgun 30, 2063

The three-year interim education plan is formulated in the form of a re-unified, re-constructed, re-established and re-adjusted document to ensure access and quality of education at school level and higher level including technical education. The Plan reflects the spirit of people's Movement II, EFA, MDG and Nepal's commitment in different international forums. It intends to make education life-skill-oriented, relevant, employment-oriented and productive.

The targets of the Plan relevant to primary education are: enrolment rate at Grade I with ECD experience to reach 60 percent, GER 104 percent, NER 96 percent, NER of girls 50 percent and 100 percent trained teachers in school.
The Plan has stated these challenges to the education sector: national conflict, slow process of decentralization and minimum physical and educational materials at most schools.

The Interim Plan’s long-run strategies related to education reform are: (a) give the responsibility of the formation of education plan and management to the local unit and the responsibility of school operation to SMC within the framework of decentralization; (b) restructure grades 1-8 as basic education for developing school education on the inclusive concept; (c) increase access of Dalit, disabled etc. to educational opportunity conducting selected programs such as scholarship, hostel etc.

One of the objectives of the plan is to work out minimum pre-requisites for providing quality-based basic education and make this education free, accessible and (gradually) compulsory.

**Annual Strategic Implementation Plan (ASIP)**

**2006-2007**

**Department of Education**

**Ministry of Education and Sports**

**Bhaktapur**

**2006**

The Annual Strategic Implementation Plan (ASIP) has adopted a holistic sector wide approach in the comprehensive school reform initiatives. This document is based on the overall objectives of access, quality and capacity building that are stated in the core document of EFA and SESP. The key objectives of the ASIP 2006-2007 are drawn from the vision of the school sector education. The following are the main focus coverage of ASIP related to primary education.

- Increase school participation especially of disadvantaged communities and also reduce drop-out and repetition in the first three grades
- Enhance the learning achievement and quality of students
- Build the capacity of key stakeholders
- Use SIP for ensuring ownership and transparency at school reform at community level.

The following policy directions are seen contributing to realizing the ASIP vision: school-based management, devolution of school management to communities, intensive school mapping, accreditation of schools, student tracking system, continuation of performance grants and liberal promotion policy.

ASIP has set decentralization, inclusion, capacity building and conflict mitigation and post-conflict reconstruction as the main strategies. The strategies relevant to decentralization, inclusive education and capacity building programs are as follows:

Measures for increasing school autonomy, continuation of grants (earmarked, block and performance) to SMCs; clarification and clear delineation of roles and responsibilities of SMCs, PTAs and other stakeholders; continuation of VEP, SIP; participation of the civil society in the formulation, implementation and monitoring of activities at least at the grass roots level through the SIP process; access of
community stakeholders to school governance (by intensifying the process of transferring the school management authority to community).

In inclusive education, following measures will be taken: mapping of school facilities to ensure access to all including ethnic groups; inclusion of educational institutes run by minority and religious groups such as Madarasas, Gumbas etc. in the main stream; disaggregation of EMIS for ascertaining the level of participation of girls, Dalits and Janajatis in education; priority to improve relevance of education to disadvantaged and vulnerable groups; provision of bilingual female teachers; and priority to disadvantaged groups in teacher recruitment.

In capacity building, the SMC/PTA and head teachers will be targeted for orienting them to issues like inclusive education, gender sensitization, conflict sensitivity and peace building including how to maximize utilization of school resources.

The following activities are given priority for ensuring access of and participation in education by all children: construction and furnishing of 3918 new class rooms, rehabilitation of 1150 classrooms; improvement of the external environments of 400 schools (a holistic package of drinking water, toilets and fencing); school mapping; local planning (DEP/VEP/MEP/SIP); and networking and coordination with NGO/organizations, Teacher organization, Media and Journalists to work for children; enrolment campaign and other social mobilizing activities.

In inclusive education the following activities will be emphasized: IE approaches will be emphasized in teacher training; resource classes will be further strengthened considering the need for deaf and mentally retarded (MR) children; integrated approach will be adopted for blind children and children with disabilities; special pedagogy based on life skills will be endeavored; networking of NGOs will be strengthened; assessment centres will be equipped and strengthened, and provision of scholarships for children with disabilities will be continued.

Program Implementation Manual

2063

Department of Education

Bhaktapur, Bhadra 2063

DOE has brought out the Program Implementation Manual (PIM), 2063 to provide support to program implementation activity. The concept of PIM is to clearly identify the concept, objectives, strategies about the programs so that the concerned stakeholders (center to school) will develop a clear understanding of the programs for effective implementation.

PIM has the following objectives:

• To help the concerned stakeholders have a clear understanding of programs such as EFA and of the secondary education support program, community school support program, and higher education project.

• To develop the feeling of ownership and responsibility by identifying the roles of different units in plan formulation, execution and monitoring.
- To achieve the desired goal on time through the effective implementation of the programs.
- To give a clear idea about the process of program implementation and resource mobilization.

PIM has formulated the following strategies to achieve the above objectives: functional format of decentralization; capacity building at local level; inclusive education, gender equity development; partnership and coordination; resource funding at local level; transparency, need-based program; public auditing; additional grant based on achievement.

Concept Paper on
School Sector Reform Program
School Sector Approach (Draft)
Ministry of Education and Sports
February 2007

The concept paper on School Sector Approach (SSA) argues that the current ten years of schooling, including five years of primary education, is not adequate for coping with the emerging knowledge and skills needed for the expanding global society. In this context, the proposed policy defines Grade 8 as the end of basic education. Schools for basic education (classes 1 to 8) and secondary education (classes 9 to 12) will operate as separate entities in terms of management, administration and financing.

School education will be decentralized under a framework that assigns school management function to SMC and other functions to local bodies. Local bodies such as VDCs /Municipalities will be responsible for the planning and management of basic education and for the dissemination and advocacy of government policies and programs; DDCs/Municipalities will be responsible for the planning and management of secondary education too.

SSA will follow the inclusion strategy. Special attention will be given to increase the participation of women, Dalits, ethnic minorities and disabled and marginalized groups in the governance and management of the school. Provision will be made to increase the number of students and teachers from these groups. Mother tongue will be employed up to class 3 as the medium of instruction. SMC will recruit teachers and appoint the head teacher on a contract basis. The head teachers will be selected from the teachers with leadership potential and promise.

EFA Core Document

The Education for All 2004-2009 Core Document has mentioned that decentralization will be the primary strategy for increasing access to schools, meeting the learning needs of all through an inclusive approach, and improving all aspects of quality education. The capacity of local communities will be strengthened to own and manage schools. DEOs, DDCs and VDCs will provide institutional support to schools and their communities through regular training and monitoring. Technical input will be provided to schools for school improvement plans, and physical construction and maintenance (Education for All 2004-2009, Core Document, Ministry of Education and Sports, Kathmandu, Nepal, 2003, p 6)
EFA Strategic Program

Inclusive education is a strategy for the EFA program. However, this approach will be intensively implemented in 500 schools over the program period with close observation and documentation of experiences for generalization in both high and low case scenarios (Funding Scenarios for EFA 2004-09 Development Expenditure, Ministry of Education and Sports, Kathmandu, November 2003..) The unit cost in NRS projected for this activity is as follows:

Table 2.1
Funding Scenarios for Inclusive Education

<table>
<thead>
<tr>
<th>Activities</th>
<th>Unit</th>
<th>New</th>
<th>Running</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Reform</td>
<td>School</td>
<td>5000</td>
<td>5000</td>
</tr>
<tr>
<td>Training</td>
<td>School</td>
<td>20,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Learning and other supporting</td>
<td>Centre</td>
<td>20000</td>
<td>20000</td>
</tr>
<tr>
<td>equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>45000</td>
<td>35000</td>
</tr>
</tbody>
</table>

Source: Funding Scenarios for EFA 2004-09 Development Expenditure


Table 2.2
EFA Action plan for IE

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Activities</th>
<th>Responsible agency</th>
<th>Program Performance Indicators</th>
<th>Outcome (System Performance Indicator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding and improving comprehensive early childhood care and education,</td>
<td>Focus on holistic development of children with inclusive approach</td>
<td>Revisiting training manuals with particular focus on content and pedagogy</td>
<td>DOE/DEOs</td>
<td>Training manual developed</td>
<td>Gross Intake Rate at grade 1 reduced to 110%</td>
</tr>
<tr>
<td>especially for the most vulnerable and disadvantaged children</td>
<td></td>
<td>to ensure inclusivity and holistic development of children</td>
<td>(in collaboration</td>
<td>Number of facilitators trained in inclusive holistic approach</td>
<td>Net Intake Rate in grade 1 increased to 95%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Providing training to facilitators</td>
<td>with NGOs)</td>
<td></td>
<td>Repetition Rate at grade 1 reduced to 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DOE/DEO in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>with NGOs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: EFA Core document
Recent IE Program

IE was introduced in 60 schools of 8 districts of the country in the initial year of the program. The districts were: Dadeldhura, Bardiya, Banke, Chitwan, Kavre, Sindhupalchok, Udayapur and Jhapa. In 2005, 210 schools of 22 more districts were added in the program. The following programs are set for IE in ASIP for 2006-2007 (ASIP. P. 16)

- Efforts or initiatives for implementing the IE program shall be assessed and successful experiences shall be replicated to a wider coverage.
- Integrated approach shall be adopted for the blind and physically disabled
- Teacher development program shall be emphasized in the IE approach
- Special pedagogy shall be in place for life skill for MR children
- ACC shall be equipped for the identification of SNC
- Networking with NGOs to find out instructional methods suitable for the learners will be developed.
- The 45 day IE training approach shall be accredited for 10-month teacher training

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, head teachers, 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 IE definition, policy, background, involvement of stakeholders, SIP, action research procedure and review of inclusive education/target groups of IE.

Student Enrolment and Welcome to School Program

Department of Education

Ministry of Education and Sports

2063

The Department of Education (DOE) has been operating the Student Enrolment Weekly Campaign for the past 3 years. The program intends to enroll and retain and provide quality education to children who are out of school for reasons of disability, conflict and poverty. It also includes remote area dwellers and street children. This program was carried out in 2063 for the remote area with the following objectives:

- To bring school age children, particularly girl, disabled, Dalit, backward community’s children, to the mainstream of school education.
- To reduce dropout rate from Class 1
- To provide quality education to all.
As per the Disabled Protection Act 2039, the government of Nepal has defined disability and graded its level as follows.

1. Definition of disability: the state of difficulty caused by body organs and physical system including the hindrances rising out of physical, social, cultural environment and communication for running daily activities ordinarily and a state of difficulty for complete participation in social life.

2. Classification of disability: Based on the nature and difficulty of body organs and physical system, disability has been classified into following seven groups.

2.1 Physically disabled: An individual who faces problem to move, use physical organs and walking caused by deformation of nerves, muscles, joints and bones is termed as physically disabled. Child paralysis resulting from deficiency of polio, Cerebral palsy, loss of physical organs, leprosy, muscular dystrophy, permanent problem in muscle, club feet, rickettes, impairment caused from bone related problems are the examples of the physically disabled. A dwarf-person (as per WHO definition) also falls under this category.

2.2 Vision related disabled: It is caused by vision related problem in which state an individual fails to have knowledge about the form, shape and color of an object. It has two categories: blind and low vision. Anybody is blind who can not discern the finger of hand from a distance of 10 feet even after the use of glasses and medical treatment/ operation or can not read the first-line letters (3/60) of Snellen-chart. Low vision is an individual who can not discern the finger of hand from a distance of 20 feet even by use of glasses and medical treatment/ operation or can not read the fourth-line letters (6/18) of Snellen-chart.

2.3 Hearing related disabled: Individual’s deformation of hearing related organs and lack of ability to identify sound such as location and quantity, quality of sound is hearing related disability. Deaf and hard of hearing are two categories of this disability. A deaf can not listen, speak unintelligibly or does not speak and is required to adopt sign language. He/she can not listen even to a sound of 80 db. Hard of hearing can listen a little but can speak clearly even though a little and uses hearing-aids. He/she can listen to a sound at a range between 65 and 80db.

2.4 Deaf blind: An individual who lacks both the hearing and the visibility is deaf blind.

2.5 Speech related disability: It is the kind of difficulty which an individual faces during the course of speaking: uncontrolled speaking tone, and the words and letters repeated as a result of the problem taking place in hearing and speaking related organs.
2.6 Mental disability: A problem that occurs while processing intellectual works such as awareness, smartness, memory power, language, counting related activities and falling short of performing activities relative of one's age and situation with slow learning is called mental disability. It has three types. First, mental disability/intellectual disability is said to be an individual who can not perform age relative activities as a result of deficiency in intellectual-development at an age before 18. Second, mental illness is defined as that type of disability that stands as hindrances to run daily life as a result of mental sickness, mental weakness and depression. Finally, Autism is said to exist when an individual shows unique behaviour, and nature, repeats the same act and does not mix in the groups or makes bitter comments.

2.7 Multiple disability: If an individual suffers from a combination of two or more disabilities as explained above he/she is called a multiply-disabled person.

Four categories are made on the basis of the severity of disability: completely disabled, highly disabled; medium disabled and near normal disabled.

Based on the suggestions of the FRP studies conducted in 2004 and 2006, the Department of Education formulated its Annual Strategic Implementation Plan 2006 – 2007 including the following programs.

The effect of initiatives implementing IE program shall be assessed and successful experiences replicated to wider coverage.

Teacher development program shall emphasize IE approaches in teacher training programs and develop advanced level training programs in this area.

Resource classes will be further strengthened and expanded with a focus on the number of deaf and MRs children. However, integrated approach shall be adopted to blind and children with physical disabilities.

Special pedagogy with focus on life skills shall be endeavored to respond to the learning needs of MR children.

Networking of NGOs working in this area shall be strengthened and activated in innovating instructional methods suitable to the learners as per their difficulties.

Assessment Centres shall be equipped and strengthened so that the level of disability is assessed adequately and counseled appropriately as regards the education of children with disabilities and difficulties.

Provision of scholarship to children with disability on category A, B, C and D shall be continued.

The 45-day training in IE approach shall be accredited for 10-month teacher training.
CHAPTER III
Methods and Procedures of the Study

Study Design

This chapter describes the methods and procedures adopted for the study. This study has adopted mainly qualitative approaches for collecting information on the problems and prospects of institutionalizing inclusive education at primary level under the EFA program. The required data was collected primarily from the primary sources. The field work for data collection was primarily carried out in districts, resource centres and schools. Besides, the opinions of policy makers and implementers were gathered through consultation meetings and workshops. Study guidelines were developed as major tools to collect the primary data. Similar questions were asked with different level of interviewees in order to check the reliability and validity of the collected data.

As one of the tasks of this study was to compare the present findings with previous FRP studies of inclusive education undertaken in 2004 and 2006 by CERID, the study has also drawn secondary information from these studies. Likewise, review of related documents was made to solicit the other required information.

Finally, this study has also included quantitative information collected from the assessment centers, resource classes and schools to explain the enrolment, promotion, repetition and dropout situation of the students studying in resource class/ integrated school.

Population

Since the major theme of the study is to assist the institutionalization of inclusive education at primary level, inclusive schools, the resource classes and integrated schools run for blind, deaf children and children with intellectual disability were defined as the study unit for the present study. Besides, the study has also included assessment center as the unit of study.

The study has assumed 150 inclusive schools, 19 integrated schools, 340 resource centers and 47 assessment centers as the population for the study. Till 2064/65 the government of Nepal had implemented inclusive education in 150 schools of 22 districts (Annex 2). Likewise, it had launched integrated education program in 18 schools of 17 districts (Annex 1) and 340 resource classes in 73 districts (Annex 3) for the disabled children over the same duration. Annex 1,2, and 3 presents the study population by districts.

Sample Selection

The work of sample selection was completed in two stages.

In the first stage sample districts and number of schools was decided including the program particulars of the school. This work was completed in consultation with the inclusive section of Department of Education. As agreed on the discussion it was decided to carry out this study in 15 schools of five districts based on development and geographical region. In addition to that the inclusive section also suggested to include Janata Namuna Secondary School of Morang district in the study as the inclusive section considered it as a school of unique features in the field of
integrated education to the deaf students. The particulars of sample districts and school number including programs is presented in Table 3.1.

Table 3.1
Sample Districts and Programs

<table>
<thead>
<tr>
<th>Development Region</th>
<th>Geographical Region</th>
<th>No. of schools</th>
<th>District</th>
<th>Program conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>Terai</td>
<td>3</td>
<td>Jhapa</td>
<td>RC, IE, Integrated</td>
</tr>
<tr>
<td>Central</td>
<td>Hill</td>
<td>3</td>
<td>Kavre</td>
<td>IE (piloting), RC</td>
</tr>
<tr>
<td>Eastern</td>
<td>Terai</td>
<td>1</td>
<td>Morang</td>
<td>IE, RC</td>
</tr>
<tr>
<td>Western</td>
<td>Hill</td>
<td>3</td>
<td>Kaski</td>
<td>IE, RC</td>
</tr>
<tr>
<td>Mid-western</td>
<td>Terai</td>
<td>3</td>
<td>Banke</td>
<td>IE,(piloting), Integrated</td>
</tr>
<tr>
<td>Far-western</td>
<td>Hill</td>
<td>3</td>
<td>Dadeldhura</td>
<td>IE,RC,Integrated</td>
</tr>
</tbody>
</table>

The second stage of sampling was completed in respective district education offices. The research team visited DEO of selected districts and consulted with district education officer, section (program) officer and AC-coordinator. First of all, a list of schools with Inclusive Class, Integrated Class and Resource Class was prepared. The list of schools with programs of the sample districts is shown in Annex 9. Finally, a discussion was made to finalize the sample schools. From each 5 sample districts, 3 schools were selected. From Morang, only one schools was included in the study. The program particulars of school and the sample schools selected by the inclusive education study of 2004 and 2006 were given priority while selecting the schools for the sample.

The list of sample schools of the districts and the reasons of their selection is presented below.

In Kavre district Sharada SS, Sunthan, Aajad HSS, Banepa and Lankhana Mai PS Dhulikhel were selected for the study.

Sharada SS was selected because it had operated resources class for deaf, had began to teach math for deaf students by making integration with other students. Likewise, Aajad HSS was selected as it had operated resource class for deaf children and had been experimenting new scheme integrating these children to the school run for the deaf students (by sending their children to the school run by Kavre Deaf Association). Besides, this school was also included in the study of 2004 and 2006. Lankhana Mai PS was selected since it was piloted as inclusive school and it had also been included in the study of 2004 and 2006.

In Banke district there were 12-IE schools, 4- RCs, and 1-Intregated school. From discussion, 3 schools-Mangal H S, Nepalgunj; Saraswoti P S, Bankegaou and Bageshori P S, Bilaspur, were selected for the study.

Mangal H S was selected because it has operated integregated class for blind. Likewise, Saraswoti P S was selected as it was piloted school and also has operated resource class for children with Intellectual Disability (ID). Bageshori P S was selected since it
A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level

was piloted inclusive school and a sample school for the previous studies of 2004 and 2006.

Three schools were selected from Jhapa district: Duraga S S, Garamuni, Birat P S, Biratpokhar and Mohanmaya L S S, Charpane.

Durga SS was selected because it housed AC center, 2 resource classes and integrated class for blind. Likewise, Birat P S was chosen as it had run 3 resource classes for blind and it was also an inclusive school. Finally, Mohanmaya L S School was selected for it was an inclusive school, and it had also operated 2 resource classes for deaf children.

The group discussion held at district education office of Dadeldhura decided to select Baijanath Proposed S S, Maurada; Purnagiri P S, Gilauda; Bhumiraj P S, Bagchaun as a sample school for the study.

Baijanath Proposed S S was selected as it was one of the 7 inclusive schools of the district. It had enrolled students of mild intellectual disability. Likewise, Purnagiri P S of Gilauda had run resource classes for ID and it was also an AC school. Bhumiraj P S of Bagchaun was selected as a sample because it had run inclusive classes for conflict affected children migrated in from Rukum and Rolpa.

The school selection procedure took a long time in Kaski district. When officials including the AC coordinator were asked to prepare a list of inclusive schools, they unanimously pleaded that the schools with resource classes were inclusive schools. The research team said that the inclusive schools may contain resource class but all the schools that run resource classes might not be inclusive school. In spite of the efforts of the research team, it became difficult to prepare a list of inclusive schools. Finally, this work ended by going through all the vouchers of 2004/2005 of the account section of the DEO. The account officer got a receipt of payment that enlisted the name of the participants from 8 schools who were paid for the purpose of 6-day IE orientation training.

After discussion at the district education office, Amar Singh higher secondary school, Indra Rajya Laxmi secondary school and Janprakash HSS, Bhandari dhik were selected as sample schools. Amar Singh HSS was selected because it was the only one school with integrated class for the blind children in the Kaski district. The school Indra Rajya Laxmi was selected for it housed assessment center besides being an inclusive school. Janprakash HSS from Bhandari dhik was selected as it was running one resource class for blind and it was also an inclusive as well as integrated school.

Based on the above procedure the team visited 6 district education offices, 9 inclusive schools, 15 resource classes (deaf-5, blind-6 and intellectually disable-4) operated in 11 schools of six sample districts in order to assess the contribution of piloting school, effectiveness of teacher training and the obstacles of resource classes.

