

**Action Plan**

**Course**

**Intellectual Disabilities II**

**Title**

**The Inclusive Education for Intellectual Disabilities in  
Nepal.**

**By**

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# **The Inclusive Education for Intellectual Disabilities in Nepal.**

## **Background:**

National Federation of the Disabled Nepal (NFD-N) is an apex body that both identifies regional level disabled associations as well as represents the whole differently-able community to national as well as international levels. Also popularly known as NFD- N, it is a not profit organization that strives to instill self-confidence, encourage self-reliance and meet the individual needs of differently-able persons. The organization also aims to create awareness, and promote acceptance and integration within society for people with disabilities.

NFDN envisages empowered persons with disability who is educated, socially secured, economically productive, politically aware, and happily living with his/her family without any feeling of handicap.

NFD-N established on 1993 with mission to Participation of persons with disability in the mainstream national development with the full realization of equality. Recognizing the need to bring all people with disabilities and their local level organizations under one umbrella, to properly represent them to various organizations and to protect their rights and dignity by advocating at both national as well as international level have been what NFDN has been established for.

Equally as advocating for the community of people with disabilities, it strives to create an environment coalesced to support and voice common issues and needs.

## **People with disabilities do not want a handout. They want to help themselves.**

For our own good, as well as theirs, it is our responsibility to do all we can to help people with disabilities to fulfill their aspirations and take their rightful place in society.

## **Main Objective of NFD-N**

NFD-N and its member organizations will be effective, democratic, self reliant organizations of people from all types of disability groups (with Intellectual disabilities parents) and be capable to implement programs that ensure equalization of opportunities and full participation of persons with disability in social, political, and economic activities.

- ❖ **Promote the human rights of disabled persons ;**
- ❖ **Promote economic and social integration of disabled persons ;**
- ❖ **Develop and support organizations of disabled person;**

- ❖ **Awareness: public, community, society, parents;**
- ❖ **Advocacy: government for law, rules and regulations;**
- ❖ **Capacity building: member organization, through members' organization to all people with disabilities (PWD) of Nepal.**

## **ID and Inclusive education**

When a child with disabilities born or acquires disability in early childhood, many families feels they are faced with questions for which they do not have answer. Why was my child born with this disability? Why did this happen to my child? How should I treat them? What special exercises should I do? How should I cope with other people's reactions? Will my child be able to learn? Will my child be able to go school? Will my child be able to get job? Will they ever marry? There are a lot of questions that many parents feel overwhelmed.

Typically, children with an intellectual disability are defined as those children who learnt at much slower rate in all areas (academic, social and functional) and that this is throughout of their life time. It does not mean that they can not learn but rather their rate of learning is slower in most or all aspect of their lives. For some children their intellectual disabilities may be identified at their birth, for instance, Down syndrome. For others, their parents will notice that their delayed and slower to reach the milestones of normally developing children. For some children an accident or illness during their childhood may cause their Intellectual disabilities. Children with Intellectual disabilities can be affected only mildly or they may be severely affected.

Intellectual disabilities is still surrounded by many traditional negative believes & myths that reinforce many prejudices and lower expectations. It is extremely important not to limit people with an intellectual disability by our own limits in understanding or by not providing them with as many opportunities to learn & participate as possible.

National crisis in the education of children with disabilities persists. In the nation 98% of children with disabilities remain out of school and 99% of girls with disabilities continue to be illiterate. With an estimated 7 hundred thousand children aged up to 14 years with disabilities nationwide, the potential of what this means in real terms is enormously significant.

**Education is not only a fundamental right but also a basic necessity to be able to participate and flourish in one's community.** It is the stage where children and adults learn to integrate into and become an active member of society. Inclusive education is about setting up classrooms to be as diverse as the societies.

NFD-N has planning to launch and continues to mobilize a global coalition to advance inclusive education on a global basis. NFD-N will strive to develop strategies and

interventions that promote the inclusion of children with a disability in efforts to make basic education available to all children, through the EFA (Education for All) and other initiatives.

**NFD-N respect the UNESCO’s definition of Inclusive Education as “a process of addressing and responding to the diversity of needs of all learners through inclusive practices in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content approaches structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.”** (UNESCO, Guidelines for Inclusion: Ensuring Access for All)

Education of Disabled Children : Reasons for generally low educational completion rates in Nepal include economic and social factors, inadequate community participation in the provision and maintenance of physical facilities, low levels of public awareness with regard to the value of education, inappropriate curricula, inadequate numbers of trained teachers, and limitations in supervision and monitoring. Nonetheless, the amount of education which discharged disabled children receive is comparable to that in the rest of Nepal. This achievement could be enhanced further by collaborating with other parties to advocate for the integration of all disabled children into the public education system. Sources: PHYSICALLY DISABLED CHILDREN IN NEPAL: A FOLLOW UP STUDY

**Literacy and Child Education:** Adult literacy among parents and caregivers was anticipated to be positively associated with child education. However, a low correlation was found between the literacy of adults and the extent of the child's education. Thus, child education appears to be valued by adults of all literacy levels. Nonetheless, some important gaps in childhood education patterns are observed.

