

Situation Analysis of Special Needs Education for the Expansion of Inclusive Education



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In this twenty-first century, Nepalese disabled and disadvantaged children are found suppressed, neglected and forced to live deprived because of social discrimination. As a result, about 19% primary school age disabled and disadvantaged children (6-10 years) are still out of school. Of the disabled children, 68.2% are deprived of education. How to take them to school and provide them education has been one of the major challenges for BPEP II. In this regard, various scholarship and incentive programmes have been launched by MOES under BPEP II. This study focuses on the inclusivity situation of the country in terms of the magnitude of problems, provisions and specific needs of these children. In this context, the pilot programme of DOE on Inclusive Education and Special Needs Education under BPEP II have been assessed.

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Abbreviations

AC	Assessment Centre
ACMC	Assessment Centre Management Committee
BPEP	Basic Primary Education Programme
CERID	Research Center for Educational Innovation and Development
DDC	District Development Committee
DEO	District Education Office
DEP	District Education Plan
DOE	Department of Education
FGD	Focus Group Discussion
FP	Focal Person
FRP	Formative Research Project
IE	Inclusive Education
MOES	Ministry of Education and Sports
MR	Mentally Retarded
NGO	Non-Government Organization
RC	Resource Centre
RP	Resource Person
SE	Special Education
SEC	Special Education Council
SIP	School Improvement Plan
SMC	School Management Committee
SNC	Special Needs Children
SNE	Special Needs Education
VDC	Village Development Committee
VEC	Village Education Committee
WEU	Women Education Unit

EXECUTIVE SUMMARY

The major objective of this study is to bring disadvantaged and disabled children to the mainstream of formal schooling. The physically and mentally disabled, and socially disadvantaged people are educationally disadvantaged as well. In Nepal, approximately 1.63% of the people are disabled and 68.2% of them are deprived of education (The Situation Analysis of Disability In Nepal, NPC/UNICEF/New Era, 2001).

This study is emphasizing to the HMG measures under BPEP II and the educational status and access to education for the disadvantaged and disabled groups in the sample districts. This study provides recommendations and strategies for the formulation of policies for providing education to the special educational needs children in Nepal. The focus of the study is to find out to what extent of success the programme formulated by BPEP II for the special disadvantaged and disabled group is being implemented. The study also focuses on Inclusive Education, which is being implemented on a pilot basis in 4 districts of the country. A study was also made in order to find out the possibility of inclusivity in education. Field studies were conducted in 12 schools of 5 sample districts where Special Needs Education and Inclusive Education programmes have been conducted. The main intent of the present study is to find out the educational status of the children of special needs. The specific objectives of the study were as follows:

- To trace out the implementation procedure for the Special Needs Education and Inclusive Education programmes
- To assess the utilization of distributed materials and training for resource teachers and other related people in the area of Special Needs Education and Inclusive Education
- To identify the gaps, if any, that exist between policy and implementation levels in Special Needs Education
- To identify the problems encountered in conducting special education programmes
- To study the provision of government and non-government organizations for the special education programme
- To evaluate the experiences of the pilot programme on inclusive education
- To provide suggestions for the improvement of inclusivity situation in education

Study Procedure

There were various activities undertaken during the study. The participatory research approach was the principal modality. Purposive random sampling procedure was adapted for the study. Programme implementers of the central, district and pocket levels were included in the study. The programme implementers of the Special Needs Education Section of DOE were only partly involved as resource persons. The District Development Officer, focal persons, programme coordinators, School Management Committee, Resource Centre members and NGO representatives were involved in the district level pod group discussion and FGD. Similarly, SMC members, teachers, head teachers, VDC representatives, parents and children participated in various discussion sessions and interviews.

