

# **Intellectual Disability in Community Activities**

April, 2013



**Inception Report**

NEPAL



**Rabindra Prasad Acharya**

***Ministry of Women, Children and Social Welfare***

Kathmandu, Nepal.

# Intellectual Disabilities in Community Activities 2013

## *Inception Report*

Accepted participants are requested to send an Inception Report to 1) JICA Tokyo and 2) The Japan League on Development Disabilities (JLDD) **by June 7, 2013**. Preferably by e-mail to (1)[ticthd@jica.go.jp](mailto:ticthd@jica.go.jp) and (2)[ilmr@ca.mbn.or.jp](mailto:ilmr@ca.mbn.or.jp).

The main objective of this Inception Report is to promote mutual understandings at the Analyzing session which is scheduled at the beginning of the program. Participants are expected to share the activities of each participant and/or each country. Participants are also expected to clarify the problems and set up objectives for each through this report writing. It is preferred to be typewritten on A4 size paper, between 5 to 10 pages.

### 1. General Information

- (1) Name of Country : Nepal
- (2) Area (sq.km) : 147, 181 SQ. km.
- (3) Life expectancy: 65 years.
- (4) infant mortality rate : 64.4 per 1000 live birth
- (5) Maternal mortality rate : 0.4%
- (6) Literacy rate : 65.9 % (census 2011)
- (7) Population : 26,494,504 (census 2011)
  - a) district : Total Number of District is 75
  - b) age (10 years) :
  - c) income level (rich, middle, poor, poorest) :
- (8) Educational System (number of schools and students in each districts)

Education in Nepal is structured as school education and higher education. School education includes primary level of grades 1-5, lower secondary and secondary levels of grades 6-8 and 9-10 respectively. There is also the practice of Pre-primary level of education which is called early childhood development (ECD) . Six years of age is the prescribed age for admission into grade one. A national level School Leaving Certificate (SLC) Examination is conducted at the end of grade ten. Grades 11 and 12 are considered as higher secondary level. Higher Secondary Education Board (HSEB) supervises higher secondary schools

which are mostly under private management. Previously these grades were under the university system and were run as proficiency certificate level. Though some universities still offer these programs, the policy now is to integrate these grades into the school system.

Higher education consists of bachelor, masters and PhD levels. Depending upon the stream and subject, bachelors' level may be of three to five years' duration. The duration of masters level is generally of two years. Some universities also offer programs like M Phil and post-graduate diploma.

Legally, there are two types of school in the country: community and institutional. Community schools receive regular government grant whereas institutional schools are funded by school's own or other non-governmental sources. Institutional schools are organized either as a non-profit trust or as a company. However, in practical terms, schools are mainly of two types: public (community) and private (institutional). A third type of school is the schools run by the local people enthusiastic towards having a school in their localities. They do not receive regular government grants and most of them do not have any other sustainable financial source. Supported and managed by the local people, they can be thus identified as the real community schools. In Nepal altogether nearly 32000 schools are providing education to 7665458 students consisting of 4576697 Primary level students, 1823197 lower secondary students, 878047 secondary level students and 387517 of higher secondary students.

(9) Health System (Number of hospitals in each district) :

(10) Major Industry (Number of people working for each industry)

(11) Employment rate

## 2. Intellectual Disabilities

(1) Laws concerned with persons with Intellectual Disabilities

In Nepal there are no any exclusive laws for the persons with intellectual disabilities. The provisions regarding the issues of intellectual disabilities are found in other exclusive laws made for all disabled people and some common laws. Some provisions for the persons with intellectual disabilities are found in the following acts and policies:

### **Disabled Welfare and Protection Act 1982:**

This is the first law made in Nepal to address disability issues which is common for all types of people with disabilities. However, there are not enough provisions particularly related to the issues of children with intellectual disabilities in this act.

According to Clause 6 (3) there is a provision of special education can be made to the blind, deaf and the children with intellectual disabilities.

### **Education Act 1964 (2028 B.S.)**

Only the definition part of this act has addressed the children with intellectual disabilities.

Clause 2, Definition, d (1): Special Education refers to the education to be provided for blind, deaf, disabled and the children with intellectual disabilities. There exists a separate special education policy to implement this provision.

### **Child Act 1991 (2048)**

This Act has made some provision of child welfare home.

According to clause 36 of this act, children will be kept in child welfare home until he is 16 years. In the sub clause 2 it has again said that in the case of deaf, blind and children with intellectual disabilities they would be kept in the child welfare home until they are sent to other child welfare homes which are specially made for them.

In the clause 43 (1) of this Act the provision of Orphan homes and center for the children with intellectual disabilities has been made. According to this clause the government shall establish orphan homes and center for the children with intellectual disabilities as per the necessity.