<u>Educational levels of children, years of completed education</u>						
Age	None	1-3	4-6	7-9	>9	Total
3-5	2	1	0	0	0	3
6-8	16	25	1	0	0	42
9-11	7	22	9	1	0	39
12-14	4	10	18	0	1	33
>15	18	12	35	36	30	131

<b>Total</b>	<b>47</b>	<b>70</b>	<b>63</b>	<b>37</b>	<b>31</b>	<b>248</b>
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Over 18% (45) of the children have no formal educational experience, even though they are of eligible age. While this is understandable with older children, where access to education may have been a problem in the past, it appears that a number of children between 6-8 years are still not being enrolled in school. Sources: PHYSICALLY DISABLED CHILDREN IN NEPAL: A FOLLOW UP STUDY

**Problem:**

- ❖ Inadequate policy and legislative provision;
- ❖ Inadequate accessibility and provision for physical support;
- ❖ Lack of school and classroom practices to support diverse learners;
- ❖ Lack of training to the teacher, parents, and others;
- ❖ Lack of awareness towards Intellectual Disabilities;
- ❖ Parent with ID children Neglected from family and society;
- ❖ ID children stay in home
- ❖ Hide I. D child from the family because they shame and humiliates to show relatives and neighbors and community people ;
- ❖ Most of the ID parents are poor so they just think how to survive daily life.
- ❖ Community people, school teachers were worried and afraid with the behaviors of ID people.

**Nepal Profile**

Nepal is a landlocked country between India and China with some of the most rugged topography on earth.

**Location:**

South Asia, between India and China

**Area:**

Total: 140,800 sq km

land: 136,800 sq km

water: 4,000 sq km

**Land boundaries:** Total 2926 KM

**Boarder Boundaries:** China 1236, India 1690

**Geographic Note:** landlocked; strategic location between China and India; contains eight of world's 10 highest peaks, including Mount Everest - the world's tallest - on the border with China

**Natural Resources:** quartz, water, timber, hydropower, scenic beauty, small deposits of lignite, copper, cobalt, iron ore

**Land use:** Arable land: 21.68%, Permanent crops: 0.64%, other: 77.68%  
Irrigated land: 11,350 sq km (1998 estimated)

**Climate:** varies from cool summers and severe winters in north to subtropical summers and mild winters in south

**Terrain:** Tarai or flat river plain of the Ganges in south, central hill region, rugged Himalayas in north

**Population:** Total 27,676,547 (July 2005 estimated.)

**Age structure:** 0-14 years: 39% (male 5,575,157/female 5,221,794)  
15-64 years: 57.3% (male 8,137,410/female 7,720,691)  
65 years and over: 3.7% (male 499,039/female 522,456) (2005 estimated.)

**Median age:**

Total: 20.07 years

Male: 19.91 years

Female: 20.24 years (2005 estimated)

**Population Growth Rate (PGR):**

2.2 %

**Birth rate:**

31.45 births/1,000 population (2005 estimated.)

**Death rate:**

9.47 deaths/1,000 population (2005 estimated)

**Sex ratio:**

At birth: 1.05 male(s)/female  
under 15 years: 1.07 male(s)/female  
15-64 years: 1.05 male(s)/female  
65 years and over: 0.96 male(s)/female  
total population: 1.06 male(s)/female (2005 estimated.)

**Infant mortality rate:**

Total: 66.98 deaths/1,000 live births;  
male: 65.25 deaths/1,000 live births;  
female: 68.79 deaths/1,000 live births (2005 estimated.)

**Life expectancy at birth:**

Total population: 59.8 years  
male: 60.09 years  
Female: 59.5 years (2005 estimated)

**Total fertility rate:**

4.19 children born/woman (2005 estimated)

**Ethnic groups:**

Chhettri 15.5%, Brahman-Hill 12.5%, Magar 7%, Tharu 6.6%, Tamang 5.5%, Newar 5.4%, Muslim 4.2%, Kami 3.9%, Yadav 3.9%, other 32.7%, unspecified 2.8% (2001 census)

**Language:**

Nepali 47.8%, Maithali 12.1%, Bhojpuri 7.4%, Tharu (Dagaura/Rana) 5.8%, Tamang 5.1%, Newar 3.6%, Magar 3.3%, Awadhi 2.4%, other 10%, unspecified 2.5% (2001 census)

**Literacy:**

Definition: age 15 and over can read and write  
Total population: 45.2%  
Male: 62.7%  
Female: 27.6% (2003 estimated.)