The information on the functioning of assessment center was collected visiting 6 assessment centers of the sampled districts.

The information on the major obstacles in conducting integrated classes for deaf, blind children and children with intellectual disability were collected visiting 8 integrated schools (schools for deaf- 2, blind-5, intellectually disabled-1).

The study has used multiple inquiry and discussion method to find out major aspects to be addressed for the development of a framework for institutionalization of inclusive education. The issue of IE-framework was raised in a discussion with
teachers, head teachers, SMC members organized in 9 schools, with 14 resource teachers of 11 schools, in 6 assessment centers and in 6 districts education offices participated in by district education officials including the district education officer.

Besides, this issue was also raised in 6 days IE orientation training program and 2-day IE-orientation program organized by the inclusive section of the Department of Education in Kaski district.

Focus group discussion, interview, observation, survey and case study techniques were used to collect primary information for the study.

Study Tools And Methods Of Data Collection

The study tools were developed after completing literature review of the study. Four types of tools were developed for the study: (a) FGD/interview guidelines, (b) Class room/school observation form, (c) school survey form and (d) case study format.

The suggestions given by participants of consultative meetings and discussion were given high attention and were eventually incorporated into the tools.

The same guidelines were developed for interview and focus group discussion. The interview was administered with DEO, SS, RP and AC coordinator at district level and with HT, Teacher, RT, RP and SMC members at the local level. Once the interview was completed with these key stakeholders, a group of 7-9 participants of homogenous character was formed for the purpose of focus group discussion in order to verify the facts obtained from the interview. The researcher administered/conducted these interviews/discussions assisted by the team members. The FGD/interview guidelines developed for the present study is presented in Annex 7.

The class room/school observation was the second tool used in the study. As the study has attempted to look into inclusive education through the point of view of special education it was felt necessary to observe the available physical facility of school/hostel and class room. The act of school/class room observation was done by the research team.

The work of school survey was completed using the school survey form. This form was developed basically to analyze the annul trend in enrolment, promotion, repetition of the students including the human resource situation of the school. This form was filled up going through the Flash Reports of the 2061-64 years.

Finally, two case studies were made to explain the importance of inclusive education and to show how grading service sometimes ends with deadlock. The case history presented here is based on the discussion with the respondents and teachers.

Consultative Meetings and Discussions

The study was guided by three consultative meetings and discussions. These meetings and discussions were participated in by education specialists of Tribhuvan University, under secretary and section officer of the inclusive section of the Department of Education, representative of Ministry of Education and Sports and researchers of CERID.

The first consultative meeting held on January 31, 2008 at CERID hall pointed out the fact that as inclusive education is a broad concept it should be narrowed down so that the study can look it from the point of view of special education. Likewise, this
meeting also suggested analyzing the enrolment, promotion and repetition pattern of the inclusive schools chosen for the study.

The second meeting held on February 4, 2008 was conducted in the inclusive section of the Department of Education, Bhaktapur. This meeting helped to decide sample size and sample district with some minor changes in research title and research questions. In this meeting one more district- Morag, was added to the five proposed districts and also the title of research was changed from “A Study on Problems and Prospects of Institutionalizing Primary Level through Inclusive Education” to A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level”. Finally, a minor change in one or two research questions was made simply to elaborate the concept of inclusive education.

The third meeting was called on February, 25, 2008 at CERID Hall to discuss the study tools developed for the study. This meeting closely examined all the tools on the basis of research questions and the programs conducted in the sample districts.

Observation

The information on the following issues was collected using classroom and school observation form.

Classroom

The classroom observation form focused on:

- Teaching methods
- Use of teaching-learning materials
- Classroom environment
- Facilities provided to the children.
- Work procedure of the assessment center in the district
- Teaching learning procedures
- Outlook of integrated schools and classrooms
- Classroom arrangement/management
- Teachers’ behaviour
- Students’ participation/interaction

School

The school observation form focused on:

- Extra-curricular activities in the resource schools
- Provision of physical facilities (school building, community-school attachment, playground, toilet facility, classroom, drinking water facility, passage etc.) for all types of children
- Students’ behavior outside the classroom
Interview Guidelines

Key people such as DEO, focal persons, stakeholders, head teachers and resource teachers were interviewed to elicit the required information. In the sample districts, the interviews focused on the process of implementation of the IE program. Specifically, the following were included in the interview guidelines:

• Contribution of piloting programs for initiating IE
• Analysis of effect of teachers'45-day special education teacher training and 6-day IE orientation on IE class
• Assessment of the system of collecting information, co-ordination and referral to children with disabilities in AC
• Analysis of the obstacles in conducting Resource Classes for children with ID, deafness and blindness and Integrated Classes for children with physical disability and blindness
• Inquiry with stakeholders on IE framework

Focus Group Discussion Guidelines

FGDs were conducted with the stakeholders ((SMC members, community members, parents and children) at the school level. The FGD guidelines focused on the same issues included in the interview.

School Survey Guidelines

The school survey form was used to collect information on:

• Mechanism of educational materials and incentives distribution in the districts/schools
• Record keeping system of the special needs children at the DE office and schools
• Program implementation procedures of districts and schools
• Coverage of the program (special needs children)
• Linkage of the program with the community
• Status of the special needs children in schools (enrolment, promotion, repetition and dropout)
• Status of children (enrolment, promotion, repetition, and dropout) in schools before and after the implementation of the Welcome to School program
## Study Framework

Table 3.2 presents the study framework used in the study.

### Table 3.2

<table>
<thead>
<tr>
<th>Study Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methods</strong></td>
</tr>
<tr>
<td><strong>Research Questions</strong></td>
</tr>
<tr>
<td>How has piloting of IE contributed in addressing the Challenges of initiating/promoting IE as a regular feature?</td>
</tr>
<tr>
<td>How are the 45-day special education teacher training and 6-day IE orientation contributing to effective operation of inclusive classes and schools?</td>
</tr>
<tr>
<td>How is Assessment Centre functioning as a centre for collecting information, co-ordination and referral to children with disabilities?</td>
</tr>
<tr>
<td>What are the major obstacles in conducting Resource Classes for children with ID, deafness and blindness and Integrated classes for children with physical disability and blindness?</td>
</tr>
<tr>
<td>What should be the major aspects for the development of a framework for institutionalization of IE?</td>
</tr>
</tbody>
</table>
CHAPTER IV

Discussion of Field Findings

This chapter presents discussion on field findings. For this purpose the study has collected required information from Kavre, Banke, Morang, Jhapa, Dadelhura and Kaski districts with an objective to analyze the problems and prospects of institutionalizing inclusive education at primary level. These field findings are grouped under the rubric of piloting experiences to promote inclusive education, contribution of teachers’ training to effective operation of classes/schools, defined and performed roles / functions of assessment centre, major obstacles of resource classes and integrated classes and development of framework for institutionalization of inclusive education for future direction. The field study has also presented periodical changes beginning from earlier two studies undertaken in 2004 and 2006.

Piloting Experiences to Promote Inclusive Education

Inclusive education program was piloted in 12 schools of Banke, Udayapur, Kavre and Sindhupalchowk districts between the years of 2000 and 2004. This study has covered the piloting experiences of Banke and Kavre districts for the promotion of inclusive education.

A group discussion with the head teacher/teachers was organized to note down the contribution of IE piloting. It was found during the discussion that teachers were aware on the concept of IE.

In Kavre district, the inclusive school was located in a place where it had to facilitate the children of disadvantaged groups—born to the poor low caste (Khadgi) family, migrated children who had to drop-out as a reason of the seasonal migration of their family, child labour working at hotel and children of mild disabled status. To give support to these children the school had initiated a program of providing food and residential facility for children. This program was run through the donation of Municipality, local businessmen, CBO and NGO. Unfortunately, the program could not continue because the government paid no attention to the program.

The class observation and school record indicated that the school had enrolled the children from poor family, migrated family and children of mild disability status. However, the number of such students was not increasing as expected. Teachers of the school said that school alone could not manage this problem in the absence of the required support from the government.

The reflection of IE orientation was found in class room instruction and management. Students were grouped and peer teaching approach was adopted in the class room. Instructional materials were arranged in order in the class room by the students. However, students’ regular assessments were not recorded owing to the lack of teachers.

The school had three building blocks with spacious rooms to teach the students forming groups. In observation, it was found that groups comprised of four students were formed up to grade 3, but beyond that grade teaching was more traditional in nature as the school did not have required number of teachers and furniture.

The school formed groups based on their examination score and learning level. First, it classified students into fast, medium, and slow learner category. Then groups of 4 students were formed under the leadership of fast learner. Thus a group contained 3
students either of only medium and slow learner category and one from fast learner. It was found in class observation that a separate table was given to a group and this way it gave space for 4-5 groups in each class. The head teacher and teachers of the school were convinced that group formation had benefited the students. As reported by head teacher, learning in group develops the art of speaking of students, it also develops a culture of exchanging knowledge among the students.

The school has not had necessary physical infrastructures to run inclusive education. Likewise, school teachers were not trained in Braille script and sign language. Thus, the school had developed a system of referring to other schools in case the school finds blind and deaf children. Currently, the school had been teaching 3 students of mildly disabled category mixing with other general students.

As revealed in the discussion, the school could not carry the concept of IE to other schools in the absence of the follow up program from the side of the government. In this regard, the teachers were misguided that the program was over.

The piloted school of Banke district had enrolled physically disabled, low vision and hearing difficulty students. The school had adopted several measures after piloting which the head teachers and teachers found beneficial to the students. The major ones were: school had introduced new techniques in the class room teaching/learning mechanism sometimes forming groups of students and sometimes without forming groups; groups of students were made adopting different strategies, for example, group of only good students was formed for certain duration and again mixed groups of slow and fast learners were also made. As reported by teachers, this system had benefited students by providing interaction opportunity to various categories of students. The system was to keep the individual profile of all the students. Based on individual profile of the students, a liberal promotion system was followed up to grade three. Finally, the school had also developed a system of coordination with neighboring schools to share their experiences which was learnt through their experiment.

When asked about the contribution of inclusive school, the AC coordinators of both the piloting districts explained that inclusive schools were better than other schools in many respects. In these schools, teachers do not do any discrimination among various types of students and always try to be practical during teaching. There practice of punishment has been completely avoided. Similarly, grouping of similar students is done in these schools. However, such features were not found in earlier phases of the study.

**Contribution of Teachers’ Training to Effective Operation of Classes/Schools**

By 2064/65, the government of Nepal has operated 340 resource classes for blind, deaf children and children with intellectual disability. To run these classes, resource teachers were appointed by providing one month training. The FRP study on inclusive education undertaken in 2004 found that the training-content was inadequate and thus it eventually recommended action steps for the need of additional training. As per the recommendations an additional training of 15-day was provided to the teachers.

Likewise, Department of Education had conducted a 6-day orientation training on inclusive education in 60 schools of eight districts beginning from 2004/05. This orientation aimed at developing school environment suitable for inclusive education.
The main focus of the training was to extend the class room as per students’ need among other things. Thus, forty five-day training to resource teachers and a 6 day IE-orientation to school teachers was provided. The district/school cases on the contribution of training and of orientation are presented separately.

Resource Teacher Training

It was revealed in group discussions organized in Jhapa district education office that the primary and secondary schools that ran resource classes for deaf children were interested in integrated classes. However, this act was lagging behind due to the shortage of fund required for training and inadequate physical facility.

The resource teachers of Jhapa district said that the 45-day sign language training was sufficient for them and they do not need other trainings. They claimed that the other teachers of the school should receive training for which they can work as trainers. It creates an environment to study at home school so that the problem of living in hostel of remote schools will not be required.

The resource teacher who taught deaf students of Sharada SS of Kavre district said that he had attained a training of only one month duration. In his opinion, he was in need of additional training but has not been able to find the opportunity. Similarly, the teachers who taught at integrated classes of this school were not trained in sign language. The math teacher said that he makes additional effort by spending more time to teach blind students in the absence of training.

The resource teacher of Aajad SS of Kavre district said that the inadequate training she received and lack of training to other teachers were the main obstacles to run the resource and integrated classes in her school.

The science teacher who teaches at Mangal P HS of Banke district argued that he can impart theoretical concept to the blind students but he lacks know-how how to operate practical classes for these students. Likewise, the teachers of Tribhuvan HSS of Banke district teaching at primary level were having training on braille script in their own initiation. Asked why, the teachers said that training was essential to teach in integrated class.

The Janata Model H SS of Morang district school has enrolled only deaf children and the school has not been able to bring other types of students. In this connection, teachers’ quota is important. Right now the school has only 8 teachers reduced from 11 before. The district education office is trying to limit it to 6. If the number of teachers' quota is reduced by two the school will miss two young trained teachers that will create problem to run classes for deaf students. Education regulations demand that only Department of Education does have the authority to adjust teacher quota for inclusive school which however is practiced by district education office of Morang. Thus, the school was afraid of missing the trained teachers.

The resource teachers teaching at primary level in Amar Sing School of Kaski district have had advanced level training as the school was financed by Special Education Council and Department of Education. Thus, these resource teachers could transcribe the textbooks into braille language. However, this sort of work was not carried out in Janapath HSS of Kaski district as the school was run only by Department of Education.

In Dadeldhura district, MS Nepal and Department of Education had conducted training to the resource teachers. As claimed by the resource teachers, the training of
MS Nepal was of short period and did not help the teaching of these students. As felt by the teachers, the training of one and half month conducted by Department of Education was meeting the basic needs to work as resource teachers.

Orientation on Inclusive Education

The study has included the IE experience of 9 inclusive schools of the five sample districts. In discussion, teachers were asked to reveal on what they learned in IE orientation and how it had benefited the class room teaching. In response, the teachers said that they learnt how to prepare students’ profile, advantages of group formation for class room teaching, and technique of seating arrangement in the class room. Besides, they also knew about peer teaching, teacher to teacher concept and meeting and discussions among the cluster level teachers. The school specific cases are given below.

Bhumiraj P S of Dadeldhura was one of the six schools included in the IE-orientation program. Four teachers of the school have had 6- day orientation in inclusive education in the beginning of the program.

In a group discussion of the head teacher and teachers, it was found that all the participant-teachers of school had clear understanding of IE concept. However, the school had not been able to create IE environment. They demanded full phase training on IE that includes (a) knowledge of braille script and sign language (b) understanding the learning difficulty level of children. They also emphasized for awareness programs to parents as they feel difficult to convince the parents. As claimed by them, the role of parents was much more important to send children to school if the child posses some kind of disability.

The school improvement plan of Bhumiraj P S has shown its concern to three children with disability by assessing their access to education. Among these students one was enrolled in resource class run for deaf students on the recommendation of school and the other was sent to institutional school after completing ECD from this school. In case of the third child the school was planning to enroll in its own from the subsequent year.

Five years ago, this school had enrolled conflict affected students migrated from Rukum and Rolpa districts. These students went to their home district with the end to national conflict. Thus, the effort of school seems encouraging with regard to inclusiveness. However, the school did not have any children noticeable le for inclusive treatment at present.

Similarly, the IE concept was found in the teachers of Baijanath SS of Dadeldhura district. The school has included mild deaf children and children with physical disability. The head teachers and teachers of the school demanded special education training to expand further the inclusive education environment in the school. The earlier FRP report had suggested to arrange special education training to such IE school teacher.

Jhapa district had given training on inclusive education to AC coordinator, and head teachers, teachers of 6 schools. AC coordinator was one of the trainers for program organized by NCED. The chairperson claimed that he had introduced the concept of IE in all trainings organized in the district.

Birtat PS, Mohanmaya SS of the Jhapa district was included in the IE orientation program. All the teachers of the schools had received IE-orientation including the
head teachers. However, both of these schools had not initiated any activities related to the development of IE-concept. Paradoxically, Mohanmaya SS had made two separate sections for boys and girls at grade 5. As claimed by the teachers, this grouping had benefited girl students to score higher marks in the examination. Thus, the teachers felt satisfactory on their experimental success of breaking sections on the basis of gender difference.

It was revealed in group discussion conducted in Janaprakash HSS, Lekhanath of Kaski district that the teachers of the school had no idea about the 6-day IE orientation. The head teacher and resource teachers of the school also said that they also had no conceptual idea to tell anything about IE-orientation. The RP who facilitated the training in this school claimed that the IE-orientation was organized here while the research team discussed with him. The record of the account section of district education also indicated that four school teachers had participated in IE-orientation conducted in that school. In reality, the training on IE was conducted but the participants considered that as training for special education.

The Indra Rajya Laxmi SS located at Lamachaur of Kaski district said that this school conducted the 6-day IE orientation by inviting participants from other 3 schools since this was a resource school too. The teachers who participated from this school said that the objective of the orientation was not clear as the trainer focused mainly on special education even though several issues of inclusive education were also raised. In essence, it was also said in the training that the school authority should give attention to accommodate all types of students while constructing/developing school buildings and libraries.

The head teacher said that there was nothing as inclusive education in practice. He elaborated that such programs come and go without reaching the implementation level. This sort of activity had only helped the policy makers as a means to fill up the annual progress report.

Bageshori PS, was one of the three piloted schools for inclusive education program in Banke district. This piloted school had admitted physically disabled, low vision and hearing difficulty students. The school had adopted several measures after piloting which the head teacher and teachers found benefiting the students. First, the school had introduced new techniques in classroom teaching/learning mechanism sometimes by forming groups of students and sometimes without forming groups. Groups of students were made adopting different strategies, for example, group of only good students was formed for certain duration and again groups mixing slow and fast learners were made. As reported by the teachers this system had benefited students by providing interaction opportunity to various categories of students. Second, it had kept the individual profile of all the students. Based on individual profile of the students, a liberal promotion system was followed up to grade three. Finally, this school had also developed a system of coordination with neighboring schools of that locality to share their experiences which was learnt through experiment.

However Tribhuvan HSS of Kohalpur, of the same district, had not persuaded these measures.

The research team discussed about the IE-orientation with head teachers, teachers and SMC members of Lankhana mai PS and Sharada SS in Kavre district. As said in the discussion, all of them participated in orientation program and learn the concept and content of IE. They claimed that they tried to put into practice what they learned
during the orientation training. However, they found it difficult to adopt it in the class room situation. Lankhana mai PS had formed groups of the students and changed method of teaching. Even that work was not found in practice in Sharada SS. Since no regular programs were sent to the school from DOE and DEO, these schools thought that the program was over.

**Defined and Performed Roles / Functions of Assessment Centre**

Forty seven assessment centers (AC) are in operation in Nepal with the objectives of collecting statistical information on disabled children, making assessment for identifying disability level, referring disabled children for required support and providing support by developing coordination with non-government organizations working in these areas. An assessment center management committee participated by resource teachers and district health office among others has been formed for the functioning of this center (DOE, Booklet n.d.) District education office used to appoint focal person selecting one of the officials to look after the center’s activities prior to 2004. The formative research study undertaken in 2004 concluded that the focal person was unable to give full time to the center and recommended for the need of full time leadership. By following the suggestion one coordinator has been appointed to perform these functions whose activities are directed/endorsed by assessment center management committee. Based on the above background, this study has examined the functioning of assessment center as a center for collecting information, co-ordination and referral to the children with disability of the sampled district.

A total of six assessment centers were visited during the course of field study. In all these centers, coordinators were consulted to draw the information. The information so obtained was verified using multiple inquiry, observation and group discussion methods.

Out of the total six, only two ACs of Jhapa and Kavre had their own office room in the AC school. The office of AC in the Dadeldhura district was set up in district education office. The center had shared a room with the staff of district education office. The office of AC of Banke, Morang and Kaski districts was set up in their respective AC school, but the coordinators regulated their work staying at district education office.

The Assessment Center situated in Shree L S S, Lagdahwa of Banke district had shared a room of school with Marry Stopes Center. The room contained 4 cupboards and a table and a chair. The shelves of the cupboard were full with the education materials which were kept there since last three years. As reported by the co-coordinator, these materials were not distributed to concerned schools as they did not make any claim and the coordinator did not have any knowledge about the schools to distribute these materials.

The office of AC of Morang district was set up in one of the rooms of Gograha H S S, Bargachhi, which however was not used by the coordinator. The tables, chairs, drawer of the offices were full of dust and dirty indicating no sign of the daily office operation. When asked how the office faced such a filthy condition, the coordinator said that she usually performed center’s activities staying at district education office and came here only occasionally in case it was essential to meet the head teachers of the AC school. The coordinator said that she spent most of her time working as
computer operator in district education office which has prevented her to give full time to the center’s work.

The AC coordinator of Kaski district hardly regulated any official works through the AC school. The physical outlook of the office room was not different from that of Morang district. In reply to what he did in the district education office, the coordinator said that he registered the incoming and outgoing letters, coded and decoded the School Leaving Examination papers and frequently went to call the training participants with the letters. The AC coordinator also revealed the fact that he liked doing assigned duty of district education office by being stationed there instead at the school.

The AC in Jhapa district was given one big room by the AC school. The AC was filled up with a lot of educational devices. It had one-computer, four-drawers, one table, one round table with three parts, 25 chairs and plenty of charts. The charts were hung all over the whole wall. Besides, it also contained visionary box, one cycle for physical therapy, ten baisakhies (crutches) and one wheel chair.

The role of AC in collecting information, co-ordination and referral of the sampled districts is explained as follows.