### **Education Regulation 2002 (2059 B.S.)**

Rules 47: Abandoned and the mentally retarded children are entitled to enjoy the additional extra time in written examination in their school considering their physical problem in writing.

### **Special education policies 1996 (2053)**

This policy was brought for the education of people with disabilities and particularly for deaf, blind and children with intellectual disabilities. This has set its objective of mainstreaming the education of disabled people in the main education system. The main policies have been described in 33 points and there are no any special points for the children with intellectual disabilities. The policies are common for all. Mainly, data survey, making the special education as a part of EFA, provision of free education, scholarship, improvement of physical condition and infrastructures of schools, human resources development in special education, mobilization of NGOs are the main issues addressed by this policy.

A part from this Nepal Government has ratified the convention on the rights of persons with disabilities (UNCRPD). Following the ratification, ministry of women children and social welfare has initiated the amendment process of domestic laws in line with UNCRPD.

### **(2) Financial Assistance for persons with Intellectual Disabilities**

The Department of Education (DoE) under the Ministry of Education has passed special education policy. DoE has been supporting financially to run special school for the persons with intellectual disability. A part from this the ministry of women children and social welfare has been providing regular financial support to some organizations of parents of persons with intellectual disabilities for their empowerment, program and activities. The Ministry of Local Development and Federal Affair has been providing social security allowance for the persons with complete disability where the persons with severe intellectual disability have also been covered.

### **(3) Services including CBR available for persons with Intellectual Disabilities**

CBR program was started in Nepal since 1985 from NGO sector. Nepal Government, Ministry of Women Children and Social Welfare owned the CBR program from 2000 and has been implementing in each district by providing some financial support (Rs. 150 thousand per year per district) directly and facilitating to link the CBR with other local resource as well. Women and children office of each district are designated as the local focal agency of government to monitor and facilitate the CBR program. One local disabled peoples'

organization (DPOs) in each district is assigned to execute the CBR program on behalf of government. The CBR program is for all types of persons with disabilities. Since the intellectual disability has been recognized as one of the category of disability according the definition and classification adopted by government the people falls under this definition are definitely benefited from the CBR program.

(4) Number of services and those beneficiaries in each district  
(province)

3. Outline of your organization

(1) Background, vision, strategy :

Ministry of Women Children and Social Welfare is central government body which is particularly designated to lead the gender and child related issues including other various issues of social welfare. Disability is also one of the areas that the ministry has been addressing. The disability issue is addressed by the social security section under the ministry. The target group of the ministry is women, children, persons with disabilities and elderly/aged people. The ministry has accessed the target group into its programs through the local agency named women and children office which is district level focal agency of the ministry.

Social Security, gender inclusion, community based rehabilitation and child protection is the key strategies of the ministry to address its target group.

(2) Major programs, covered areas, covered population,  
number of beneficiaries

Ministry has been implementing the following disability related programs

- Community Based Rehabilitation for the persons with disabilities.
- Empowerment and Social Awareness on disability sector by providing direct financial aid to the organizations of persons with disabilities.
- Celebration of the International day of persons with disabilities.
- Revision of disability related policies, laws and guidelines.

### (3) Your position and duty

#### **Position**

*Section Officer* (Disability Desk In-charge, Social Security Section, Ministry of Women Children and Social Welfare)

#### **Main duties:**

- Play the lead role as the disability desk in-charge
- Support the ministry to develop disability related program planning.
- Execute the disability related programs and activities passed by the ministry
- Monitoring of all disability related program and activities
- Reporting of disability related program and activities to the relevant line authorities.

4. Community Development program which include Intellectual Disability issues as one of the activities. (If you know any)

### 5. Situation of persons with Intellectual Disabilities

#### (1) Diagnosis (professional responsible for diagnosis)

In Nepal the government hospitals are responsible as the professional body for the diagnosis of intellectual disabilities. In rural area the CBR workers are also used for the identification process.

#### (2) Education (Special Education and/or Integrated Education)

In Nepal, mostly the persons with intellectual disabilities are given special education. However there are some schools where they are also taught together with other children or by organizing a separate class room for them.

#### (3) Vocational Training and Job Opportunity

There is no any vocational training program particularly focused on the persons with intellectual disabilities of behalf of the government. However, the some NGOs and organizations of parents have carried out vocational trainings related to handicraft for them.

(4) Support Organizations

a) governmental agencies

b) number of NGOs concerned with Persons with Intellectual  
Disabilities

6. Based on the information above, what are the issues to solve to conduct effective supports for persons with Intellectual Disabilities?