

Intellectual Disabilities in Community Activities 2015

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 may22, 2015**. Preferably by e-mail to (1)ticthd@jica.go.jp and (2)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 : 68.8 years.
- (4) infant mortality rate : 54 per 1000 live birth
- (5) Maternal mortality rate : 281per 100000 live
- (6) Literacy rate : 65.9 % (above 5 years), 87.5%(above 15-24 years)
- (7) Population : 2,64,94,504 (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 system in Nepal is gradually developed since 1989 when established democratic system. Education system is structured as **school education** and **higher education**. **School education** includes primary level of grades 1 to 5, **lower secondary** and **secondary levels** of grades 6 to 8 and 9 to 10 respectively. There is also the practice of **Pre-primary level of education** which is usually called as 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 called as **Iron Gate for higher education** and Grades 11 and 12 are considered as **higher**

secondary level. There is a supervisory body of Higher Secondary Education which is called as Higher Secondary Education Board (HSEB). It 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 level. There are five major university in Nepal namely known as Tribhuvan University, Kathmandu University, Pokhara University, Mid west University and Purabanchal University . Some universities also offer programs of M. phill and post-graduate diploma.

Legally, there are two types school in the country: community and institutional. **Community schools** receive regular government grant and other government services whereas **institutional schools** are funded by school's own or other non-governmental sources. But the government regulates and monitor both school. Both school also should follows the government rules and regulations and other education policy formulated by government. 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 long term and sustainable financial resources. Supported and managed by the local people, they can be thus identified as the real community schools. In Nepal, Number of Schools are as follows :-

- Pre-primary schools and child development centre – 34174
- Primary schools – 34298
- Lower Secondary schools – 14447
- Secondary schools – 8416
- Higher Secondary – 3596

Total Number of students is 71,27,050 in community schools and 75,42,3,93 in institutional schools .

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

The government of Nepal is given more emphasis and priority to health of peoples . There is institutional and legal provisions regarding to health of public. There are 75 districts hospitals and many health posts in each districts . There are many private management hospitals and nurshing homes in every districts .

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

The government of Nepal has given priority to development of industry and managed various institutional and legal provisions . Mainly, the government of Nepal is classified industrial sector as production, service, tourism, construction, energy, Agro-based and minerals industry. Number of people working in each industry is 266619, 95423, 39604, 2718, 19262, 29153 and 5 457 respectively.

(11) Employment rate : The annual average employment rate is 2.9%.

2. Intellectual Disabilities

(1) Laws concerned with persons with Intellectual Disabilities

In Nepal there are various laws and policies regarding to person with disability and 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 provision for the persons with intellectual disabilities are found in the following laws and policies:

Disabled Welfare and Protection Act 1982 and Regulation 1994 :

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. Now the government of Nepal initiates to make a new act addressing the issues of all types of disability.

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

Education Act 1964

Only the definition part of this act has addressed the children with intellectual disabilities like as,

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

This Act has made some provision of child welfare home.

According to clause 36 of this act the 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 house and center for the children with intellectual disabilities has been made. According to

this clause the government shall establish the orphan homes and center for the children with intellectual disabilities as per the necessity.

Education Bylaws 2002

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

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 has 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 the data survey, making the special education as a part of EFA(Education For All), 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) in 2009. 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 Ministry of women children and social welfare has been providing regular grants every year to mothers society of persons with intellectual disabilities for their education, empowerment, program and activities. Although Department of Education (DOE) under the Ministry of Education has passed special education policy. Department of Education has been supporting financially to run special school for the persons with intellectual disability. The Ministry of Federal Affairs

and Local Development has been providing social security allowance Rs. 1000 for the persons with complete disability where the persons with severe intellectual disability has also been covered. In Nepal, there are many INGOs working in the field of persons with disability has been supporting financial assistance to their development.

(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 A.D. and has been effectively implementing in each district by providing some financial support (Rs. 186 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. Although, the government of Nepal has been given priority to effective implementation of CBR program for development, empowerment, livelihood and access the persons with intellectual disabilities.

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

According to population census 2011, there are 513994 people are persons with disabilities all over the 75 districts. There are number of services providing to persons with disabilities like as special education, social security allowance, health services, assistive device, capacity development and empowerment training and rehabilitation etc.

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 are 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.

The vision of the ministry is to take the lead role to protect and promote the rights of the women, children, senior citizens and persons with disabilities in Nepal.

Social Security, gender inclusion, community based rehabilitation and child protection are 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 program:

- 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

I am working as a section officer, Disability Desk In-charge in Disability Rights Promotion Section of Ministry of Women, Children and Social Welfare which is main body to work on formulation and implementation of plans and policies concerning Persons with Disabilities. Brief description of my duties are as follows:

- a) Planning, budgeting and implementing of annual program of Disability Rights Promotion Section,
- b) Advocacy for rights of the persons with disability,
- c) Implementing designed program with other line agencies and partner organization working in disability sector,
- d) Working as a focal person of disability,
- e) Coordinate with development partners.
- f) Organizing Community Based Rehabilitation (CBR) network meeting in ministry level.
- g) Monitoring and preparing report of annual programs.
- h) Providing training on rights of the persons with disability at national and local level.

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 to the persons with intellectual disabilities of behalf of 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?