**Information Collection**

The AC of Jhapa had a rich collection of the statistical information. The center had prepared list of resource classes and an individual profile of disabled children indicating their disability status such as blind, deaf etc, date of birth, place of origin, enrolled grade and their total number. In Jhapa district there were 70 quotas of resource classes run in 10 schools. Out of this, 6 deaf-resource classes were run in 4 primary schools. The students of these schools were referred to Kankai SS after completing primary level. For blind, 4 resource classes were run in 2 secondary schools where students can study till they appear School Leaving Certificate Examination. Finally, children with ID were studying in one primary school that contained three resource classes and in one lower secondary school with one resource class.

Besides, it has also prepared a list of disabled children who were studying in integrated school and resource classes as per the allocated quota to the resource classes. Till the beginning of 2064/65, such students studying at primary level had reached 140.

As included in Flash I of 2063, the disabled children enrolled in the schools were 1311. The AC coordinator had also collected the data about resource classes from the resource teachers who were instructed to submit these statistics at the center’s regular meeting. The AC coordinator updated the reported data by personal visit to the resource classes. The data that indicates district level enrolment of children with disability were collected from Flash Reports I and II. The primary level enrolment of children with various types of disability of Jhapa district is presented in Table 1.
Table 4.1
Primary Level Enrolment of Children with Disability in Jhapa

<table>
<thead>
<tr>
<th>Types/ numbers</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically disabled</td>
<td>54</td>
<td>157</td>
</tr>
<tr>
<td>Intellectually disabled</td>
<td>178</td>
<td>210</td>
</tr>
<tr>
<td>Deaf</td>
<td>97</td>
<td>101</td>
</tr>
<tr>
<td>blind</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>total</td>
<td>368</td>
<td>508</td>
</tr>
</tbody>
</table>

Source: Flash I (Baishakh) of 2064, District Education Office, Jhapa, 2064.

However, the center did not have any statistical information to indicate the number of disabled children in the district.

The statistical information collection system was extremely weak in Kaski district. The AC coordinator said that he did not know how many disabled students were enrolled at the primary and secondary level. Likewise, the coordinator could not show the data of resource classes too. When the research team expressed a feeling of great surprise over his statement he suggested that such data could be obtained from the account section. As urged by him, the resource classes/ school demands money stating student number to the district education officer who then forwards it to account section for the payment. Thus, in his opinion the availability of the data from account section was more reliable.

The Assessment center of Banke district had generated part of the essential statistical data. The Center contained the record of students enrolled in the resource classes. However, it did not have the information that covers the district level statistics on children with disability. Owing to this reason, the center did not know what types and how many children with disability are there in the district. Since the center had a link with local NGO it had collected documents of the Plan Nepal and Disabled Deprived Service Center. Based on their survey conducted in 2059/60, there were 1699 children with following types of disability in Banke district:

- Blind and partially blind - 149
- Deaf and hard of hearing-389
- Intellectually disabled-152
- Physically disabled-900
- Multiply disabled -109
- Total 1699

Flash I (2064, Baishakh), has reported that there are a total of 1488 students with different categories of disability currently studying at primary level in Banke district. The types of disability by sex are shown in Table 4.2. However, AC coordinator said that he could not trust this data because teachers do not possess capacity for identifying and grading disability level of the students. As argued by the coordinator teachers have rated children as disabled even if they lost teeth and hair. Thus, such students also were included in the flash reporting in order to claim the scholarship.
Table 4.2

Enrolment of Disabled Students at Primary Level as in Banke District

<table>
<thead>
<tr>
<th>Types/ numbers of the disabled students</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically disabled</td>
<td>178</td>
<td>245</td>
</tr>
<tr>
<td>Intellectually disabled</td>
<td>242</td>
<td>292</td>
</tr>
<tr>
<td>Deaf</td>
<td>200</td>
<td>212</td>
</tr>
<tr>
<td>blind</td>
<td>63</td>
<td>56</td>
</tr>
<tr>
<td>total</td>
<td>683</td>
<td>805</td>
</tr>
</tbody>
</table>

Source: District Education Office, Banke, Flash I (2064, Baishakh)

The statistical information system in the assessment center of Kavre district also was satisfactory. The center contained the record of students enrolled in the resource classes. This was updated by the personal visit of the coordinator. Likewise, the center had also estimated the schooled children of various disability categories by going through the Flash Report. However, the center had not collected the recent information of the district level disabled children.

The AC coordinator of Morang district was consulted to note down its role as a center for information collection. In discussion it was found that the AC coordinator was not involved in this activity. The coordinator said that she spent most of her time working as computer operator in district education office that has prevented her to give full time to the center’s work. However, she claimed that she has gathered statistics on disability by looking into the Flash report, and has gathered additional statistical information such as population of disabled children in the district by collecting published documents of district level NGO. In reality, she could not show the data as claimed but provided a copy of Disability Survey of Morang, 2063, compiled and published by Community Based Rehabilitation/ Biratnagar.

The AC coordinator of the Dadeldhura district gave similar response to that of Morang district on the issue of information collection. The coordinator made use of Flash I to estimate the number of children with disability.

Co-ordination

An assessment center management committee in all the sample districts was formed to coordinate the assessment centers. The members, work responsibility of the committee including the coordination mechanism are presented below.

The function of AC of Jhapa district was regulated by a functional committee formed under the chairmanship of District Education Officer. The other members were drawn from District Education Office, Local Development Office, District Public Health Office, Mechi Deaf Association, Disabled Support Committee, and Sahara Nepal. The representative of District Education Office was appointed as the secretary to the committee. Besides, the committee also included head teacher of resource school and 3 resource teachers.

The meetings of the assessment center management committee was presided over by head teacher until 2063. Currently, District Education Officer was the chairperson.
This change took place because the chairperson of Mechi Deaf Association constantly opposed head teacher’s role as chairperson through the lockout of the AC Center. As the performance of AC was satisfactory before, the district education office was thinking to give the portfolio of chairperson to the head teacher again. The Focal person of District Education Office was actively coordinating between AC and District Education Office. The account keeping system was also administered under a joint work of focal person and AC-coordinator.

The meeting of assessment center was generally called three times in a year. In these meetings discussions were made concentrating on advertising, enrolment, promotion of the students studying in resource/ integrated class. Furthermore, the co-ordination activities were advanced by the visits of coordinator to the resource and integrated classes.

Similar to Jhapa district, the assessment center of Kaski district had formed an assessment center management committee comprising 11 members to assist the coordination system. The meeting of this committee was called 4-5 times in a year where agenda such as student enrolment, problems of resource classes, programs for extra curricular activities including skill oriented training to intellectually disabled children were brought into discussion. Besides, the coordinator had developed a system of supervision and coordination through his regular visits to the resource classes.

However the center had no any link with district level NGO. As reported in district education office, there were 32 disability related organizations working in the area of disabled children. None of them asked the coordinator to come to their general meetings. These associations/organizations provide funding to the children not included in the resource class.

Assessment Center situated in Shree L S S, Lagdahwa of Banke was visited to assess its role as a center for co-ordination.

When asked about the co-ordination system, the AC coordinator of Banke district revealed that the center was run under a committee composed of 10 persons. The committee was chaired by district education officer and it had following members: representative from the institution of children with ID; representative from the institution of disability; Resource teacher; head teacher of AC, representative of district development committee, representative from health post; and, representative of DEO. The committee meeting is called 4 times a year but ends without any substantial decisions. Since, this committee could not work for grading of disability, the children were asked to go to Veri Zonal hospital for grading their disability level.

AC coordinator’s work was limited only to 4 Resource Centers of the district. He observed classes and met with the teachers most often in these Centers. The coordinator spent his time either in his office or at the DEO. He also attended the meetings called by the district level organizations related to disability.

In Kavre district too, the assessment center management committee was formed to decide on working agenda and provide coordination to the resource classes and integrated schools. The center’s relation with district level NGO was good. The center and NGO visited each other in their general meetings. The coordinator most often visited the resource centers to deal with the problems faced by resource classes.

The district of Morang has formed an 11-member AC management committee under the chairmanship of district education officer to regulate its functions. The other
members of the committee were: representative of local development office; head teacher and resource teacher of AC-school; 3 representatives of district level NGO; representative of district public health office; AC-coordinator; focal person and section officer of district education office. For grading the level of disability a sub committee was formed.

The coordinator said that she spent most of her time working as computer operator in district education office that has prevented her to give full time to the center’s work. However, she claimed that she had a close link with district level NGO, and conducted skill development training on chalk production to children with intellectual disability and their parents. She also claimed that she visits the resource classes regularly.

The involvement of NGO in Morang district was found quite encouraging. The Community Based Rehabilitation Center (CBR), East Horizon, and Federation of National Disability were directly contributing to the work of the assessment center as members of the coordination committee. Similarly, Save the children, Norway, Action Aid Nepal, Plan Nepal and Handicap International Nepal were also working in the district. CBR had conducted disability survey in 66 village development committees and Municipalities in 2063. The AC coordinator reported that she has kept good relation with NGOs and by virtue of that she was invited in almost all the meetings of these NGOs.

The functioning of AC was regulated under the direction of district education officer in Dadeldhura district. The programs and budgets of AC were prepared by district education office and these statements were later approved by AC management committee. The meeting of AC management committee was called for three times a year. The district education officer chaired the committee composed of other 8 members (three resource teachers, head teacher, UNICEF, health office, district education office and the AC coordinator). The committee decided mainly on these issues: annual programs, admission of children with disability in resource class and any new programs of the government to be introduced in the district.

**Referral**

AC had taken the full responsibility of referring children to the resource classes in Jhapa district. The referral service was provided after the completion of grading work.

AC generally called three meetings in a year. The first was called at the beginning of the academic session. It was called plenary meeting of the AC committee. One of the important agenda of this meeting was to perform grading which was required to refer the students. Besides, this meeting was important for other reasons too. Here annual programs were prepared, and schools were authorized to run grades this year. The schools in Jhapa did not operate all 5 grades each year, instead there was the practice of adjusting grades by school, for example, if a school launches grade one and two this year, it may not run grade one next year and hence another school would enroll students in grade one for the next year.

The second meting was called for the purpose of facilitating the regulation of resource classes. Here, teachers were asked to tell their problems that usually occurred during teaching. This meeting was useful because it took decision on problems that could be dealt internally.
The final meeting was also plenary. In this meeting the performance of students was assessed. This meeting also took decision about new admission.

The process of grading for referral service as found in Kaski district has been summarized as follows. The parents/guardians of children usually go to coordinator’s office with their disabled children. Once the coordinator meets the children he asks several questions for grading purpose. If grading does not occur, he takes the help of resource teachers. The last resort to grading is technical committee. This committee consisted of coordinator himself, one resource teacher and the doctor from district health office. After completing the grading, the child is sent to the resource class. The act of grading takes place only if the quotas of resource classes are vacant.

As reported by the coordinator of Banke district, the students did not come directly to his office. It is a common practice in the district that the resource teacher searches for the children with disability. On the recommendation of resource teacher such children come to AC to complete the official procedure. The center first examines the children and in some complicate cases, it refers them to government hospital for grading the level of disability. Finally, these children are referred to the concerned schools. Although AC has been co-coordinating service for grading the level of disability, it sometimes lands. A case is presented in the Box below with such implication at nowhere.

The challenge of grading the level of disability

Durga Thapa (name changed), came to Mangal Prasad LSS, Nepalgunj with a dream to be capable of learning as others from her home district Kailali about seven years ago. She joined the school as other blind students following the certification of Veri Zonal (government) Hospital.

She was placed in resource class to learn Braille script like other blind students for one year. But she could not learn the braille script through out the year. The resource teacher was surprised at this situation and she was referred to the hospital again suspecting the level of her grading.

This time the hospital certified her differently. She was graded as a low vision individual. This finding led the resource teacher to teach in big-ink letter instead of the braille letter. She went on learning through this way for some time as it appeared useful too. Later, she was sent for eye-operation expecting vision-improvement. Unfortunately, the operation failed and she became completely blind there after. This phenomenon compelled her to advance her study through the means of braille script.

Now, she is studying at grade 6 and doing well as other blind students. She has the same courage as before for learning even after facing the grading trauma.

The above story indicates that disability level changes overtime. Thus, checking disability level of child each year is deemed necessary. Otherwise teachers cannot teach the students as per their needs and students cannot perform well.

The grading practice and referral service of Kavre Morang and Dadeldhura district was similar to that of Banke district.

A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level
Major Obstacles Found

Till 2064/65 Department of Education has run 340 resource classes for deaf, blind and intellectually disabled children in the 73 districts of Nepal (Annex 3). The learning in resource classes takes place in a disability friendly environment paying attention to his/her disability status. The objective to conduct resource classes is to prepare a fundamental base of disabled students (deaf, blind and intellectually disabled) in order to integrate them in ordinary school for primary and secondary education.

The data of inclusive education section of the Department of Education has shown that there are 18 integrated schools for the schooling of blind, deaf and intellectually disabled children in 17 districts by 2008 (Annex 1). The integrated school teaches both abled and disabled students together creating a favorable learning environment. In such school it is expected that the disabled students will have an opportunity to learn in a way what other students do, and can have discussion with each other to mutually benefit each other.

The circulated leaflet of inclusive education section of the Department of Education titled Inclusive Education in Nepal (n.d.) has stated that inclusive education has been operated in 210 schools of 22 districts with a target to extend it to 500 schools by the end of 2008. However, this study has considered the number of inclusive education schools as only 150 which was verified by visiting the inclusive education section of the Department of Education (Annex 2).

Inclusive education is a new concept to Nepal. Under EFA, the concept of Integrated Education has been introduced. The term Integrated Education generally refers to an approach on helping disabled children and children with learning difficulties to take benefit from mainstream schooling.

The Department of Education (DOE) has accomplished several tasks on IE in the past. It organized a national workshop in February 2004 in Kathmandu. The workshop has defined inclusive education as the development process of an education system that provides right to all children to have life useful education in a non-discriminatory environment of their own community by upholding multicultural differences of the country. Inclusive education acknowledges the necessity of having community ownership of a school. It believes that all children can learn given an appropriate environment and support. It is a strategy that identifies children who for any reason are excluded and or who are at risk of dropping out from schooling in particular context. This workshop has also identified following children as the target groups for IE: girls/women, Dalits (so called low caste groups) Janajati (ethnic and linguistic groups) children with disability, street children, child labourers, children affected by conflict, children trafficked for sexual and other purposes, children without parents/guardians, sick children e.g. HIV, AIDS, leprosy, children in poverty, Kamaiya and bonded labour children, children studying in Madarssa and Gumba and children from language minority groups.
The fundamental assumptions of inclusive education are as follows.

- Every child should have the opportunity of learning in his/her own community.
- Every child can learn provided there is the opportunity for learning.
- Inclusive education inspires for community involvement and ownership of education.
- Inclusive education respects children’s multiform of characters (sex, caste, ethnicity, language, disability etc.).
- Inclusive education develops education structure, education system and education method suitable to all type of children.
- Inclusive education is a dynamic process which is revised continuously over time.

Based on this background this study seeks to find out the major obstacles in conducting resource classes, integrated classes and inclusive education in the schools.

**Resource Classes for Children with Deafness, Blindness and Intellectual Disability**

The research team visited 15 resource classes (deaf-5, blind-6 and intellectually disabled-4) operated in 11 schools of six sample districts in order to find out the major obstacles of resource classes conducted for these children. During the field work, it was also verified whether these resource classes were implementing the following suggestions of the study on inclusive education undertaken in 2006.

- The inclusive education study undertaken in 2006 found that the students of resource classes stayed there for more than desired years keeping the door closed for new enrolment. Thus, the study suggested to fix a time ceiling for the student's a stay in the resource class.

- The inclusive education study found that the students who went home after the completion of the resource classes were unemployed; the study thus underscored the importance of skill development training for them. The study also suggested that the training should be conducted in the school under the coordination of school/assessment center.

The cases of resource classes for children with deafness, blindness and intellectual disability are presented in the paragraphs to come:

**A) Resource Class for the Deaf**

Shree Janata Model HSS had run two resource classes for 16 students. The school had also integrated deaf children. The deaf students were taught separately until they reached Class 3 and were integrated into regular class from Class 4. Currently, four teachers were teaching the resource classes of which two were paid by the Community Based Rehabilitation (CBR) Center. The teachers used total communication method to supplement the sign language while teaching in the class room.

The school had accommodated all deaf children well in the hostel constructed in the school compound. There were separate rooms for boys and girls sharing a single
kitchen. The school had two resource classes that were used for junior and senior students. These resource classes were fully equipped with educational materials. A building was under construction for providing the hostel facility.

The resource teachers were trained in sign as well as total communication method. It was found in the group discussion that the other teachers had also got opportunity of training from the resource teachers to facilitate communication with the deaf students. This training was of 4-month duration that was managed to impart in 3 phases. CBR provided technical support to it. As almost all teachers used sign language in the class, the other interested students of the school also learned sign language. Thus, resource teachers, deaf children including other teachers and students had no problem to communicate in sign language which facilitated the communication of deaf children with non-deaf friends and teachers.

It appeared that the resources classes run in this school had no tangible problems as it was funded by CBR and well managed by the school. The school had adopted the following measures for its smooth operation.

- The school had divided the deaf children into two groups: deaf and hard of hearing.
- The facility of speech therapy was provided in school,
- The feel-free environment was developed and hence no undue learning pressure was given to the students,
- Project work was arranged to learn different words, for example, the different words of a plant was taught asking students to collect different parts of a tree starting from its root to leaf.
- Homework was given every day,
- Coaching supplementary classes were conducted to deaf children.

Sharada SS, Sunthan of Kavre district was included in the sample in the first and second study of inclusive education. During that time the school had not provided hostel facility. Now the school had arranged for hostel facility which however was not satisfactory.

A single room was allocated to the hostel for deaf children by the school. This room was used as a bed room and kitchen for 10 individuals (6 boys, 3 girls and 1Aaya). Two rows (one for boys and one for girls) of the rooms were packed with 11 beds and the remaining space was used for cooking, worshipping and dining purposes. A girl of 14 years and a boy of exactly the same age were the two senior students in the room. When asked about student’s problems for sharing the same room at an age of 14, the Aaya said that things were running as expected that she had paid high attention to the students as her own daughter was also one of the students living in the hostel. However, the Aaya reported that the senior students were sent to toilet while changing their dress/ cloths.

Only one month- training was given to the resource teacher of Sharada SS, Sunthan of Kavre district. He was of the opinion that the additional training was required. The school had only one resource teacher. The teacher said that it was difficult for him to teach from grade one to four including the sign language. He was adopting multi grade teaching method to teach all the grades together at the same time.
The resource teacher suggested to bring out sign-language textbooks for grades 1, 2, and 3. In his experience, it makes teaching more effective.

The resource teacher was using old dictionary of sign language. He was expecting the new dictionary that contains more words.

The deaf children produce envelopes and make candles to supplement their living. Training on this skill was given by the school following the suggestions of the inclusive education study of 2006. The students were not able to buy dress/clothes, paper and pencil as the scholarship provided failed to meet these expenses. Thus, the school spends on these items from what the students earn by selling candle and envelope produced by them during their leisure time.

Aajad HS of Kavre initiated resource class for deaf children since 2059. The school had provided hostel facility but it was not sufficient to the students. Both boys and girls including Aaya shared a single room for living purposes. In one row of the room the beds of boys were set and in another it was for girls. Curtains were hung to separate boys and girls in the same room. As said by the head teacher, teachers and Aaya the students were facing many problems particularly to change the dress/clothes. Here the Aaya was a male person who replaced his wife because of her illness. The kitchen was however separate and so was the resource class. Recently, ten deaf children (4 girls) were living in the hostel ranging from 6 to 15 years.

In group discussion it was revealed that this class also had similar teaching learning problems as that of Sharada SS of Kavre district.

Likewise, the incentive allocated to deaf children was felt inadequate by the students decisions. The inadequate amount was supplemented by the school and parents the parents supported the students through cash and kind in the form of potatoes and pulse.

Mohanmaya LS of Jhapa district has initiated resource classes since 2050/51. It had two quotas of resource classes. This school had provided separate hostel for boys and girls but had combined kitchen. The overall condition of hostel was satisfactory.

Three teachers of this school had training on sign language. Two of them were teaching deaf students. During the class observation it was found that the teaching of teacher and class environment were child-friendly. The resource class was full of teaching materials mainly made by the resource teachers and some collected from the market. As reported by the teachers they learnt how to prepare these materials during the general teacher-training period.

This resource center had run three classes for deaf - one sign language class and grade 4 and 5. As said by the teachers, this school could not integrate the deaf students in grade 4 and 5 because the number of students was too large and also the number of teachers with training in sign language was only two. The teachers said that they could not give attention to deaf students when the class size was big.

In the absence of the desired number of rooms grade teaching was adopted keeping all the students in a single room. Similar to other school, the teacher was using old dictionary. He also suggested for bringing out sign-language textbooks for grades 1, 2, and 3. In his experience, it makes teaching more effective.

Finally, the resource teacher said that the training in sign language is equally important for the parents/guardians. As reported by him this training would maintain a harmonious relation between the students and parents.
(B) Resource Class for the Blind

Janaprapaksh HSS of Kaski district did not have its own hostel for the blind students. The blind students lived in a hired house for two academic years (2052/53 and 2053/54). After that these students were transferred to the home of resource teacher and were living there till now. The wife of the resource teacher was serving them as a caretaker.