**Administrative division:** 14 zones (anchal, singular and plural); Bagmati, Bheri, Dhawalagiri, Gandaki, Janakpur, Karnali, Kosi, Lumbini, Mahakali, Mechi, Narayani, Rapti, Sagarmatha, Seti

**Population below poverty line:**

42% (1995-96)

**Household income or consumption by percentage share:**

Lowest 10%: 3.2%, highest 10%: 29.8% (1995-96)

**Distribution of family income index:**

36.7 (FY95/96)

**Labor force by occupations:**

Agriculture 81%, industry 3%, services 16%

**Unemployment:**

47% (2001 estimated)

**Project objective**

- ❖ Increase the primary level participation and completion of ID children.
- ❖ Encourage parents of children with intellectual disability to become more involve in their society.
- ❖ Empower parents and volunteers throughout organizational capacity building.
- ❖ Increase public awareness towards the ID
- ❖ Encourage the adoption and application of the UN standard rules on the equalization of opportunities for the person with disabilities.
- ❖ Educate and influence to the community, parent, teacher and other concern about the causes of disabilities;
- ❖ Develop networks to mobilize and share knowledge about inclusive and effective policy, programming and practice.

**Strategies**

- ❖ Establishing pilot projects in individual schools or cluster of schools incorporating best practices and developing local strategies;
- ❖ Training to teachers, principles, so they in turn, can train to others;
- ❖ Paying teacher sufficiently so they can focus on teaching sufficiently and be held accountable for student's success;
- ❖ Providing teachers with training in class room strategies so they can accommodate children with divers learning needs in regular classes;

- ❖ Staffing school with support teachers to provide collaborative help to classroom teacher;
- ❖ Developing information package on best practices and disseminating the knowledge's;
- ❖ Supporting to creating the education institution that prepare new teacher for inclusion; and
- ❖ Forming partnership between schools, parents group, NGO, government and professional group in the promotion of inclusion in the schools and the community.
- ❖ Creating awareness to the rights of people with disabilities by utilizing all available means, mass and mediums of Information, communication and education.
- ❖ Mobilizing people with disabilities to be organized by assisting to create a network of self-help groups and to get rightful assistance from the Government.
- ❖ Supporting to establish and strengthen the mechanism to bring all stakeholders together to work closely in disability theme.

**Target group:**

- ❖ Intellectual disabled Children, multiple disabilities, behavioral problems, speech and language problem, physical disabled, visual impairments, deafness or hearing impairments, learning disability, and children with epilepsy.
- ❖ Children who are neglected or abused.

**Target population:**  
**2000 people with disabilities (included 500 ID)**

**Target area:**  
 Eastern region

**Project plan :**

3 years

**Schedule**

1 year	Program		

**program**

**Activities:**

- Situation analysis of PWD.
- Training, and hands on skills.
- Advocacy and awareness towards ID.
- Parents school partnership program.
- National, regional and local networking.
- Inclusive educational specific activities (IE).
- Income generation Program (IGP).
- Human resources development (HRD).
- Institutional development (ID).
- Relief and rehabilitation.

**(# of program activities would be decided based on the available resource during the detail implementation plan.)**

**Implementing Method:**

- Participatory Learning and Action (PLA);
- Gender relation and analysis (GRA);
- Training, workshop.
- Participating on activities, Sharing of best practices or examples from outside of country, questionnaire, campaigning, lobbying, leaflet and media works (by Radio, TV, and news paper);
- Detail Implementation plan (DIP) with beneficiaries;
- Parents meeting of disabled to form the association.
- Partnership with community level (Beneficiaries);
- Monitoring decisions, evaluating services;

### **Expected Resources:**

- Labor: USD \$ 8,000
  - Materials: USD \$ 10,000:00
  - Support: USD \$ 15,000:00
- Total : USD \$ 30,000:00 (Government, NFDN, Donar)**

### **Conclusion:**

The provision of education is challenge for all country around the globe. Establishing and maintaining a quality education a system requires not only well trained and administrators but also large infusion of money to keep the system up to date and relevant with rapidly changing societies and economies.

The Arrival child with a disability usually raises challenges for all involve. Families are understandably concerned as they think about the future of their children. This project could be the evolution and continuous to promote a humane compassionate and accepting world. Children with disabilities remind all of us for the need for this kind of world on a daily basis.

The goals of the present initiatives are to identify and support cluster of schools, public and private that successfully includes students with special needs. Specially; those with Intellectual disabilities.

This project will be the milestone of the nation which will serves with most use full purpose by providing support for the long term goal of making every school inclusive. This goal is at the heart of the mission of parents groups. With the success of this project, public officials or will responsible for educations are being asked to build in these examples and thus fulfill their responsibility to provide an education for every child.

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