The school was both an inclusive and integrated school with one resource class for blind students. The school has separate class for blind children in a separate building. The class room was full of educational materials, some-of them collected from outside and many of them developed locally. The school collected books, charts, brailler, clover and rubber/wooden gadgets from outside and prepared the other materials such as slate, wooden blocks to teach words and geometry including the maps and figures related to climate, geography, birds and animals.

Amar singh HSS had one resource class for blind children. The resource class had admitted the children of 5-6 to 15-20 years of age. Children usually consumed one year to learn braille script. After one year, the students were enrolled in the school based on their performance in the entrance examination. During class observation, two students of 14 and 20 years were admitted to learn braille script who had completed class 8 and 5, respectively, in their home school without learning the braille script. These students were planning to join the integrated class after learning braille within a year and expected to pass School Leaving Examination from this school.

The school was rich in terms of physical facility and human resource. There was separate block for the blind students within the school compound. It contained resource class, administrative office, hostel, kitchen with dining room, library, transcriber’s office and teacher’s quarters. The school also had blind friendly toilet. All these physical facilities were properly managed. The school adopted both the public and the private instructional system at primary level. The private classes were run by private teachers similar to other private schools and public classes by government teachers without charging any fees to the students. English was used as a medium of instruction in private classes and it was Nepali language for the public classes.

The school had a total of six resource teachers. Four of these teachers were supported by Special Education Council and the other two from the district education office. The teachers employed by Special Education Council said that they felt insecure in their job because they were temporary till now. These teachers had their work division as: 3 as resource teachers, 1 as administrator and 2 as transcribers. The work of a transcriber was to translate homework, answer sheet into braille script. The transcriber also translated printed textbooks into braille in case the textbook on braille was not available. The school also had other three non-teaching staffs- one caretaker, one cook and a peon.

Mangal Prasad HS of Banke district was planning to construct a new hostel. The school had necessary resource teachers as well as educational materials.

Durga SS of Jhapa district had run two quotas of resource classes for 16 students. Among them, 8 students were studying at primary level and the other 8 at secondary level. This year three blind students had appeared in the School Leaving Certificate (SLC) Examination. The school has a system of providing hostel facility to the blind
student until he/she appears in the SLC examination. Children studying at lower secondary and secondary level were given scholarship incentive under the EFA program.

As pointed out by the school teachers and head teacher of the school the blind children love to learn music. Considering this fact, the school had appointed a music teacher paying monthly Rs 2000 for a class conducted every Saturday. The school had kept musical instruments like guitars, harmonium, two types of drums, madal and duktabela in the resource class. The music teacher is paid out of the income that school receives from District Transport Management Office (DTMO). As per the agreement the DTMO was to send Rs. 25000 to school which it receives from the sale of forms required to be filled by driver and would-be-driver. Under the agreement with the Mechi Driving Institute an umbrella institute for NGOs of the district, it had the right to sell these forms.

In group discussion of parents and teachers it was reported that in all the sample districts except Dadeldhura, the quotas of resource classes were inadequate so that a child had to wait for a couple of years to get admission to the resource classes. In Dadeldhura the quotas of resource classes lapsed which the Department of Education could reallocate to the needy districts.

On the basis of the above analysis it can be concluded that the resource classes run for blind students in Kaski, Banke and Jhapa districts had not faced any major obstacles. But Janaprakash HSS of Kaski district did not have its own hostel for the blind students.

(C) Resource Class for Children with Intellectual Disability

Only two resource classes run in Dadeldhura and Jhapa were included in the study. In Dadeldhura, resource classes were operated in Bal Mandir with 5 children in the class. One Aaya and one resource teacher were supporting them. This resource class was run under Purnagiri PS, Gilauda which was three kilometers away form the resource class. Only the resource teacher and head teacher had known that the resource class was run by the school but the other teachers of the school did not know about it.

In Birat PS of Jhapa, the students were accommodated in nearby villager's house due to unavailability of hostel facility. Thus, the students had got an opportunity to be assimilated with other children of the families.

It was reported in the discussion that parents did not come to collect their offsprings during vacation. Accordingly, schools had to keep the student beyond the stated duration which virtually prevented the new enrolment. Based on the rule framed on the FRP study undertaken in 2006 a student can stay for 3 years in a resource class. The school had also operated skill training as suggested by the study. The inclusive education section of the Department of Education had accepted and implemented this suggestion.

Integrated Classes for Deaf, Blind and Physically Disabled Children

The information on the major obstacles in conducting integrated classes for deaf, blind children and children with intellectual disability were collected by visiting 8 integrated schools (deaf- 2, blind-5, intellectually disabled-1). The annual enrolment pattern of these children as found in 8 integrated schools is shown in Table 4.3 and 4.4.
Table 4.3

Participation of Children in Integrated Classes (N=8 Schools)

<table>
<thead>
<tr>
<th>Types</th>
<th>2061_En</th>
<th>%</th>
<th>2062_En</th>
<th>%</th>
<th>2063_En</th>
<th>%</th>
<th>2064_En</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf</td>
<td>30</td>
<td>1.53</td>
<td>38</td>
<td>1.70</td>
<td>34</td>
<td>1.59</td>
<td>34</td>
<td>1.64</td>
</tr>
<tr>
<td>Blind</td>
<td>46</td>
<td>2.34</td>
<td>59</td>
<td>2.63</td>
<td>53</td>
<td>2.48</td>
<td>59</td>
<td>2.85</td>
</tr>
<tr>
<td>ID</td>
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<td>0.00</td>
<td>1</td>
<td>0.04</td>
<td>2</td>
<td>0.09</td>
<td>2</td>
<td>0.10</td>
</tr>
<tr>
<td>Ph D</td>
<td>14</td>
<td>0.71</td>
<td>15</td>
<td>0.67</td>
<td>4</td>
<td>0.19</td>
<td>4</td>
<td>0.19</td>
</tr>
<tr>
<td>Dis</td>
<td>971</td>
<td>49.36</td>
<td>1058</td>
<td>47.23</td>
<td>1091</td>
<td>51.05</td>
<td>967</td>
<td>46.74</td>
</tr>
<tr>
<td>Adv</td>
<td>906</td>
<td>46.06</td>
<td>1069</td>
<td>47.72</td>
<td>953</td>
<td>44.60</td>
<td>1003</td>
<td>48.48</td>
</tr>
<tr>
<td>Street</td>
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<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Mar.</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>1967</td>
<td>100.00</td>
<td>2240</td>
<td>100.00</td>
<td>2137</td>
<td>100.00</td>
<td>2069</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Field survey, 2008

Note: ID stands for intellectual disability, Ph D for physically disabled, Dis for disadvantaged, Adv for advantaged, Mar for Marginal children. The concept of marginal and street children has been developed by Department of Education but such children were not found enrolled in the schools as per the spirit of the present study. The disadvantaged groups of children includes children from Janajati and dalit community.

As seen in Table 4.3, it is easy to integrate blind with other disabled. However, children with ID have less than 1 percent enrolment as these children were not integrated until the completion of inclusive study in 2006. The study of 2006 had suggested to integrate these children and it was implemented immediately by inclusive education section of the Department of Education. In the sample school, deaf enrolment reached below 2 percent but it reached nearly 10 percent in Janata Namuma Model HSS of Morang district. The enrolment of this school is presented in Table 4.4 considering it as a unique case in the field of deaf integration in Nepal.

Table 4.4

Integration of Deaf in Shree Janata Model HSS, Sankerpur-3

<table>
<thead>
<tr>
<th>Types</th>
<th>2061_En</th>
<th>%</th>
<th>2062_En</th>
<th>%</th>
<th>2063_En</th>
<th>%</th>
<th>2064_En</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf</td>
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<td>8.13</td>
<td>38</td>
<td>9.38</td>
<td>34</td>
<td>8.56</td>
<td>34</td>
<td>8.37</td>
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<tr>
<td>Blind</td>
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<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>ID</td>
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<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
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<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
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<td>22.96</td>
<td>86</td>
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<td>26.11</td>
</tr>
<tr>
<td>Adv</td>
<td>263</td>
<td>71.27</td>
<td>274</td>
<td>67.65</td>
<td>277</td>
<td>69.77</td>
<td>266</td>
<td>65.52</td>
</tr>
<tr>
<td>Street</td>
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<td>0.00</td>
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<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Mar.</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>369</td>
<td>100.00</td>
<td>405</td>
<td>100.00</td>
<td>397</td>
<td>100.00</td>
<td>406</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Field survey, 2008
Note: ID stands for intellectual disability, Ph D for physically disabled, Dis for disadvantaged, Ad for advantaged, Mar for Marginal children. The concept of marginal and street children has been developed by Department of Education but such children were not found enrolled in the school as per the spirit of the present study. The disadvantaged group of children includes children from Janajati and dalit community.

The field discussion on integrated classes for deaf, blind and children with physical disability is presented in logic at sequence.

A. Deaf

The head teacher, retired head teacher, teachers, resource teachers, the SMC members of Shree Janata Model H SS of Morag district expressed their feeling that it is not easy to teach deaf children. Usually deaf children do accomplish rote learning without knowing the meaning of what they rote learned. They could not perceive the meaning of words particularly that explain the internal feeling of human life, such as sorrow, pleasure, pain etc. To teach such words, the teacher makes use of facial expression, picture, field visit, and experiment through which self-confidence of the learner is developed.

It is also difficult to teach deaf students Nepali and English language compared to mathematics which they learn easily. When they join school back after vacation, they forget most of what they have learnt before.

Despite these difficulties, this school has appeared as a successful school to integrate the deaf children. The teachers of the school felt proud of the deaf children and claimed that the deaf children stand among the top- ten students in each class. As the research team asked to reveal the causes of such an incredible success, the following reasons were put forward by the head teacher, teachers and SMC members.

• The deaf children were easily mixed-up with other students and were asked to sit only on the front row in the classroom.
• All teachers were trained in total communication method.
• Teachers paid equal attention to deaf and other students through the use of sign language in the class.

The stakeholders suggested the following measures to facilitate the integration of the deaf in the school.

• Give training to all teachers in total communication method
• Give extra facility to teachers teaching through total communication method
• Manage educational materials as required
• Develop separate textbooks with limited words and sentences,
• Overlook grammatical mistakes of deaf students in examination as they can not complete a sentence correctly,

Sharada SS, Sunthan of Kavre district had run 1 to 5 classes for deaf students. It had only one resource teacher to teach even though there were two teachers trained in sign language. The school has integrated Math and Physical education subjects of primary level. The other subjects were taught in resource classes. In other words,
deaf students were kept in general class only for mathematics and physical education. As asked why it was so, the head teacher and teachers said that integration for math was done because blackboard is used in math and thus blind students could take benefit from this system. Similarly, physical education was also taught through the use of board and ground so that it was also beneficial for them to be together with their counterparts. As said by math teacher who teaches at grade 4 the blind students ask more questions than the other students. Mathematical problem was solved by writing answers on the blackboard.

The deaf students of Sharada SS, Sunthan sit together in the last row of the class. They lived together to show their unity since their level of confidence was low to deal with other students individually due to the lack of orientation to students/ parents. As reported in the field, the first discriminatory act to deaf originates from parents calling them ‘ye lata (instead of bahira- which is mild word)’ pani padhachan ra (oh ! deaf can also read!). However, deaf show their resentment to such expression and do not like to be with parents and friends. They sit at the last row because they go to class only for two subjects. When they enter the class the other students are already there. Teacher could arrange for their sitting in the first row but this was not done until now. Thus, IE awareness program to teachers/ students/ parents was essential to develop a complete feeling of integration.

From the beginning, Aajad HSS of Kavre district managed resource class for sign language and after that it integrated these children in the general class. But the learning outcome of these students did not increase as expected. Later, the school taught these children up to primary level and sent to Kavre Deaf school established by Kavre Deaf Association (KDA) for lower secondary and secondary level study. Lately, the school has changed its policy regarding resource class and integrated class. In consent with DEO and SMC, the school shifted its resource classes and integrated classes to Kavre deaf school. Thus, both students and teachers went to that school everyday and returned home for the sake of food and shelter.

This shift happened as a result of low performance of deaf children in integrated class. The head teacher and teachers of the school said that the deaf students did not do well while they were integrated in the absence of proper care and support they wanted.

In a group discussion conducted in Jhapa district education office it was found that 7 resource classes for deaf children were run in 5 primary schools. But classes of primary level were not found integrated. After they complete primary level, the students of these schools were referred to Kankai SS by the AC where deaf students were integrated in regular classes.

Kankai Secondary School had run primary and secondary level grades for deaf children. This school had two quotas of resource classes for 20 students which number 4 students were integrated in grade 4. At the secondary level, there were 73 deaf children who were taught by 5 teachers (lower secondary 3 and secondary 2). These teachers translated the teaching of general teachers in the class. These teachers had also run tutorial classes for weak deaf students. As reported by focal person these students were distributed scholarship dividing them into two groups-A and B. This incentive support was made available by Secondary Education Support Program.
However, Mechi Deaf Association was against the integration process. As pleaded by the association integration discourages the deaf students to learn at the speed of other general students, thus learning them behind others.

Mohan Maya LSS of Jhapa is an inclusive school with two resource classes for deaf in operation since 2050/51. The school had arranged to teach these students by keeping 13 students of grade 4 and 8 students of grade 5 in a single room. The students who completed grade 5 were referred to Kankai secondary school of Surunga. This was decided in a plenary meeting held at the Assessment Center.

The school had three resource teachers but one of them taught in general classes. The resource classes were looked after by two caretakers. In response to a question why the school had not integrated the deaf children the head teacher and teachers of the school said that the school had 800 students at primary and lower secondary level causing integration a difficult work. It was the feeling of school teachers that the deaf would not receive proper attention of teachers in a class around of 100 students.

Teachers claimed that they faced problem in integration. It was the understanding of the teachers that performance of regular and deaf students differed significantly. The regular students learn much faster than the deaf. It makes teaching laborious to teachers also as they had to repeat the same thing again and again, and this act was boring to the regular students. This also hinders to complete the course in time. Owing to these facts the deaf children were taught separately without integrating them.

To integrate deaf children the teachers demanded training to all teachers not only to the resource teachers. They suggested that the resource teachers can conduct sign language training to general teachers during tiffin time and after the break on Friday. This training is equally important to parents they said. For this, the government should simply allocate a little money for tea and snacks to teachers financial support for parents however should match their opportunity cost.

As argued by the resource teachers, the training on sign language was not sufficient to teach the deaf students. They demanded a training on total communication. The total communication includes lip reading, speech training, facial expression and reading and writing in addition to sign language.

Along with the training, the teachers said that all the teachers should be provided with sign-language dictionary.

Thus, the school management had not integrated the deaf students in the school. It had not performed the role of an inclusive school as well.

(B) Blind

As per the sample selected in DEO, Banke, the research team visited Magal Prasad HSS to note down the obstacles of integrated class operated for physically disabled and blind students.

This school introduced special education for the blind since 2043 under the support of special education council. At first, there were 10 blind students. But the council went on canceling every quota once the students passed the school leaving certificate examination. Thus, the school requested Plan Nepal for necessary financial support for the blind students.
There are 100 physically disabled and 42 blind students studying in the school in 2064. Plan Nepal has provided financial support to these students. Among these enrollees, 35 are residential students who receive Rs 1000 stipend per month plus Rs 500 for school dress a year. These students are also given 32 gruss braille-papers and a school bag each year. The other students who come from home are the day scholars and thus are given Rs 2000 stipend per student per year. These obstacles were as follows:

(i) Obstacles Caused by Physical Infrastructure

In case of children with physical disability the school did not have suitable physical set up for them. These students faced problems while entering the school gate, since the school lacks a suitable gate for wheel chair. Similarly, there was no suitable place for sitting in the class room due to the congested space. Besides, these students also faced problem while going to the toilet as there was no separate toilet for them. Till now, these students have been asking for help to other students while entering school and going to toilet.

(ii) Obstacles in Teaching Learning

In reply to how integrated classes were run in the school, the students said that the general teacher teaches using general method to all students including children with disability and blindness in the class room. However, the blind students prepare class notes in Braille script. They also do homework in braille script. In the class, one of the blind students is asked to report what s/he did. After listening to him/her, the class teachers suggest for correction if necessary. The resource teacher however replied this query albeit differently. He said that every day the resource teacher helps blind students individually to cite the homework. The subject teacher then has the chance to check the cited homework. Thus, the resource teacher should assist the students to do their homework in every subjects, the task being a burdensome responsibility to him/her. In this respect, the resource teacher suggested that each teacher should have the knowledge of braille script so that they can check the homework easily and that students could prepare homework independently.

(iii) Obstacles in Teaching Mathematics and Science

The math and science teacher of Mangal Prasad HSS said that it was difficult to teach math and science to blind students. The use of blackboard was essential while teaching mathematics. However, this method does not help the blind student. So the teacher faces much difficulty to teach the blind especially during the write up of mathematical formula. The teacher also claimed that it was impossible to teach geometry using general method. Similarly the science teacher argued that he can impart theoretical concept to the blind students. However, he lacks the know-how or how to operate practical classes to these students.

Thus, these subject teaches suggested the availability of training in braille script which could assist teaching the blind students with case.

Teachers of the schools in group discussion suggested that the present curriculum is not suitable for them. For example, the current emphasis on science and mathematics has created learning obstacles and eventually distracted the students from being involved in further study. As understood in the school, the blind student likes music very much and so is skill training for children with physically disabled.
The government should therefore adopt curricula according to their interest and adapt science and mathematics to their needs.

The blind students of the school opined that they have plenty of courage in learning and they can learn at a level equal to other students. However, they said that it appears to be quite disheartening when they have to deal any problem related to drawing. For example, they face problem when the students are asked to give answer after looking at the picture. As a result, it is difficult to learn and answer some units of mathematics and science such as set theory in arithmetic, almost all units of geometry and picture related topics of science. In this respect, they suggested that there should be choice in picture related questions to blind students only.

When teachers were asked about what were the measures to remove the obstacles in learning they urged the necessity of having training in braille script. Owing to this fact the schools had faced problem to run the classes smoothly. Similarly, appropriate educational materials including the textbooks were not available to promote suitable class room activities for these students. Besides, the students also faced problems as there was the shortage of support services such as wheel chair, eye-lens, micro-phone etc.

When teachers were asked to explain the other problems of the students it was revealed that blind and physically disabled children showed interest in extra-curricular activities. Teachers felt that extra curricular activities should go along with class room teaching-learning activities. For example, the blind students like to play musical instruments and drawing and debate is suitable for the physically disabled.

The disabled students including their teachers showed high interest in educational visits as revealed in the group discussion.

The question of teaching learning difficulty was also raised to physically disabled and blind students admitted in the integrated classes of M P School. In response, they said that they felt happy being with other students because their counterparts provided help in several ways. For example, the non-disabled students gave support to lift the wheel chair while entering into school, and class room. They also helped them to go to toilet.

Disabled students received support for teaching learning activities too. The blind students took help from their friends for what the teachers taught using blackboard. These teachings were translated into braille script after consulting with the non-disabled friends.

Finally, teachers and social leaders were interviewed to note down the practice of discrimination to disabled students in the community. It was revealed that the act of discrimination was visible everywhere. Severe form of discrimination usually takes place at home and then spreads out to relatives, neighbors and school. A noted example of household discrimination as told by the teachers was that parents of physically disabled children normally did not support even for their medical treatment. A parent of Mangal Prasad HS neglected to attend the heart-operation as eye witness of his daughter that Plan international had agreed to finance on the request of the school.

In the class room observation of Tribhuvan HS, Kohalpur of Banke district, the research team found that the blind students looked as passive while the teachers used blackboard but later these students were helped by their friends to transcribe the writing into the braille script. Usually, disabled students were placed in the first
row of the classroom mixing with other students with an aim to socialize them. This placement also allowed teachers to pay particular attention to these students, reported the class teachers.

This school had also faced similar teaching learning problem as that of Mangal P HSS of Nepalgung. The students here too faced problem in studying math and science subject. Textbooks were not available particularly from grade 8. The other problems stated by the teachers were: unavailability of typewriter, computer, card sheet, wooden-box to teach the letters. The hostel of blind students was also in bad condition without having enough space, and unsafe doors and windows without net.

Few disabled students of Banke district apparently benefited from the financial support of INGO that has eventually helped to shape their future bright. An account of how a blind student took benefit from the support as presented in the box diagram.

The Importance of Integrated Class for a Blind Child

Bimal Thapa was born as the fourth child of seven children to his parents. He and his three siblings were born blind to this family. The family resided in a remote village of Kailali district.

Bimal went, at first, to resource class in his home district. He spent a year in the resource class. He completed grade 6 within 4 years studying in integrated class in Dhangadi. This way he completed seven years of schooling (one year for resource class and six years for grade six) in a period of 4 years. For grade 7-10, he was enrolled in M P H S of Banke district and became the school graduate spending one year in each grade. In total, he became the successful school graduate within a period of 8 years. After graduation he joined Tribhuvan HSS for higher secondary level education. Currently, he is offering his service as a blind teacher too to this school.

He is married and spending his happy life. He seems to be quite optimistic regarding his future. For such a dramatic change in his life he recounts the contribution of Hot Nepal—an INGO sponsored from Switzerland that provided scholarship to him, and the integrated classes he studied.

The box story indicates the fact that it is not much difficult to integrate blind children in regular class. These students are capable of learning with other children after spending at least one year in resource class.

In Amar Singh Higher Secondary School (integrated school for blind) of Kaski district the teachers reported that the integrated class had faced text book problem.

The issue of textbooks contained multi-dimensional problems. First, textbooks were available only at the end of academic year. Second, limited textbooks were supplied so that a group of 8-10 students had to share a single book. Finally, the textbooks that should be delivered immediately following newly revised curriculum were not delivered till the end of the next academic year. Generally, the teaching was marred by the delayed practice of sending textbooks at the end of the academic year. The research team had an encounter with a resource teacher of Kudahar PS,
Kudarchowk, who was collecting the textbooks from district education office that were demanded last year by his school.

The school had adopted a practice of providing textbooks with its own effort in case the textbooks were not available in time. It was found during field observation that two female teachers were transcribing the regular textbooks on braille script from the original print. Generally, their work was to transcribe the original print for textbooks, and homework as well as the answer sheets of the students. With the help of a rectangular board, these teachers also prepared various diagrams such as circle, two dimensional diagrams required to teach geometry subject. The transcribed copy was distributed to students and teachers and it was also used in the class room. This system had benefited the blind students a lot.

Janaprakash HSS, Lekhanath, Bhandaridhik of Kaski district had integrated blind children at class 3, 4 and 5. The school was planning to enroll 5 new children in the vacant quota of resource class. However, the act of enrolment was not undertaken as the district education office had not given permission for the new admission. This school also faced similar problem of textbooks and others as discussed above.

Durga S S, of Jhapa district had enrolled only blind students; here no low vision students were enrolled. The school had a system of teaching braille script for one year by keeping the students in the resource class. After that, the students were integrated in general class. As said by the resource teacher, the blind students were sent to their home if they did not learn braille script within a year.

There was also a student to student helping system to facilitate the learning of blind students. As reported in the school, the regular students had frequently extended their support to their blind counterparts for any learning difficulty. Usually, blind students prepare their homework in braille which is transcribed by resource teachers before submitting to the class teachers.

As discussed in Mangal Prasad SS of Banke district, it was revealed that blind students had problems in learning mathematics, sciences. While teaching these subjects they were communicated through the use of blackboard. Such situation could not help the blind discern what the teacher wrote on the board. In this case, their friends helped to communicate the writing simply telling what the teacher was doing.

This problem had another face also. What the blind missed in the class, it was missed in the examination too. Thus, teachers, students unanimously demanded the initiation of blind friendly examination system as a substitute to questions in drawing and picture related information.

Inclusive Classes for the Targeted Children

To find out good experiences of piloted schools, a total of 9 inclusive schools were included in the study. Among other activities, the work of school survey was also carried out to trace out the enrolment pattern of different kinds of children in these schools. The findings obtained are shown in Table 4.5.
### Table 4.5

**Participation of Children in Inclusive Education Classes (N=9 Schools)**

<table>
<thead>
<tr>
<th>Types</th>
<th>2061_EN %</th>
<th>2062_EN %</th>
<th>2063_EN %</th>
<th>2064_EN %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf</td>
<td>31</td>
<td>0.69</td>
<td>11</td>
<td>0.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>0.75</td>
</tr>
<tr>
<td>Blind</td>
<td>11</td>
<td>0.80</td>
<td>11</td>
<td>0.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>0.89</td>
</tr>
<tr>
<td>ID</td>
<td>12</td>
<td>1.26</td>
<td>22</td>
<td>1.44</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>0.48</td>
</tr>
<tr>
<td>Ph D</td>
<td>1</td>
<td>0.13</td>
<td>2</td>
<td>0.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>0.27</td>
</tr>
<tr>
<td>Dis</td>
<td>754</td>
<td>45.46</td>
<td>834</td>
<td>54.76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>808</td>
<td>55.23</td>
</tr>
<tr>
<td>Ad</td>
<td>567</td>
<td>51.77</td>
<td>643</td>
<td>42.22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>620</td>
<td>42.38</td>
</tr>
<tr>
<td>Street</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Mar.</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>1376</td>
<td>100.00</td>
<td>1586</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1523</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1463</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Field survey 2008

Note: ID stands for intellectual disability, Ph D for physical disability, Dis for disadvantage, Ad for advantaged and Mar for Marginal children. The concept of marginal and street children has been developed by the Department of Education but such children were not found in the present study. The disadvantaged groups include children from *Janajati* and *dalit* community.

As shown in Table 4.5, the participation of disadvantaged groups is the highest (above 50 percent) in these schools. Likewise their participation is also increasing over the years. Thus it sounds logical to say that disadvantaged groups had taken advantage from the inclusive school.

Among the disabled, the participation of deaf, blind, children with ID and physically disabled children shows similar pattern indicating a participation of around/below 2 percent. This participation level indicates that inclusive classes have a better future.

### Framework for Institutionalizing Inclusive Education

The aspect of IE institutionalization was discussed beginning from the central level authority to the grass roots level stakeholders. Besides, it was also discussed in the training program conducted for resource teachers and officials of the district education office in Kaski district.

Thus the study made an effort to find out the major aspects for the development of a framework for institutionalization of inclusive education. The issue of IE-framework was raised in discussions with teachers, head teachers, SMC members organized in 9 schools, with 14 resource teachers of 11 schools, in 6 assessment centers and in 6 district education offices participated by district education officials including the district education officer.

Besides, this issue was also raised during the 6 day IE orientation training program and 2-day IE-orientation program organized by the inclusive section of the Department of Education in Kaski district. The 6-day orientation program was given to resource teachers from 2065/1/24 to 2065/1/29 which was participated in by 60
resource teachers from 8 districts. Similarly, the 2-day orientation program was
given to officials (program officer, section officer, and school supervisor) of 21
district education offices on 24 and 25th of Baishakh 2065.

In the discussion program every one agreed that it was quite challenging to
implement inclusive education along the spirit of the EFA program as it had not yet
reached all the schools. It was pointed out that inclusive education program was
limited to the inclusive section of the Department of Education and up to the
program officer of district education office, not beyond. One major component of
inclusive education is to bring the disabled students for schooling but enrolling
children with intellectual disability was perceived to be the most difficult task among
the other disabled. Despite these tangible difficulties the following aspects are likely
to support the development of IE in the future. A thorough orientation on the
concept of IE should cover all the local stakeholders as well as political leaders of the
local government.

The following is a summary of responses from multiple sources:

To institutionalize IE, the following were the suggested measures:

- The center should formulate annual program of IE in the presence of high
  ranking political leaders with strong will power for its implementation by
  defining the responsibility of every unit/stakeholder from center to grass roots
  level. The program should be framed along the fundamental concept of
decentralization.

- The district education office can neither implement IE program nor monitor it;
  for the right unit is the school, which should identify, plan and implement the
  IE. IE should be implemented where school family, community, parents are
  mentally prepared to accept its concept properly.

- NGOs working at local level provide financial support to the disabled students
  but their tendency to abruptly withdraw support had marred the image of the
  district education office. The officials of the district education offices therefore
demanded a close coordination between the office and local NGO. It however is
a difficult task, as they felt.

In this issue of IE-institutionalization, a similar version was presented by Section
Officers, School Supervisors and Focal Persons of the sample districts in the 2-day
orientation program organized in Kaski district. At first, the school should be made
resourceful. As suggested, Ministry of Education, Labor Ministry and Local
Development Ministry at the center and District Development Office, District
Education Office, local government and NGOs of the districts at the district and
community level should be brought together. It was said in the discussion that this
type of coordination was likely to draw required resources for the school. Secondly,
the community should be aware up to the level that should encourage them to
demand IE program. If a program is launched through center that would be more
costly and time consuming. Finally, teachers’ attitude is much important. Unless
they are convinced about the program, their involvement shrinks and eventually, the
significance of the program is reduced to minimum.

The resource teachers of sample schools and those who participated in the training
said that schools without trained teachers can not be termed as inclusive school. In
case of special needs children, the training of 6-month duration is essential for the
teachers. Furthermore, the situation of the resource class/school is such that the head
teacher hesitates to support these children whole heartedly and that resource teachers are teaching them without educational materials. As pleaded by these teachers the district education offices and Department of Education had paid little attention to inclusive/special needs education.

The co-ordinator of the sample districts observed that their role is important but the government should make them capable for handling inclusive education by upgrading their level and responsibilities.

The head teachers and teachers of the sample schools also expressed similar views as discussed above. In summary, the main ones are as following.

- The school physical infrastructure should be developed to suit the need of IE. Appropriate furniture, toilet and spacious class rooms are deemed necessary in this regard.
- The number of teachers should be increased making it sufficient to each class and size of the students.
- Instructional materials should be developed as per the need of class room.
- Deaf should not be included in a large class as they require student centered teaching.
- Every teacher is to be required to have training to facilitate students learning.
- Resource teacher is required to have training at least of 6 months duration.
- Resource classes for different type of disabled students should be launched in selected places with adequate facility.
- As the present curriculum has not mentioned anything regarding social inclusion, it is essential to include one chapter on it in the textbooks of each grade.
- Currently, AC coordinators are not capable of analyzing the data which is mainly due to their under qualification. Thus, AC coordinator of higher qualification should be recruited to do justice to the job.
- The subject of inclusive education should be introduced in all types of training/orientation programs.
- SIP and VEP are reliable planning documents to institutionalize IE. These documents work as sources of data collection, and help plan and implement inclusive education smoothly.
CHAPTER V

Selected Cases

The preceding chapter has discussed the field findings in general. This chapter presents selected cases on experiences of inclusive education piloting districts, contribution of training for effective class room operation, functioning of assessment center, obstacles for resource classes and integrated classes of the sample districts.

Jhapa

The study team tried to assess the orientation level of local stakeholders on inclusive education, the function of assessment center and the problems faced by resource/integrated classes in Jhapa district. It was found that the assessment center of this district was well functioning compared with the other districts. The working procedure of the assessment center was as follows.

Functioning of Assessment Center

The function of AC was regulated by a functional committee formed under the chairmanship of District Education Officer. The other members were drawn from District Education Office, Local Development Office, District Public Health Office, and Mechi Deaf Association, Disabled Support Committee, and Sahara Nepal. The representative of District Education Office was appointed as the secretary to the committee. Besides, the committee also included head teacher of resource school and 3 resource teachers.

The AC was presided over by the head teacher until 2063. Currently, District Education Officer was the chairperson. This change took place because the chairperson of Mechi Deaf Association constantly opposed head teacher’s role as the chairperson. The association even locked out the AC Center to express their dissent over the headteacher's role as the chairperson. As the performance of AC was satisfactory before, the district education office was thinking to give the portfolio of chairperson to the head teacher again. The Focal person of District Education Office was actively coordinating between AC and District Education Office. The account keeping system was also jointly administered by focal person of DEO and AC-coordinator.

Materials in AC

The school had given one big room to house AC. The AC was filled up with a lot of educational devices. It had one-computer, four-drawers, one table, one round table with three parts, 25 chairs and plenty of charts. The charts were hung all over the walls. Besides, it also contained visionary box, one cycle for physical therapy, ten baisakhies (wooden crutches) and one wheel chair.

Referral

AC had taken the full responsibility of referring children to the resource classes in Jhapa district. The referral service was provided after the work of grading (screening) is completed.

AC generally called three meetings in a year. The first was called at the beginning of the academic session. It was called plenary meeting of the AC committee. One of the important agenda of this meeting was to perform screening which was required to
refer the students. Besides, this meeting was important for other reasons too. The annual programs were prepared, and schools were granted permission to run grades for the current year. The schools in Jhapa did not operate all 5 grades each year, instead there was the practice of adjusting grades by school, for example, if a school launches grade one and two this year, it may not run grade one next year and hence another school would enroll students for grade one for the next year.

The second meeting was called for the purpose of facilitating the regulation of resource classes. Here, teachers were asked to report their problems that usually occurred during teaching. This meeting was useful because it identified problems that could be solved internally.

The final meeting was also plenary. In this meeting the performance of students was assessed. This meeting also took decision about the new admission.

In Jhapa district there were 17 quotas of resource classes that were run in 10 schools. Out of this, 6 deaf-resource classes were run in 4 primary schools. The students of these schools were referred to Kankai S S after completing primary level. For the blind, 4 resource classes were run in 2 secondary schools where students could study till they appear in School Leaving Certificate Examination. Finally, children with ID were studying in one primary school which had three resource classes and in one lower secondary school with one resource class.

Co-ordination

The AC of Jhapa district had established satisfactory link with local NGOs, and district education office. It had also played an active role to bring all resource classes together to prepare an annual plan for enrolment campaign, admission and examination. Besides, discussion on problems of resource and integrated classes were made in the meetings.

Morang- Integrated Education

Janata Model HSS was selected as sample school from Morang district following the suggestion of a central level meeting participated in by officials of the Department of Education. As reported it was the only school that had successfully operated integrated class for deaf children at primary and secondary level.

The school had run two resource classes with 16 students. The deaf students were taught separately until Class 3 and integrated in regular class from Class 4. Currently, four teachers were teaching the resource classes, two of them were paid from Community Based Rehabilitation (CBR) Center. The teachers used total communication method while teaching in the classroom.

The school had two resource classes that were used for junior and senior students. These resource classes were fully equipped with educational materials. A building was under construction for providing hostel facility.

The resource teachers were trained in sign language as well as in total communication method. It was observed in the group discussion that the other teachers have had training opportunity from resource teachers for facilitating the classroom teaching. This training was of 4-month duration that was imparted in 3 phases. CBR provided technical support to it. As almost all the teachers used sign language in the class, all the students of the school also learned this language. Thus, resource teachers, deaf children, other teachers and other students had no problem to
communicate in sign language. This practice highly benefited deaf children to learn from non-deaf friends and teachers.

**Integrated Class**

The school has appeared to be successful to integrate the deaf children. The teachers of the school felt proud of the deaf children and claimed that the deaf children stand among the top-ten students in each class. As the research team asked to explain the causes of such an incredible success, the following reasons were supplied by head teacher, teachers and SMC members.

The school had divided the deaf children into two groups: deaf and hard of hearing. They were taught in resource classes up to grade 3, and were mixed-up with other students after grade 3. They were asked to sit only on the first row in the classroom.

The feel-free environment was developed and hence no learning pressure was given to the students. Homework was given every day and tutorial classes were conducted to deaf children. Project work was arranged to learn different words, for example, the different words of a plant was taught asking students to collect different parts of a tree starting from root to leaf. Similarly the facility of speech training was provided in the school.

**All Teachers were Trained in Total Communication.**

It was not easy to teach deaf children as it was perceived. Usually deaf children do rote learning but they do not know the meaning of what they rote. They could not perceive the meaning of words particularly that explain the internal feeling of human life, such as sorrow, pleasure, pain etc. To teach such words the teacher has to make use of facial expression, picture, field visit, experiment through which self-confidence of learner is developed. Similarly, it was difficult to teach them Nepali and English language but they could learn mathematics easily. It was natural that when they join school after vacation they tend to forget most of the learning. Finally, as suggested in the discussion, the deaf can do better if different textbooks containing limited words and sentences are produced and if their grammatical mistakes are overlooked as they have difficulty in writing correctly.

**Kaski-Inclusive Education**

In the present study, Kaski district was selected particularly for purpose of analyzing the conceptual understanding of inclusive education, functioning of assessment center and enlisting the obstacles of integrated/ resource classes. However, this district was not included in the piloting program of inclusive education. The district of Kaski had run resource/ integrated classes, but it was found that the local level stakeholders were not aware about inclusive education and it was not implemented in the schools. The case is explained below.

When asked about inclusive education program and inclusive schools of the district, both the section officers of district education office including the AC coordinator unanimously pleaded that the schools that run resource classes were inclusive school.

The research team said that the inclusive schools may contain resource class but all the schools that run resource classes may not be defined as inclusive schools. The discussion went for a long time to find out the inclusive schools, but ended without any satisfactory conclusion. Finally the research team went to the account section to
make an inquiry with the account officer. However, he also said that he could not tell anything about inclusive program and inclusive schools that run in Kaski district. Finally, the account officer was requested to see the names of the schools where the 6-day IE orientation program was organized in the year 2004/05. By going through all the vouchers of that year, the account officer finally got a receipt of payment of that year that enlisted the names of the participants from 8 schools who were paid for the purpose of attending the 6-day IE orientation. The record showed that this orientation was conducted in Lamachaur and Bhandaridik resource centers simultaneously. However, the bill did not contain the payment of Rs 25,000 which was allocated for the improvement of class room and school management of IE schools. These facts clearly provide evidence that the local level stakeholders were not aware about inclusive education program at all.

**Banke**

Banke was one of the four districts included in the piloting program (2000-2003) of inclusive education launched by the Department of Education (DOE, 2006). In the district the primary focus of the study was to find out the contribution of IE-piloting for the institutionalization of inclusive education in Nepal. The other was to trace out the developmental process of inclusive education for its institutionalization. This called for the selection of those sample schools that were included in the IE-study undertaken in the years 2003 and 2006. The contribution of piloting program and the periodical changes found there of are as follows.

Bageshori PS, located at Bilaspur of Banke district was one out of three piloted schools for inclusive education program. This piloted school had admitted physically disabled, low vision and hearing impaired students. The school had adopted several measures after piloting which the head teacher and teachers found contributory to the students. The school had introduced new techniques in class room teaching/learning mechanism sometimes forming groups of students and sometimes without forming groups. Groups of students were made adopting different strategies, for example, group of only good students was formed for certain duration and again groups were formed mixing slow and fast learners. As reported by teachers, this system had benefited students by providing interaction opportunity to various categories of students. Another system was to keep the individual profile of all the students. Based on individual profile of the students, a liberal promotion system was followed up to grade three. Finally, this school had also developed a system of coordination with neighboring schools of that locality to share their experiences which was learnt through their experiment.

The other sample school, Tribhuvan HSS of Kohalpur, selected for the study had shown its humbleness in two facts. First, the school had employed blind teacher who was the product of the school. This had increased the confidence of blind students. Since this teacher appeared much devoted to teaching, it has also contributed to create appropriate learning environment in the school. The blind students said that they felt like living in their own home as the resource teacher who also shared the hostel taught them in the morning and evening. Second, the other teachers of the school were found to have been learning braille script from the resource teacher.

**Kavre**

Kavre district was also one of the districts included in the piloting program (2000-2003) of inclusive education launched by the Department of Education (DOE, 2006).
In this district, IE was piloted only in 3 schools. The first phase study (2003) covered all these three schools. The second phase (2006) of IE study also selected these three schools as study sample because this time the study had to observe the class room situation of these schools. On the recommendation of the first phase study inclusive education program was extended to 12 schools. The second phase study suggested to impart orientation/training to the teachers, parents and SMC. The Department of Education managed to give training to them as suggested. Based on the above background this study tried to note down the contribution of piloted schools for the expansion the inclusive education in other schools. For this, two schools were selected.

Lankhanamai Shanti PS was also one of the piloting schools which was included in the first and second phase of inclusive education. This school was selected again to find out the contributions to institutionalize inclusive education. Besides, it was also expected that selection of this school will also help to note down the changes that had occurred during the different study periods.

**Contribution of IE-Piloting**

A group discussion of the teachers was organized to note down the contribution of IE piloting. It was found in the discussion that teachers were aware on the concept of IE.

The school was located in a place where it had to facilitate the children of disadvantaged groups, child labourers, migrated children and children of mildly disabled status.

The school had initiated a program of providing food and shelter for children who had to drop-out as a reason of the seasonal migration of their family and to the children born to the poor low caste (Khadgi) family. These children dropped out because their parents including themselves went to brick factory to find the seasonal work. This program was run through the donation of municipality, local businessmen, CBO and NGO. Unfortunately, the program could not continue because of lack of moral support from the government.

The class observation and school record indicated that the school had enrolled the children from poor family, migrated family and mildly disabled children. However, the number of such students was not increasing as expected. Teachers of the school said that school alone could not manage this problem as it required support from the government also to increase the enrollment of these children.

As revealed in the discussion the school could not disseminate the concept of IE to other schools in the absence of the follow up program from the side of the government. The fact regarding this was that the teachers were rather misguided about the completion of the program.

The IE orientation had a reflection in class room instruction and management. Seating arrangement of students followed group formation technique and peer teaching approach in the class room. Instructional materials were placed in order in the class room by the students. However, students’ regular assessments were not recorded owing to the lack of teachers.

Aajad HS was another school selected to note down the contribution of IE program. This school initiated resource class for deaf children since 2059.

From the beginning, the school managed resource class for sign language and after that it sent these children to the integrated class. But the learning outcome of these
students was not as expected. Later, the school taught these children up to primary level in the school and sent to Kavre Deaf School established by Kavre Deaf Association (KDA) for lower secondary and secondary level. As they changed the policy regarding the operation of resource class, in the school shifted its resource classes to Kavre Deaf School in consent with DEO and SMC. Thus, students and teachers went to that school everyday and returned to their school only for the sake of food and shelter.

This unwanted situation happened as a result of decreasing performance of deaf children in integrated class. The head teachers and teacher of the school said that the deaf students did not do well while they were integrated in the absence of proper care and support they wanted.

**Dadeldhura**

Similar to other districts, the research team visited the same schools included in the earlier studies of Dadeldhura district in order to assess the development of inclusive education over time. To some extent, the conceptual understanding was satisfactory since the sample schools had managed classes to include different categories of children physically disabled and blind. Besides that, the schools had also introduced the plan for disabled children in their respective School Improvement Plans.

However, in case of resource class for the disabled, district data shows that there were only 44 students admitted out of a total of 70 quotas allocated by the Department of Education. It indicates a reverse trend than noticed in other sample districts where the number of quotas was considered always lower than the number of children waiting to be enrolled in the resource classes. This situation occurred mainly because of the lack of orientation to parents and SMC members as reported by the school teachers, SMC members and district education officials. The parents of disabled children were found ashamed of sending their offspring to the school but they felt comfortable to hide their wards from the public. The only person who encouraged bringing children to school was the teacher. As reported by the teachers, parents usually asked for more money for sending their children to school. Thus, the teachers were also discouraged by the parents to garner support for the students in order to fulfill the quota. As suggested by the teachers and district level stakeholders this situation could be improved by providing full phased orientation/training to parents and SMC members.

Another reason for not sending children to school was the incentives provided by NGOs. For example, it was until two years ago the district level NGO- Ms/ Nepal, gave huge amount of financial support to students and parents including the training to the resource teacher. As reported, this NGO had also given she-goats and offered money to make a makeshift shed for these cattle along with providing skill development training to the students. The NGO also helped to meet some of the occasional expenditures of the household Thus, this NGO created a different context for these students by meeting children and parents’ needs. The NGO that created a different motivational context to parents and children was no more in existence.

Currently, the government has provided only Rs 1200 to these students which however was considered insufficient by the school teacher even to meet the daily expenditure. As said by the teachers of Purna Giri PS, the students of this center were hardly provided breakfast due to lack of resources, the whole of the scholarship amount was expended on feeding them two times a day.
CHAPTER VI

Findings of the Study

IE- Piloting Contribution

In a group discussion of the head teacher and teachers, it was found that all the participant teachers of the schools have clear understanding of IE concept. Head teacher including the AC coordinator explained that inclusive schools were better than the other schools in many respects. Sitting arrangements of students were made much more friendly and peer teaching approach was adopted in the class room. Instructional materials were placed in order in the class room by the students. Teachers do not do any discrimination among various types of students and they always try to be practical during teaching in inclusive school. For example, the practice of punishment has been completely avoided. Lankhana Mai Shanti School of Karvre district had enrolled children from poor family, migrated family and mildly disabled children. However, the number of such students was not increasing as expected. Teachers of the school said that school alone can not manage this problem which however, to be tackled properly support from the government is needed.

Similarly, groups of students in Banke, Jhapa and Kavre were formed as a teaching technique however, the mechanism adopted to form the groups differed by districts.

The IE- schools had not been able to create a complete IE environment owing to the following reasons.

The schools do not have necessary physical infrastructures to run inclusive education (Lankhana- Kavre)

The teachers of inclusive schools also emphasized awareness programs to parents as they felt it difficult to convince the parents. As suggested by them, the role of parents is much more important to send children to school if the child possesses some kind of disability.

The teachers also demanded full phased training on IE which should include (a) knowledge of braille script and sign language and (b) understanding the learning difficulty level of children.

It was only in Kaski district that the district education office showed ignorance about IE program. To find out the cause behind such ignorance, the research team went to the account section. The account officer also said that he did not have any idea about inclusive school run in the district. Finally, the financial bills of 2004 helped the team to form idea that inclusive education was implemented in a few schools of the district.

Contribution of Teacher Training / Orientation

A controversy was found concerning the duration of 45-day teacher training. The resource teachers of Jhapa said that the 45-day sign language training was sufficient for them and they do not need other trainings. Same voice was found in Morang. However, the resource teachers of Kavre and other districts who taught deaf children said that they require a training covering a period of six months. In Morang, the training in total communication was justified. As argued by teachers the training on sign language was not sufficient to teach the deaf students. They demanded a training on total communication. Total communication includes lip reading, speech
training, facial expression and reading and writing to supplement sign language. Along with the training, the teachers said that they should be provided with sign-language dictionary.

The resource teachers of districts other than Kavre claimed that the other teachers of the school also should receive training for which they can work as trainer.

All the teachers of inclusive school had received 6-day orientation training including the head teachers. However, only 2-3 of these schools had initiated limited activities related to IE-concept. The activities such as group formation was carried out in three sample schools in Banke and Kavre districts and student’s profile was prepared in only one school of Banke district.

The nature of group formation differed by school. In Jhapa, the school had made two separate groups of boys and girls at grade 5. In Banke group was formed on the basis of learning achievement, and in Kavre the high performing students were mixed with low performing ones. As claimed by the teachers of Jhapa such grouping technique had benefited girl students to score higher marks in the examination. Thus, the teachers felt satisfied with their practice of breaking students into groups on the basis of gender.

**Functioning of Assessment Center**

The office of AC was set up in one of the rooms of school (Gograha H S S, Bargachhi), which however was not used by the coordinator. Only in Jhapa it had been given a separate room by school. The tables, chairs, drawers of the offices were full of dust and dirt indicating no sign of the daily office operation. The office of AC was set up in district education office in Dadeldhura.

The AC was working in the absence of required physical infrastructure in all the sampled districts.

The AC- co-ordinators spent most of their time assisting district education office. The coordinator said that they spent most of their time working as computer operator/assistant in district education office.

**(A) Co-ordination**

Ac coordinator visited the resource classes run under the center. The purpose of his/her visit was to check the student number as per the reported number by the schools. However, such visits were done once in a year in most of the resource centers and more than one time in case the location of class was close to district headquarter. As said some of the classes were inaccessible due to their location.

The assessment center was run under a committee composed of 10 persons chaired by district education officer in all the districts. The AC coordinator of two districts (Jhapa and Banke) reported that they had kept good relation with NGOs working for the disabled children and by virtue of that they were invited in almost all their meetings. However, the AC co-ordinator of other sample districts had no link with local NGOs.

**(B) Referral**

AC had taken the full responsibility of referring children to the resource classes in all the districts. The referral service was provided after the work of screening was
completed. By rule, the children in all the districts had to go to AC to complete the official procedure.

(C) Information Collection
The Assessment centers had no data base for necessary information. These centers had kept only the record of disabled students enrolled in the resource classes. Besides, AC had no additional information about the disabled students enrolled in different levels of education in the districts.

Obstacles of Resource Classes
The resource classes run in the sample districts have had several difficulties. These are briefly explained below.

(A) Lack of Hostel Facility
The official hostel facility (managed by school) was not available to all the resource students. The students were kept as paying guests in Jhapa. Likewise, the students were also kept in the homes of resource teachers in Kaski district. In other districts, where this facility was given, the condition was not satisfactory. The hostel facility provided in Sharada SS- Kavre is explained as follows:

A single room was allocated to the hostel for deaf children by the school. This room was used as a bed room, kitchen, for 10 individuals (6 boys, 3 girls and 1Aaya). Two rows (one for boys and one for girls) of the room were packed with 11 beds and the remaining space was used for cooking, worshipping and dining purposes. A girl of 14 years and a boy of exactly the same age were the two senior students in the room. Curtains were hung to separate the beds of boys and girls.

(B) Unavailability and Untimely Delivery of Textbooks
The resource teacher suggested to publish sign-language textbooks for grades 1, 2, and 3. In his experience, it makes teaching more effective. The textbooks were not delivered in time and the problems of integrated class remained as usual without being addressed.

(C) Inadequate Scholarship Amount
The scholarship amount allocated to resource class has appeared inadequate. The deaf children of Sharada school in Kavre produced envelop and candle to supplement their living expenses. This training was given by the school. The students were not able to buy dress/clothes, paper and pencil as the small size of scholarship failed to meet these expenditures. Thus, the school spends on these items through the earning made by selling candle and envelop produced during their leisure time. Likewise, the incentive allocated to deaf children in Aajad HSS in Banepa was supplemented by the school and parents. The desirous parents supported in cash and kind as in the form of potato and pulse to supplement the expenses. A similar picture was presented by the resource teachers in other districts as well.
(D) Unavailability of Instructional Materials
The resource teachers of all the sample schools were using old dictionary of sign language. They were expecting new dictionary with more new words. Appropriate instructional materials were also not available in these classes.

(E) Delay Caused by District Education Office
The schools of Kaski were planning to enroll new children in the resource classes. However, the act of enrollment was not undertaken as the district education office had not given permission for the new admission.

Obstacle in Conducting Integrated Classes
The integrated classes run in the sample schools faced various problems ranging from inadequate physical facility to learning difficulty. These problems are grouped as follows.

(A) Obstacle of Physical Infrastructure
In case of children with physical disability, the school did not have physical set up fit for them. These students faced problems while entering the school gate, since the school lacked a suitable gate for wheelchair. Similarly, there was no suitable place for sitting in the classroom due to the congested space. Besides, these students also faced problem while going to the toilet since there was no separate toilet for them. Till now, these students should ask for help with other students while entering school and going to toilet.

(B) Obstacle of Textbook
The problem of textbooks was one of disheartening facts to the blind students. The issue of textbooks contained multi-dimensional faces. First, textbooks were available only at the end of academic year. Second, limited textbooks were supplied so that a group of 8-10 students had to share a single book. Finally, the textbooks that should be delivered immediately following the revised curriculum were not delivered till the end of the academic year. Generally, the teaching was marred by the practice of sending textbooks next year. The research team met the resource teacher of Kudahar PS, Kudaharchowk, Pokhara who was collecting the textbooks now from district education office for the books demanded last year.

Practices of Schools for Providing the Text Books
The Amar Singh School of Kaski district which runs integrated class for blind had adopted a practice of providing textbooks on its own in case the textbooks were not available. It was found during the field observation that two female teachers were transcribing textbooks on braille script from the original print. Generally, their work was to transcribe the original print of the textbooks, and homework as well as the answer sheet of the students. With the help of a rectangular board, these teachers also prepared various diagrams such as circle, two dimensional diagrams that were required to teach geometry. The transcribed copy was distributed to students and teachers and it was also used in the class room. This system had benefited the students a lot.
(C) Obstacles in Teaching Learning

The students said that the general teacher teaches using general method to all students including children with disability and blind in the classroom. However, the blind students prepare class notes in Braille script. They also do homework in braille script. In the class, one of the blind students is asked to tell what he did. After listening to him, class teachers suggest for correction if necessary. The resource teacher however said. He said that every day he/she helps them individually to cite the homework. The subject teacher then has the chance to check the cited homework. Thus, as said by the resource teacher, he/she should assist the students to do homework in every subjects which is a burdensome responsibility to him. In this respect, the resource teacher suggested that each teacher should have the knowledge of braille script so that they can check the homework easily and that students could prepare homework independently.

(D) Obstacle in Teaching Mathematics and Science

The math teacher said that the use of blackboard was essential while teaching mathematics. However, this method was not applicable for the blind. The teacher faced much difficulty to teach the blind especially during the teaching of mathematical formula. The teacher also claimed that it was impossible to teach geometry using general method. Thus, he suggested that the teacher be required to learn braille to teach them perfectly.

Similarly, the science teacher argued that he can impart theoretical concept to the blind students. However, he lacks the necessary know-how to operate practical classes for these students.

(E) Obstacle of Curriculum

Teachers of the schools in group discussion suggested that the present curriculum is not suitable for them. For example, the current emphasis on science and mathematics has created them learning obstacles and eventually distracted them from being involved in further study. As understood in the school, blind students like music very much and so is skill training for children with physical disability. Thus, in case of these students government should adopt curricula according to their interest and need.

The blind students of the school opined that they have plenty of courage in learning and assured that they can learn at a level equal to other students. However, they said that it appears to be quite disheartening when they have to deal with problem related to drawing. For example, they face problem when they are asked to give answer after looking at the picture. As a result, it is difficult to learn and answer some units of mathematics and science such as set theory in arithmetic, almost all units of geometry and picture related topic of science.

In this respect they suggested that there should be choice to picture related questions to blind students only.

(F) Problem in Extra-Curricular Activities

As urged by the school teachers and head teacher of the school, the blind children love to learn music. Considering this fact, every school should support their students by creating opportunity to learn music.
Integrated Classes Run for Deaf had the Following Problems

Deaf could not be included in a large class as they require student centered teaching. In a question why the school could not integrate the deaf children the head teacher and teacher of Mohan Maya lower secondary school, Jhapa said that the school had 800 students in primary and lower secondary sections so that the act of integration appeared a difficult task. Likewise, it was the feeling of school teachers that the deaf would not receive right attention of teachers in a big class of 100 students. They further pointed out that learning performance of general and deaf students differed significantly. The general students learn much faster than the deaf making teaching laborious to teachers—they had to repeat the same thing again and again. It was also boring to the general students as they had to listen the same thing repeatedly. These phenomena also delayed to complete the course in time.

(A) Integration of Math and Physical Education

Sharada school of Kavre runs 1st to 5th classes for deaf students. The school had adopted multi-grade teaching to them. The deaf students were kept in general class for mathematics and physical education. Thus, they were taught other than these subjects in resource class. This system of integration was done since blackboard is used in math and hence the deaf students could take benefit of that system. As said by math teacher who teaches at grade 4 the blind students ask more questions than other students. This was solved by writing answers on the blackboard. Physical education was also taught by using the blackboard and ground so that it was also beneficial for them to be together with general students.

(B) Lack of Teaching/Learning Environment

It is not easy to teach deaf children. Usually deaf children do rote learning but they do not know the meaning of what they are memorizing rote. They could not perceive the meaning of words particularly that explain the internal feeling of human life, such as sorrow, pleasure, pain etc. To teach such words the teachers has to make use of facial expression, picture, visit, and experiment through which self-confidence of learner is developed.

It was difficult to teach them Nepali and English language but they can learn mathematics easily. When they join school after vacation, they tend to forget most of the learning.

From the beginning, the Aajad school of Kavre managed resource class for sign language and after that it sent these children to the integrated class. But the outcome of these students did not go as expected. Later, the school taught these children up to primary level in the school and sent to Kavre Deaf school established by Kavre Deaf Association (KDA) for lower secondary and secondary level. However, they changed the policy regarding the resource class. In consent with DEO and SMC, the school shifted its resource classes from its premises to Kavre Deaf school. Thus, students and teacher everyday went to that school and returned back to their school for the sake of food and shelter. This situation resulted from the shortage of resource teacher and study environment.

Framework for Institutionalization of IE

Local stockholders were consulted to put their opinion on how to develop a framework for institutionalization of IE. Their opinions are briefly explained below:
At first, the school should be made resourceful. This can be done through the coordination of the orientation program involving all stakeholders. In this program, the participation of parents including teachers, head teachers and SMC members is to be sought. Coordination among Ministry of Education, Labor Ministry and Local Development Ministry at the central level and District Development office, District Education Office, local government and NGOs of the district at the district and community level is to be established. It was said in the discussion that this type of coordination is likely to draw the required resources in the school.

Secondly, the community should be made aware up to the level that should encourage them to demand IE program. If a program is launched through the center it would be costlier and time consuming. IE should be implemented where school family, community, parents are mentally prepared to accept its concept properly.

Thirdly, the stakeholders indicated that teachers attitude is much important in this regard. Unless they are convinced about the program, their involvement shrinks and it eventually reduces the significance of the program.

Fourthly, the present curriculum has not mentioned anything regarding social inclusion. Thus, it is essential to include the contents to introduce social inclusion in the curriculum.

Fifthly, the role of all the stakeholders from top to bottom should be defined for the implementation of IE-program.

Fifthly, AC coordinators are not capable of analyzing the data. This situation is the result of mainly their under qualification. Thus an individual who can handle the data should be appointed as coordinator.

Sixthly, it is essential to give IE-orientation to all head teachers. Moreover, the IE-orientation should include teachers as well as SMC members and parents. If only teachers are included in the orientation then, the school and community would not be prepared to facilitate what is learnt in training. In implementation, the role of head teacher is even more important. Unless the head teacher knows about the program, it is difficult to expect any support from him/her. If head teachers can not attend the whole program, they should be invited at least in closing ceremony of the orientation. Seventhly, the subject of inclusive education should be introduced in all types of trainings/orientation programs.

Finally, SIP and VEP are reliable planning documents to institutionalize IE. These documents work as sources of data collection, and help for planning and implementation of inclusive education.

The school physical infrastructure should be developed to suit the need of IE. The furniture, toilet and spacious class rooms are deemed necessary in this regard.

The number of teachers should be increased making it sufficient to each class and size of the students.

Instructional materials should be developed as per the need of the class room and students.

Inclusive education program should be included in the annual program of the government and fund to school should be allocated giving authority to spend as per the need of the school.
CHAPTER VII

Conclusions and Recommendations

This chapter presents conclusions and recommendations based on the information and analysis presented in chapter four and five. The conclusions of the study are grouped under six different headings in accordance with the sequence of the research questions developed to conduct the present study. Since the findings of the study were discussed in the context of inclusive education undertaken in 2004 and 2006 by CERID under FRP, the conclusions so derived also provide reflection of these studies.

Conclusions

Based on the field findings, the following are the conclusions of the study

The piloting school has partly contributed to implement the part of the IE concept, such as, continuous assessment, better classroom setting than before as found by the 2004 study and new scheme for defined target groups in their school introducing child friendly environment. However, these activities were practiced in their own way and not expanded to other schools as per the IE norm.

The effect of training/orientation was found minimum on the effective operation of resource classes and inclusive schools. Three findings seem to be relevant in relation to 45-training as appeared in the discussion with the resource teachers of school. First, resource teacher claimed that the 45-day training worked as basic level course and pleaded for refresher training in their area. Second, the general teachers of the integrated school also demanded training in which they could learn from the resource teachers of the school as done in Janata Namuna HSS School of Morang district. Finally, the resource teachers asked to incorporate the contents of 45-day training into 10-month primary level teacher training package. The earlier FRP studies of 2004 and 2006 had also given suggestion in the same line.

As suggested by the inclusive education study of 2004, the Department of Education had conducted IE orientation program to IE schools. Despite the effort, the IE concept was not found clear to the local level stakeholders of Kaski and Jhapa district. These stakeholders considered that the inclusive education is same as special education. In case of Banke, the teachers have tried to put into practice the concept of IE but had ended with little outcome.

The assessment center did not do all of its designated functions well as a center for collecting information, coordination and referral. The function of referral service was carried out in all centers but the act of information collection and coordination was carried out in some of the centers only. It may be partly due to lack of official infrastructure to them.

It was found in the observation that only the AC of Jhapa and Kavre districts regulated their official works through AC school. The others did it being stationed in district education office.

The effort made to collect information appeared satisfactory in Jhapa, Kavre and Banke districts but it was poor in Kaski, Morang and Dadeldhura districts.

An assessment center management committee in all the sample districts was formed under the chairmanship of district education officer to coordinate the assessment
centers. The meeting of assessment center was generally called three to five times in a year. In this meeting discussions were made concentrating on advertising, enrolment, promotion of the students studying in resource/integrated classes. Furthermore, the co-ordination of activities was initiated by the visits of coordinator to the resource and integrated classes. The AC of Jhapa, Morang and Kavre districts had simple relation with district level NGO. However the assessment center of Kaski and Dadeldhura had no link with district level NGO.

AC had taken the responsibility of referring children to the resource classes in all the sample districts. After completing the grading, the referral service was provided. These children are collected first by resource teachers in Banke and the Dadeldhura districts whereas mixed effort of resource teacher and coordinator is made in other sample districts.

The obstacles of resources classes differed by types of students. Thus these obstacles are presented separately.

(A) Deaf: The major obstacles of resource classes run for deaf students includes: filthy condition of hostel in Kavre district; inadequate scholarship to provide meal to students of Kavre district; inadequate training to the resource teachers as reported in Kavre district; inadequate teacher’s quota in all sample districts that caused difficulty to teach from grade one to four including the sign language adopting multi grade teaching; use of old dictionary in the absence of new dictionary of sign language as all resource teachers asked for the new dictionary; all the resource teachers felt the need of bringing out sign-language textbooks for grades 1, 2, and 3.

(B) Blind: It was found that the resource classes run for blind students in Kaski, Banke and Jhapa districts had not faced any major obstacles. But Janaprapaksh HSS of Kaski district did not have its own hostel for the blind students. In group discussion of parents and teachers it was reported that all sample districts except Dadeldhura had inadequate quotas of resource classes causing children to wait for a couple of years to get admission to the resource classes. In Dadeldhura the quotas of resource classes lapsed which the Department of Education could reallocate to other districts.

(C) Children with ID: Children with ID faced hostel problem. In Dadeldhura resource classes including the hostel were operated in Bal Mandir and the students were accommodated in the house of nearby villagers in Jhapa district. It was claimed in the discussion that parents did not come to collect their offspring during vacation in both the districts; accordingly, the students were living in the centers longer than stipulated time.

The obstacles of integrated classes also differed by types of students. Thus these obstacles are presented separately.

(A) Deaf: To run integrated classes for deaf these obstacles were noticeable: lack of orientation on inclusive education targeting to teachers/students/parents to develop a complete feeling/environment of integration; lack of training to all teachers in total communication method in Kavre and Jhapa; large number of students in a class resulting in deaf little care of the unavailability of textbooks transcribed in braille script and also the lack of new dictionary on sign language; same examination system to all including the deaf does injustice to them as these students are naturally prone to make grammatical mistakes in writing. As reported
by the teachers, it is hard for deaf students to complete a sentence grammatically correctly.

(B) Blind and physically disabled: In case of children with physical disability, the school did not have physical set up such as school gate, class room and toilet, appropriate for them.

To give full learning opportunity to the blind students the resource teachers including others demanded training on braille script so that they can check the homework/answer sheet independently. Teachers of the schools in group discussion suggested that the present curriculum is not suitable for the blind students. They face problem when the students are asked to give answer after looking at the picture. Accordingly, science and mathematics subject has created them learning obstacles and eventually distracted them from being involved in the further study. As understood in school, blind love to learn music very much and so is skill training for children with physical disability. Textbooks of blind were inadequate and not delivered in time. First, textbooks were available only at the end of academic year. Second, limited textbooks were supplied so that a group of 8-10 students had to share a single book. Finally, the textbooks that should be delivered immediately following newly revised curriculum were not delivered till the end of next academic year.

(C) Children with intellectual disability: Birat PS of Jhapa district was making an effort to integrate children with ID admitted in the resource classes in their school. It appeared satisfactory as children learned something being integrated in different grades.

Slightly different views were presented in the issue for the development of a framework by the stakeholders. The officers of the district education office had highlighted these aspects: First, the center should formulate annual program of IE with strong will power for its implementation by defining the responsibility of every unit/stakeholders. Second, the background of the program should be framed on the fundamental concept of decentralization. Third, IE should be implemented where school family, community, parents are mentally prepared to accept IE-concept properly. Finally, NGOs involved in this field should work in close coordination with district education office.

The resource teachers claimed that the training of 6-month duration is essential to them. These teachers also claimed that head teacher of the school, district education office and Department of Education had given little attention to their demands.

The co-coordinator of the sample districts found their role as important one but said that the government should make them capable for handling inclusive education by upgrading their level, qualification and responsibilities.

The head teachers and teachers of the sample schools emphasized on school physical infrastructure that includes toilet and spacious class etc, and demanded instructional materials including additional teachers trained in braille and sign language course of 6 months duration. As said earlier it helps to form small class size required for an integrated class. They also suggested to include the concept of social inclusion in the training curriculum. Finally, the teachers said that SIP and VEP are reliable planning documents to institutionalize IE.
Recommendations

Based on the above conclusions, the following are the recommendations of the study.

Piloted school had applied IE concept in their school but the good experiences were not extended to other schools. The district education office should provide support to the piloted schools for the expansion of their experiences to other schools.

The 45-day training course was inadequate to the resource teachers. It should be developed for a 3-month period. This training was necessary to other teachers as well. In this regard, it seems appropriate as a long run solution to include in the teacher training package the contents of inclusive education. Faculty of Education of the universities of Nepal should introduce contents on inclusion and inclusive education in their curriculum at Bachelor’s level.

To meet the shortage of the supply of trained teachers, this training can be imparted by the resource teachers in the schools as done in Janata Namuna HSS of Morang district.

The 6-day IE orientation was also incomplete. The local stakeholders were not aware of it. It appears logical that the IE concept should be defined locally and it should be included in every short term/ refresher training/orientation program of the districts so that it can be made accessible to all stakeholders.

Assessment center had performed the role of referral service but it could not play the role required for coordination and information collection. As found, it occurred mainly due to the under qualification of the coordinator. The district coordinator neither had any clear concept on inclusive education, resource class and integrated school nor they had the feeling of being responsible toward these provisions. Thus, the government should appoint coordinator at least of graduate level.

As the major obstacles of resource classes, hostel facilities were found in poor condition. The government should provide hostel facilities that have disabled friendly toilets as per their number.

Likewise, the supply of teachers of sign language and braille script was insufficient. To improve this situation, the government should work to provide training to other regular teachers.

The scholarship quotas were limited in all sample districts except Dadeldhura. In this regard government should increase quotas as per the demand and also develop a system of reallocation of quotas between the districts.

The textbooks of resource classes were inadequate. The deaf also demanded textbooks of primary level printed in their language. The government should be aware of this and feel responsible toward these issues.

Since the parents of intellectually disabled students did not visited their wards even in long vacation and they did not like to take away their children from the resource classes, such system should be strongly discouraged by conducting orientation program to the parents about the desired duration of stay of their children in the resource classes.

The major obstacles of integrated classes are more related to teachers for deaf want to have training on total communication. They further said that the other teachers of the school should be included in the training. As said before to make classes disabled friendly the school demanded small class size. Likewise, the deaf and blind students
demanded disability friendly curriculum and examination. The government should therefore change the present policy to address these problems.

As the framework for institutionalizing inclusive education requires many things from planning to implementation, school physical facilities and small class size, along with the concept of IE should be reflected in SIP document under the framework of decentralization policy by giving support from the center and district. Orientation to teachers, policy makers and community members need to be provided by involving them in the debate of IE for its proper implementation.
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Annex 1

Integrated Education by Districts and Schools
2064/65

<table>
<thead>
<tr>
<th>Districts</th>
<th>School</th>
<th>Unit</th>
<th>Sponsor</th>
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<tbody>
<tr>
<td>Kathmandu</td>
<td>Laboratory H S, Kirtipur</td>
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<td>Special Education Council</td>
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<td>Lalitpur</td>
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<td></td>
<td>Aadarshya S S, Banepa</td>
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<td>Shree S S Busbitti</td>
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<td>Amar Jyoti Janata S S, Luitel, Gorkha</td>
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<td>Rupendehi</td>
<td>Santi Namuna SS, Manigram</td>
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<td>Rautahat</td>
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<td>Jhapa</td>
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<tr>
<td>Dang</td>
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<td>Deaf</td>
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</table>

Source: Inclusive Education Section, DOE, Bhaktapur, 2007.
# Annex 2

## Inclusive Education by Districts and Schools

**2064/65**

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<tr>
<th>District</th>
<th>Number of schools</th>
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<th>Number of schools</th>
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<tr>
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<td>Sunsari</td>
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<td><strong>Total</strong></td>
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Source: Inclusive Education Section, DOE, Bhaktapur.

# Annex 3

## Resource Classes by Districts

**064/65**

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<thead>
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<th>District</th>
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<td>Baglung</td>
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</tr>
<tr>
<td>Solu</td>
<td>1</td>
<td>Myagdi</td>
<td>1</td>
</tr>
<tr>
<td>Khotang</td>
<td>3</td>
<td>Mustang</td>
<td>2</td>
</tr>
<tr>
<td>District</td>
<td>Number</td>
<td>District</td>
<td>Number</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>Udhayapur</td>
<td>9</td>
<td>Mugu</td>
<td>1</td>
</tr>
<tr>
<td>Okhaldhunga</td>
<td>3</td>
<td>Dolpa</td>
<td>1</td>
</tr>
<tr>
<td>Saptari</td>
<td>4</td>
<td>Humla</td>
<td>1</td>
</tr>
<tr>
<td>Siraha</td>
<td>2</td>
<td>Jumla</td>
<td>3</td>
</tr>
<tr>
<td>Dhanusha</td>
<td>3</td>
<td>Kalikot</td>
<td>4</td>
</tr>
<tr>
<td>Mahottari</td>
<td>6</td>
<td>Rukum</td>
<td>6</td>
</tr>
<tr>
<td>Sarlahi</td>
<td>9</td>
<td>Rolpa</td>
<td>4</td>
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<tr>
<td>Sindhuli</td>
<td>4</td>
<td>Pyuthan</td>
<td>3</td>
</tr>
<tr>
<td>Ramechhap</td>
<td>1</td>
<td>Dang</td>
<td>12</td>
</tr>
<tr>
<td>Dolkha</td>
<td>2</td>
<td>Salyan</td>
<td>3</td>
</tr>
<tr>
<td>Sindhupalchok</td>
<td>5</td>
<td>Banke</td>
<td>4</td>
</tr>
<tr>
<td>Rasuwa</td>
<td>1</td>
<td>Bardiya</td>
<td>3</td>
</tr>
<tr>
<td>Dhading</td>
<td>3</td>
<td>Surkhet</td>
<td>10</td>
</tr>
<tr>
<td>Nuwakot</td>
<td>7</td>
<td>Jajarkot</td>
<td>2</td>
</tr>
<tr>
<td>Lalitpur</td>
<td>3</td>
<td>Dailekha</td>
<td>1</td>
</tr>
<tr>
<td>Bhaktapur</td>
<td>1</td>
<td>Kailali</td>
<td>5</td>
</tr>
<tr>
<td>Kavre</td>
<td>4</td>
<td>Doti</td>
<td>7</td>
</tr>
<tr>
<td>Makawanpur</td>
<td>2</td>
<td>Aachham</td>
<td>3</td>
</tr>
<tr>
<td>Rautahat</td>
<td>6</td>
<td>Bajura</td>
<td>2</td>
</tr>
<tr>
<td>Bara</td>
<td>4</td>
<td>Bajhang</td>
<td>5</td>
</tr>
<tr>
<td>Parsa</td>
<td>5</td>
<td>Darchula</td>
<td>2</td>
</tr>
<tr>
<td>Chitwan</td>
<td>8</td>
<td>Baitadi</td>
<td>3</td>
</tr>
<tr>
<td>Nawalparasi</td>
<td>11</td>
<td>Dadeldhura</td>
<td>7</td>
</tr>
<tr>
<td>Rupendehi</td>
<td>8</td>
<td>Kanchanpur</td>
<td>6</td>
</tr>
<tr>
<td>Kapilbastu</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>340</strong></td>
<td><strong>Total</strong></td>
<td><strong>340</strong></td>
</tr>
</tbody>
</table>

Source: Inclusive Education Section, DOE, Bhaktapur, 2007.
## Annex 4

### Inclusive Education (IE) Program in Sample District

<table>
<thead>
<tr>
<th>District</th>
<th>Inclusive School</th>
<th>Schools with Resource classes</th>
<th>Integrated School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jhapa</td>
<td>6</td>
<td>17</td>
<td>1(SESP sponsored)</td>
</tr>
<tr>
<td>Morang</td>
<td>6</td>
<td>12</td>
<td>1(SESP sponsored)</td>
</tr>
<tr>
<td>Kavre</td>
<td>3</td>
<td>4</td>
<td>2(1 MR, 1 IS, Special Education Council)</td>
</tr>
<tr>
<td>Kaski</td>
<td>6</td>
<td>8</td>
<td>1(SESP sponsored)</td>
</tr>
<tr>
<td>Banke</td>
<td>3</td>
<td>4</td>
<td>1(Special Education Council)</td>
</tr>
<tr>
<td>Dadeldhura</td>
<td>6</td>
<td>7</td>
<td>--(No program)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>48</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

Source: Inclusive Education Section, DOE, Bhaktapur, 2007.

## Annex 5

### Proposed Sample Size by District and School

<table>
<thead>
<tr>
<th>District</th>
<th>Programs</th>
<th>Inclusive School</th>
<th>School with Resource Class</th>
<th>Integrated School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jhapa</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1(SESP sponsored), Multilingual education in Santhal and Bengali at Rastiya Eekata P S, Haldibari</td>
</tr>
<tr>
<td>Morang</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1(SESP sponsored)</td>
</tr>
<tr>
<td>Kavre</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2(1 MR, 1 IS, Special Education Council)</td>
</tr>
<tr>
<td>Rupandehi</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1(SESP sponsored)</td>
</tr>
<tr>
<td>Banke</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1(Special Education Council)</td>
</tr>
<tr>
<td>Dadeldhura</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>--(No program)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>6</strong></td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>
### Annex 6

**Annual Program of Inclusive Education for the Fiscal Year 2064/65**

<table>
<thead>
<tr>
<th>Program</th>
<th>Target</th>
<th>Budget in Rs 000</th>
<th>First quarterly (percent)</th>
<th>Second quarterly (percent)</th>
<th>Third quarterly (percent)</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-day upgrading training to resource teacher</td>
<td>60 persons</td>
<td>780</td>
<td>33</td>
<td>33</td>
<td>34</td>
<td>EFA</td>
</tr>
<tr>
<td>5-day orientation training for AC coordinator and HT</td>
<td>77</td>
<td>650</td>
<td>-</td>
<td>100</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Bilingual instructional program</td>
<td>90</td>
<td>1950</td>
<td>-</td>
<td>100</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Skill oriented training to children with physical and mental disability in 15 districts</td>
<td>45</td>
<td>400</td>
<td>-</td>
<td>100</td>
<td>-</td>
<td>SESP</td>
</tr>
<tr>
<td>One week subject training to teachers teaching Math, science and English</td>
<td>20</td>
<td>240</td>
<td>-</td>
<td>100</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>One week inclusive training to teachers teaching deaf, blind and MR</td>
<td>60</td>
<td>500</td>
<td>-</td>
<td>2064/7/16 to 21 in Biratnagar and Banke</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Educational program to domestic worker and street children</td>
<td>4</td>
<td>770</td>
<td>-</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Development of IE and CFS materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Direct funding by DANIDA</td>
</tr>
<tr>
<td>Support to 150 primary school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Inclusive Education Section, DOE, Bhaktapur.
Annex 7

Tribhuvan University

Research Centre for Educational Innovation and Development

A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level

District level FGD guidelines

A. Problems and Prospects

1. How do you perceive the concept of IE?
2. Do you find any shortcoming in adopting IE concept in government program? If so, what are these?
3. How do you see the importance of IE for institutionalizing children with difficult circumstances?
4. What are the reasons for adopting IE?

B. Contribution of IE as regular education

1. What policies were adopted during IE piloting period? What types of teaching learning materials were developed during that phase? What else were done?
2. Which of these provisions have contributed to guide the IE program now?
3. How far is the inclusive education program relevant to the local context?
4. Has the inclusive education program been able to create joyful learning environment in the classroom?
5. What measures should be undertaken by various authorities to make IE effective for the purpose of institutionalizing it? (Government, CBOs, NGOs, INGOs’ roles)

C. IE frame work for institutionalization

1. What types of infrastructures are essential to institutionalize IE? (building, teacher, textbook and special educational materials)
2. How do you assess the present structure of IE (special education, resource class and integrated class)
3. Is the present structure conducive to the growth of IE concept or does it require reform? If reform is essential what kind of?
4. Who do you think are responsible units to be involved in the reform measures?
5. Do you feel the need of IE program in the context of education for all? If yes, what kind of need?
6. What types of supports are essential for the institutionalization of IE? Who (government, community, and others) are supposed to undertake what type of responsibility?
Trihuvan University  
Research Centre for Educational Innovation and Development

A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level

Interview guidelines for DEO/SS/RP

A. Problems and Prospects

1. How do you perceive the concept of IE?
2. Do you find any shortcomings in adopting IE concept in government program? If so, what are these?
3. How do you see the importance of IE for institutionalizing children with difficult circumstances?
4. What are the reasons for adopting IE?

B. Contribution of IE as regular education

1. What policies were adopted during IE piloting period? What types of teaching learning materials were developed during that phase? What else were done? Which of these have contributed to guide the IE program now?
2. How far has inclusive education program been relevant to the local context?
3. Has the inclusive education program been able to create joyful learning environment in the classroom?
4. What measures should be undertaken by various authorities to make IE effective for the purpose of institutionalizing it? (Government, CBOs, NGOs, INGOs’ roles)

C. Grading system of AC for disability

1. What system has been adopted by the AC in making IE program effective?
2. What are the shortcomings of AC to perform its regular work?
3. What measures are to be undertaken immediately and in the future for making AC more effective?
4. What improvement should be brought in the system and mechanism in fulfilling the needs of IE children in the classroom?

D. IE frame work for institutionalization

1. What types of infrastructures are essential to institutionalize IE? (building, teacher, textbook and special educational materials)
2. How do you assess the present structure of IE( special education, resource class and integrated class)?
3. Is the present structure conducive to the growth of IE concept or does it require reform? If reform is essential what type of reform?
4. Who do you think are responsible units to be involved in the reform measures?

5. Do you feel the need of IE program in the context of education for all? If yes, how?

6. What types of supports are essential for the institutionalization of IE? Who (government, community, and others) are supposed to undertake what type of responsibility?
District level FGD guidelines

A. Problems and Prospects

1. How do you perceive the concept of IE?
2. Do you find any shortcoming in adopting IE concept in government program? If so, what are these?
3. How do you see the importance of IE for institutionalizing children with difficult circumstances?
4. What are the reasons for adopting IE?

B. Contribution of IE as regular feature

1. What policies were adopted during IE piloting period? What types of teaching learning materials were developed during that phase? What else were done? Which of these have contributed to guide the IE program now?
2. How far the inclusive education program relevant to the local context?
3. Is the inclusive education program has been able to create joyful learning environment in the classroom?
4. What measures should be undertaken by various authorities to make IE effective for the purpose of institutionalizing it? (Government, CBOs, NGOs, INGOs’ roles)

C. IE frame work for institutionalization

1. What types of infrastructures are essential to institutionalize IE? (Building, Teacher, textbook and special educational materials)
2. How do you asses the present structure of IE (special education, resource class and integrated class)
3. Is the present structure conducive to the growth of IE concept or does it require reform? If reform is essential what are these?
4. Who do you think are responsible units to involve in the reform measures?
5. Do you fell the need of IE program in the context of education for all? If yes, how?
6. What types of supports are essential for the institutionalization of IE? Who (government, community, and others) are supposed to undertake what type of responsibility?
Interview guidelines for AC

A. Problems and Prospects

1. How do you perceive the concept of IE?
2. Do you find any shortcoming in adopting IE concept in government program? If so, what are these?
3. How do you see the importance of IE for institutionalizing children with difficult circumstances?
4. What are the reasons for adopting IE?

B. Contribution of IE as regular education

1. What policies were adopted during IE piloting period? What types of teaching learning materials were developed during that phase? What else were done? Which of these have contributed to guide the IE program now?
2. How far has the inclusive education program been relevant to the local context?
3. Has the inclusive education program been able to create joyful learning environment in the classroom?
4. What measures should be undertaken by various authorities to make IE effective for the purpose of institutionalizing it? (Government, CBOs, NGOs, INGOs’ roles)

C. Contribution of teacher training to IE

1. How many teachers of this school/district received the basic inclusive education training? Who gave the training? What types of training were received? How long was the duration?
2. Apart from the teachers, who were the participants of the basic inclusive education training program?
3. What was the content of the training program?
4. What types of skills and knowledge of the teachers were strengthened by the training program?
5. What are the strengths and shortcomings of the inclusive education training program? What type of training program should be conducted to strengthen the capacity of the teachers?
D. Grading system of AC for disability
1. What system has been adopted by the AC in making IE program effective?
2. Who are involved in grading system? How is the committee formed for the process of grading system? Who plays major role for grading? Where have you referred the children after grading? To IE, RC and IS.
3. How is AC in terms of physical facility and human resources?
4. What are the shortcomings of AC to perform its regular work?
5. What measures are to be undertaken immediately and in the future for making AC more effective?
6. What is the training procedure of IE teacher training program like?
7. How relevant is the content of Basic Inclusive Education Training Package?
8. Is the training package relevant to fulfilling the local needs of IE?
9. Are the teachers capable enough to fulfill the needs of IE children?
10. What is the role of teachers in bringing IE children to school?
11. What improvement should be brought in the system and mechanism in fulfilling the needs of IE children in the classroom?

E. Obstacles of RC for MR and deaf
1. Is the RC program effective, relevant and joyful for the IE children in the local context? If yes, how?
2. What are the major obstacles in conducting RC for children with intellectual disability and deafness?
3. How is it possible to correct the obstacles and who are to take the responsibilities?
4. How far has teacher’s training contributed to run the RC effectively?
5. What mechanisms have been adopted in distributing the teaching-learning aids for the IE children?
6. What difference do you see between the school with and without IE program?
7. How could the IE program be made successful?

F. Obstacles of IC for blind and children with physical disability
1. What are the strengths and shortcomings of the inclusive education awareness program?
2. How do you rank the shortcomings in order of importance?
3. What improvement/changes should be brought in the awareness program in order to strengthen smooth running of classroom?
G. IE framework for institutionalization

1. What types of infrastructures are essential to institutionalize IE? (building, teacher, textbook and special educational materials,

2. How do you assess the present structure of IE( special education, resource class and integrated class)

3. Is the present structure conducive to the growth of IE concept or does it require reform? If reform is essential what are the possible reforms?

4. Who do you think are responsible units to be involved in the reform measures?

5. Do you feel the need of IE program in the context of education for all? If yes, how?

6. What types of supports are essential for the institutionalization of IE? Who (government, community, and others) are supposed to undertake what type of responsibility?
Interview guidelines for SMC

A. Problems and Prospects

1. How do you perceive the concept of IE?
2. Do you find any shortcoming in adopting IE concept in government program? If so, what are these?
3. What visions of the future were imagined in adopting IE in local context?
4. How much of these visions are met after the introduction of IE? If not, what are the constraints?
5. How is it possible to meet these visions?
6. How do you see the importance of IE for institutionalizing children with difficult circumstances?
7. What are the reasons for adopting IE?
8. What are the problems faced after the introduction of IE?
9. What measures were introduced to address these problems

B. Contribution of IE as regular education

1. What policies were adopted during IE piloting period? What types of teaching learning materials were developed during that phase? What else were done? Which of these have contributed to guide the IE program now?
2. How far has the inclusive education program been relevant to the local context?
3. Has the inclusive education program been able to create joyful learning environment in the classroom?
4. Have all the children of the classroom got equal learning opportunity? If yes, how?
5. Are the disabled and language minorities having access to equal learning opportunity? If yes, how? If not, why?
6. What measures should be undertaken by various authorities to make IE effective for the purpose of institutionalizing it? (Government, CBOs, NGOs, INGOs' roles)
C. IE framework for institutionalization

1. What types of infrastructures are essential to institutionalize IE? (building, teacher, textbook and special educational materials).

2. How do you assess the present structure of IE (special education, resource class and integrated class)?

3. Is the present structure conducive to the growth of IE concept or does it require reform? If reform is essential what are the possible reforms?

4. Who do you think are responsible units to be involved in the reform measures?

5. Do you feel the need of IE program in the context of education for all? If yes, how?

6. What types of supports are essential for the institutionalization of IE? Who (government, community, and others) are supposed to undertake what type of responsibility?
A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level

Interview guidelines for HT

A. Problems and Prospects
1. How do you perceive the concept of IE?
2. Do you find any shortcoming in adopting IE concept in government program? If so, what are these?
3. What visions of the future were imagined in adopting IE in local context?
4. How much of the visions are met after the introduction of IE? If not, what are the constraints?
5. How is it possible to meet these visions?
6. How do you see the importance of IE for institutionalizing children with difficult circumstances?
7. What are the reasons for adopting IE?
8. What are the problems faced after the introduction of IE?
9. What measures were introduced to address these problems?

B. Contribution of IE as regular education
1. What policies were adopted during IE piloting period? What types of teaching learning materials were developed during that phase? What else were done? Which of these have contributed to guide the IE program now?
2. How far has the inclusive education program been relevant to the local context?
3. Has the inclusive education program been able to create joyful learning environment in the classroom?
4. Have all the children of the classroom got equal learning opportunity? If yes, how?
5. Are the disabled and language minorities having access to equal learning opportunity? If yes, how? If not, why?
6. What measures should be undertaken by various authorities to make IE effective for the purpose of institutionalizing it? (Government, CBOs, NGOs, INGOs’ roles)

C. Contribution of teacher training to IE
1. How many teachers of this school/district received the basic inclusive education training? Who gave the training? What types of training were received? How long was its duration?
2. Apart from the teachers, who were the participants of the basic inclusive education training program?

3. What was the content of the training program?

4. What types of skills and knowledge of the teachers were strengthened by the training program?

5. What changes were brought in the teaching methods after the inclusive education training?

6. How did the training help to develop teaching-learning materials for special needs children?

7. What improvement has been brought in the use of teaching-learning materials for IE children after the training?

8. What are the strengths and shortcomings of the inclusive education training program? What type of training program should be conducted to strengthen the capacity of the teachers?

D. Grading system of AC for disability

1. What system has been adopted by the AC in making IE program effective?

2. Who are involved in grading system? How is the committee formed for the process of grading system? Who plays major role for grading? Where have you referred the children after grading? IE, RC and IS.

3. What are the shortcoming of AC to perform its regular work?

4. What measures are to be undertaken immediately and in the future for making AC more effective?

5. What is the training procedure of IE teacher training program like?

6. How relevant is the content of Basic Inclusive Education Training Package?

7. Is the training package relevant to fulfilling the local needs of IE?

8. Are the teachers capable enough to fulfill the needs of IE children?

9. What is the role of teachers in bringing IE children to school?

10. What improvement should be brought in the system and mechanism in fulfilling the needs of IE children in the classroom?

E. Obstacles of RC for MR and deaf

1. Is the RC program effective, relevant and joyful for the IE children in the local context? If yes, how?

2. What are the major obstacles in conducting RC for children with intellectual disability and deafness?

3. How is it possible to correct the obstacles and who are to take the responsibilities?

4. How far has teacher’s training contributed to run the RC effectively?
5. What mechanisms have been adopted in distributing the teaching-learning aids for the IE children?
6. What difference do you see between the school with and without IE program?
7. How could the IE program be made successful?

F. Obstacles of IC for blind and children with physical disability
1. Do the children enrolled under the IE program have equal educational opportunity in the classroom?
2. Has inclusive education awareness program been conducted in the school? If yes, who were the participants of the awareness program?
3. How far are the teachers able to make the class child-friendly?
4. How far have the children taken learning as joyful experience in the classroom?
5. To what extent are the teaching-learning materials used by the teachers and students in the classroom?
6. Are the teaching-learning materials accessible to IE children in the classroom?
7. Is the group formation done while teaching and learning in the classroom? If yes, how are the groups formed (mixed, homogenous)?
8. What are the strengths and shortcomings of the inclusive education awareness program?
9. How do you rank the shortcomings in order of importance?
10. What improvement / changes should be brought to the awareness program in order to strengthen the smooth running of classroom?

G. IE frame work for institutionalization
1. What types of infrastructures are essential to institutionalize IE? (building, teacher, textbooks and special educational materials,
2. How do you assess the present structure of IE (special education, resource class and integrated class)
3. Is the present structure conducive to the growth of IE concept or does it require reform? If reform is essential what are the possible reforms?
4. Who do you think are responsible units to be involved in the reform measures?
5. Do you feel the need of IE program in the context of education for all? If yes, how?
6. What types of supports are essential for the institutionalization of IE? Who (government, community, and others) are supposed to undertake what type of responsibility?
Tribhuvan University
Research Centre for Educational Innovation and Development
A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level

Classroom observation form

1. **Nationally Identified SFG children** - Girls, Disabled, Dalit, Indigenous, Street children, Affected by conflicts, Trafficked, Marginalized, Kamaiya, Bonded and child labour, Dalit, Orphan, children suffering from Superstition relating to disease.

2. **Disability** – Seeing, Hearing, Speaking, Physical, Walking, Working, Mental, Epilepsy (Neuro-psychiatric), Chronic mental illness, Multiple disability, Cerebral palsy (Mental)

3. **Groups focused under SNE** - Deaf, Blind, and Physically disabled, mentally retarded


<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>How piloting of IE has contributed in addressing the challenges of achieving IE as regular education?</td>
<td>a. Needs of special children (1,2,3, and 4 categories children) Needs? - b. seating space, c. furniture, learning materials, d. books, pen, copy, pencil, dress, e. scheme and implementation procedure. f. SIP and other plan in school and classroom</td>
</tr>
<tr>
<td>What are the major obstacles in running integrated class for blind and physically disabled?</td>
<td>a. Is classroom-ensuring access to education for all children? b. Children’s participation, c. Lesson plan, d. seating arrangement, e. teaching materials, f. group formation, g. discrimination, h. mobilization of students inside classroom, I. The process of awareness program. How SIP and other plan in school and classroom help for integration</td>
</tr>
<tr>
<td>How Inclusive Education (IE)-teacher training is contributing to effective operation of inclusive classes?</td>
<td>a. Teacher’s training manual. b. Teaching guide, c. Reflection of training in the classroom, d. IE knowledge and skill of teachers, e. teaching methods, f. production and use of materials, g. Is class child focused? h. Teacher training</td>
</tr>
</tbody>
</table>
A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level

Interview guidelines for Teacher/RT

A. Problems and Prospects

1. How do you perceive the concept of IE?
2. Do you find any shortcoming in adopting IE concept in government program? If so, what are these?
3. What visions of the future were imagined in adopting IE in local context?
4. How much of the visions are met after the introduction of IE? If not, what are the constraints?
5. How is it possible to meet these visions?
6. How do you see the importance of IE for institutionalizing children with difficult circumstances?
7. What are the reasons for adopting IE?
8. What are the problems faced after the introduction of IE?
9. What measures were introduced to address these problems?

B. Contribution of IE as regular education

1. What policies were adopted during IE piloting period? What types of teaching learning materials were developed during that phase? What else were done? Which of these have contributed to guide the IE program now?
2. How far has inclusive education program been relevant to the local context?
3. Has inclusive education program been able to create joyful learning environment in the classroom?
4. Have all the children in the classroom got equal learning opportunity? If yes, how?
5. Do the disabled and language minorities have access to equal learning opportunity? If yes, how? If not, why?
6. What measures should be undertaken by various authorities to make IE effective for the purpose of institutionalizing it? (Government, CBOs, NGOs, INGOs’ roles)

C. Contribution of teacher training to IE

1. How many teachers of this school/district received the basic inclusive education training? Who gave the training? What types of trainings were received? How long was the duration?
2. Apart from the teachers, who were the participants of the basic inclusive education training program?
3. What was the content of the training program?
4. What types of skills and knowledge of the teachers were strengthened by the training program?
5. What changes were brought in the teaching methods after the training on inclusive education?
6. How did the training help to develop teaching-learning materials for special needs children?
7. What improvement has been brought in the use of teaching-learning materials for IE children after the training?
8. What are the strengths and shortcomings of the inclusive education training program? What type of training program should be conducted to strengthen the capacity of the teachers?

D. Grading system of AC for disability
1. What system has been adopted by the AC in making IE program effective?
2. Who are involved in grading system? How is committee formed for the process of grading system? Who plays major role for grading? Where have you referred the children after grading? To IE, RC and IS?
3. What are the shortcomings of AC to perform its regular work?
4. What measures are to be undertaken immediately and in the future for making AC more effective?
5. What is the training procedure of IE teacher training program like?
6. How relevant is the content of Basic Inclusive Education Training Package?
7. Is the training package relevant to fulfilling the local needs of IE?
8. Are the teachers capable enough to fulfill the needs of SNE children?
9. What is the role of teachers in bringing IE children to school?
10. What improvement should be brought in the system and mechanism in fulfilling the needs of IE children in the classroom?

E. Obstacles of RC for MR and deaf
1. Is the RC program effective, relevant and joyful for the IE children in the local context? If yes, how?
2. What are the major obstacles in conducting RC for children with intellectual disability and deaf children?
3. How is it possible to correct the obstacles and who are to take the responsibilities?
4. How far has teacher’s training contributed to run the RC effectively?
5. How could the IE program be made successful?

F. Obstacles of IC for blind and children with physical disability
1. Are the children enrolled under the IE program have equal educational opportunity in the classroom?
2. Is there inclusive education awareness program conducted in the school? If yes, who were the participants of the awareness program?
3. What was the process of the awareness program on inclusive education conducted in the school?
4. What was the content of the awareness program? How far was the content relevant to the local context?
5. How far was the awareness program helpful for management of inclusive classroom, monitoring and teaching-learning?
6. How far were the teachers able to make the class child-friendly?
7. How far did the children take learning as joyful experience in the classroom?
8. To what extent the teaching-learning materials are used by the teachers and students in the classroom?
9. Are the teaching-learning materials accessible to IE children in the classroom?
10. Is group formation done while teaching and learning in the classroom? If yes, how are the groups formed (mixed, homogenous)?
11. What are the strengths and shortcomings of the inclusive education awareness program?
12. How do you rank the shortcomings in order of importance?
13. What improvement/changes should be brought to improve the awareness program in order to strengthen the smooth running of inclusive classroom?

G. IE framework for institutionalization
1. What types of infrastructures are essential to institutionalize IE? (building, teacher, textbook and special educational materials,
2. How do you assess the present structure of IE (special education, resource class and integrated class)
3. Is the present structure conducive to the growth of IE concept or does it require reform? If reform is essential, what are the possible reforms?
4. Who do you think are responsible units to be involved in the reform process?
5. Do you feel there is a need of IE program in the context of education for all? If yes, what is the need?
6. What types of supports are essential for the institutionalization of IE? Who (government, community, and others) are supposed to undertake what type of responsibility?
Tribhuvan University

Research Centre for Educational Innovation and Development

A Study on Problems and Prospects of Institutionalizing Inclusive Education at Primary Level

Local level FGD guidelines

A. Problems and Prospects

1. How do you perceive the concept of IE?
2. Do you find any shortcoming in adopting IE concept in government program? If so, what are these?
3. What vision of the future was imagined in adopting IE in local context?
4. How much of the vision is met after the introduction of IE? If not, what are the constraints?
5. How is it possible to meet these visions?
6. How do you see the importance of IE for institutionalizing children in difficult circumstances?
7. What are the reasons for adopting IE?
8. What are the problems faced after the introduction of IE?
9. What measures were introduced to address these problems

B. Contribution of IE as regular feature

1. What policies were adopted during IE piloting period? What types of teaching learning materials were developed during that phase? What else were done? Which of these have contributed to guide the IE program now?
2. How far is the inclusive education program relevant to the local context?
3. Has inclusive education program been able to create joyful learning environment in the classroom?
4. Have all the children of the classroom got equal learning opportunity? If yes, how?
5. Have the disabled and language minorities access to equal learning opportunity? If yes, how? If not, why?
6. What measures should be undertaken by various authorities to make IE effective for the purpose of institutionalizing it? (Government, CBOs, NGOs, INGOs’ roles)
C. IE frame work for institutionalization

1. What types of infrastructures are essential to institutionalize IE? (Building, Teacher, textbook and special educational materials,

2. How do you assess the present structure of IE (special education, resource class and integrated class)?

3. Is the present structure conducive to the growth of IE concept or does it require reform? If reform is essential what are the possible reforms?

4. Who do you think are responsible units to involve in the reform measures?

5. Do you feel the need of IE program in the context of education for all? If yes, how?

6. What type of supports are essential for the institutionalization of IE? Who (government, community, and others) are supposed to undertake what type of responsibility?
Annex -8:

List of school programs in the sample districts

Table 1
Program schools of Kavre district

<table>
<thead>
<tr>
<th>S. No</th>
<th>School</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sanjibani S S, Dhulikhel</td>
<td>Inclusive plus Integrated class for blind</td>
</tr>
<tr>
<td></td>
<td>Aadarsha SS, Banepa</td>
<td>Integrated ID</td>
</tr>
<tr>
<td></td>
<td>Binayak Bal LSS, Badalgaun</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Lankhanamai P S, Dhulikhel</td>
<td>(Piloted) Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Purna Sanjibani SS, Dulikhlel</td>
<td>(Piloted) Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Sharada SS, Sunthan</td>
<td>Inclusive School plus resource class for deaf</td>
</tr>
<tr>
<td></td>
<td>Kamala Devi P S, Panauti</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Kalidevi SS, Patlekhet</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Mathurapati SS, Phulbari</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Janakalyan PS, Phulbari</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Saraswoti SS, Badalgaun</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Chakra Devi PS, Dhulikhel</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Janjagriti P S, Sankhu</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Bhagawati HSS, Kharelthok</td>
<td>Resource class for ID</td>
</tr>
<tr>
<td></td>
<td>Aajad H SS, Banepa</td>
<td>Resource class for deaf</td>
</tr>
</tbody>
</table>

Source: DEO Kavre, 2065.

Table 2
Program schools of Banke district

<table>
<thead>
<tr>
<th>S. No</th>
<th>School</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mangal P H S S, Nepalgunj</td>
<td>Integrated class for blind</td>
</tr>
<tr>
<td></td>
<td>Saraswoti P S, Bankegaun</td>
<td>Piloted plus ID</td>
</tr>
<tr>
<td></td>
<td>Balmiki P S, Koriyanpur</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Bagesori P S, Bilaspur</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Nera P S, Bageshori</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Nera P S, Garabaritole</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Thirth P S, Jalpokhari</td>
<td>Inclusive School</td>
</tr>
<tr>
<td></td>
<td>Nera P S, Shivpuri</td>
<td>Inclusive School</td>
</tr>
<tr>
<td>School</td>
<td>Program</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Hanuman Nera P S, Gosaigaun</td>
<td>Inclusive School</td>
<td></td>
</tr>
<tr>
<td>Tribhuvan H S, Kohalpur</td>
<td>Inclusive School plus resource class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for blind</td>
<td></td>
</tr>
<tr>
<td>Laxmi S S, Bardawa</td>
<td>Inclusive School</td>
<td></td>
</tr>
<tr>
<td>Rara P S, Gawar</td>
<td>Inclusive School</td>
<td></td>
</tr>
<tr>
<td>Dahit P S, Chisapani</td>
<td>Inclusive School</td>
<td></td>
</tr>
<tr>
<td>Shree L S, Lakdahawa</td>
<td>Resource class for deaf plus AC</td>
<td></td>
</tr>
<tr>
<td>Nera Adarsha P S, Dgaun Khajura</td>
<td>Resource class for deaf</td>
<td></td>
</tr>
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</table>

Source: DEO Banke, 2064.

<table>
<thead>
<tr>
<th>S. No</th>
<th>School</th>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Shree kankai S S, Surunga,</td>
<td>Integrated education plus 2 resource classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(deaf)</td>
</tr>
<tr>
<td></td>
<td>Birat P S, Biratpokhar</td>
<td>Inclusive plus 3 resource classes(ID)</td>
</tr>
<tr>
<td></td>
<td>Mohan Maya L S, charpane</td>
<td>Inclusive plus 2 resource classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Deaf)</td>
</tr>
<tr>
<td></td>
<td>Himali P S, Ghailadubba</td>
<td>Inclusive plus 1 resource classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(deaf)</td>
</tr>
<tr>
<td></td>
<td>Laxmi L S, Garamuni</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Janta P S, Garamuni</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Mahendra Ratna H S S, Anarmuni</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Mahendra Ratna S S, Topgachhi</td>
<td>1 resource class (deaf)</td>
</tr>
<tr>
<td></td>
<td>Mangalmaya S S, Lakhanpur</td>
<td>2 resource class (deaf)</td>
</tr>
<tr>
<td></td>
<td>Bhimsen L S S, Maharanijhoda</td>
<td>1 resource class (deaf)</td>
</tr>
<tr>
<td></td>
<td>Tarabari L S S, Damak</td>
<td>1 resource class (deaf)</td>
</tr>
<tr>
<td></td>
<td>Durga S S, Garamuni</td>
<td>2 resource class (blind)</td>
</tr>
<tr>
<td></td>
<td>Saraswoti S S, Damak</td>
<td>2 resource class (blind)</td>
</tr>
</tbody>
</table>

Source: DEO Jhapa, 2064.
### Table 4 A
Resource Classes at Dadeldhura District, 2064

<table>
<thead>
<tr>
<th>S No</th>
<th>School</th>
<th>Disability types/remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sidhanath H S S, Jogbuda</td>
<td>blind</td>
</tr>
<tr>
<td>2</td>
<td>Bhuwaneshore S S, Jaisera</td>
<td>ID/ no students</td>
</tr>
<tr>
<td>3</td>
<td>Puranagiri P S, Jiloda</td>
<td>ID+ AC school</td>
</tr>
<tr>
<td>4</td>
<td>Sahasralinga S S, Chamada</td>
<td>Deaf</td>
</tr>
<tr>
<td>5</td>
<td>Sarasoti H S S, Bogata</td>
<td>Deaf</td>
</tr>
<tr>
<td>6</td>
<td>Janata H S S, Sakayal</td>
<td>Deaf</td>
</tr>
<tr>
<td>7</td>
<td>Gaudeshore H S, Belapur</td>
<td>ID</td>
</tr>
</tbody>
</table>

Source: District Education Office, Dadeldhura, 2064.

### Table 4 B
Inclusive Schools at Dadeldhura District, 2064

<table>
<thead>
<tr>
<th>S No</th>
<th>School</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aasigram P S, Selagaou</td>
<td>Began from 2061/62</td>
</tr>
<tr>
<td></td>
<td>Bhumiraj P S, Bagchaurs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aadarshy Bhadutek P S, Lodsedai</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Janajyoti P S, Aaditayapur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tripurasundari P S, Birkhamba</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baijanath SS, Mauroda</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sidhya P S, Bogani</td>
<td>Began from 2062/63</td>
</tr>
<tr>
<td></td>
<td>Saileshori P S, Tulamadi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sibaparbat P S, Kayal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bipi P S, Aampani</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Janajyoti P S, Gaibade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siddanath P S, Simalkhet</td>
<td></td>
</tr>
</tbody>
</table>

Source: District Education Office, Dadeldhura, 2064.
Table 5
Program schools of Kaski district

<table>
<thead>
<tr>
<th>S. No</th>
<th>School</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saraswoti Tika SS, Bharatpokhari</td>
<td>4-Resource classes (ID)</td>
</tr>
<tr>
<td></td>
<td>Janprakash HSS, Bhandaridhik</td>
<td>1-Resource class (Blind) + Inclusive</td>
</tr>
<tr>
<td></td>
<td>Kudahar PS, Kudaharchowk</td>
<td>1-Resource class (Blind)</td>
</tr>
<tr>
<td></td>
<td>Srijana Residential HSS, Lekhanath-3</td>
<td>4-Resource class (Deaf)</td>
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<tr>
<td></td>
<td>IndraRajya Laxmi SS, Lamachaur</td>
<td>Inclusive, AC located school</td>
</tr>
<tr>
<td></td>
<td>Chandika PS, Batulechaur</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Santi SS, Jumleti</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Aakala PS, Lamachaur</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Kalika PS, Majuwa</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Laxmi SS, Aurghau</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Kalyan PS</td>
<td>Inclusive</td>
</tr>
<tr>
<td></td>
<td>Kudahar PS, Kudahar</td>
<td>Inclusive</td>
</tr>
</tbody>
</table>

Source: DEO Kaski, 2065.