Major Findings

- The Assessment Centre (AC) was inactive in the selection of students (except in Jhapa). AC was not playing any role neither in the collection and distribution of materials for the schools nor in managing the programme. Materials were distributed directly by the center. As ACs were not active, RCs were taking the responsibility. In Jhapa, a technical team was formed to select children.
- The training and orientation programmes that were organized for teachers and focal persons were sufficient neither for teaching nor for managing the programme.
- There was no provision of budget for skill training for students. The vocational and skill training seemed necessary for the disabled children for their income generation.
- The budget allocated for monitoring in the programme was not used. As a matter of fact, the guideline did not mention the monitoring process. In contrast, regular monitoring was done only in Jhapa by the Assessment Centre Management Committee (ACMC). Monitoring is the responsibility of DEO and focal person but they were not able to pay full attention to it due to their involvement in other activities.
- There was no provision of budget for skill training for students. The vocational and skill training seemed necessary for the disabled children for their income generation.
- There was a provision of Rs. 800 (Tarai) and Rs. 1000 (Hill and Mountains) for a child in the residential facility but it did not seem to suffice. Each sample school was receiving a budget according to the resource class available there (irrespective of the actual number of children in each resource class). DEO did not check the actual number of children. In fact, the government's provision of the number of children for one resource class is 10.
- The incentive for the physically disabled children is Rs. 50 per month for 10 months each. But it was not distributed in Parsa and Rupendehi this year. Banke distributed only 5 quotas through the mobile team. DEO people were not fulfilling their responsibility in distributing the incentives.
- There was lack of practical training and regular refresher training for the resource teachers. Special training for the focal person was virtually absent. This brought difficulty for them in observing the classes. Training on various subjects were conducted to stakeholders for various levels. Refresher training helped to initiate individual lesson plan develop. Teachers learnt to teach according to children's feelings from the one-month training.
- There were gaps between policy and implementation. Programmes such as integrated classes, home school and small centre programmes were not in practice. The concept of integration was not implemented.
- Children were affiliated to the programme for a long period no matter whether their learning development was taking place or not. This was basically as hindrance for new enrollees. There were 4 students in Durga Secondary School, Jhapa (2051 to 2061) who were there for 10 years. Actually, the provision permitted the inclusion of disabled children of age 6-15. But there was even a 21-year-old student studying for the blind programme (Durga Secondary School,

- Jhapa). In case of MR children, there was no such development even though they had been affiliated to the programme for a long time.
- There was no mobilization of NGOs, CBOs, and VDCs in school activities (except in ACMC meetings). The NGOs were interested to collaborate only if they could expect return.
 - There was no coordination between the schools and the local organizations. NGOs' presence was found only in the ACMC.

Major Issues on Education of Disadvantaged and Disabled Children

Issues Identified from the Study

- Same children are filling the quota from many years, which is essentially a hindrance for new enrollees.
- There is provision of the incentive for disabled children 6-15 years of age. But over-age students were taking the benefit of the incentive.
- Residential facility is provided in all the resource classes of the sample districts. But the facility provided is not good.
- Parents do not fulfill their responsibility after enrolling their children in the programme. Parents depend solely on government for their children's development.
- The Inclusive Education programme has not been able to include disabled children. Though the programme has got the name 'Inclusive Education', there is not even a single disabled child in the school. Field study shows that efforts have not been made by those schools (where the inclusive programme is conducted) to include such children in the programme. The school physical environment is also not favorable for inclusion (except in one of the schools of Banke).
- Children are deprived of receiving textbooks from school because their parents do not have citizenship certificates. Children brought on the impact of the door-to-door programme to school could not be enrolled because they did not have birth registration certificates.
- Enrolment of disadvantaged children is not increasing in the schools where the IE programme has been conducted. So repetition and drop out rates are below the national average.

Future Strategies for the Education of Disadvantaged and Disabled Children

School Atmosphere

Classrooms should be well furnished and decorated with paintings and pictures. Teachers should be trained in the construction of educational materials. Materials such as chart box should be hung in the classroom. The classrooms should be equipped with different types of teaching/learning facilities. There should be educational materials like pocket charts and pictures of birds, animals and fruits, which are necessary for child-centered instruction. Joyful learning practices should be adopted.

Teachers should keep diaries containing individual records of students. This will help to keep the special needs children in the right place in the normal classes.

Children should be categorized in the classrooms according to their learning capability.

Integration

Mild and moderate disabled children can be integrated in the general class after they have stayed 2 years in the residential facility. Students staying with parents are better from the point of view of socialization.

Deaf children cannot be integrated but blind and mentally retarded children could be. For this, subject teachers should be well trained. Small centres could be developed for the blind and MR children.

Awareness Programme

Community should be mobilized for the expansion of inclusive education programme. Schools and local people should be involved in such programme preferably jointly.

Training

Training should be provided to all teachers of the school. Inclusive Education subject matter should be included in the 10-month in-service training package. The duration of such training should be of 2 years. The teachers also require practical training. Focal persons should be oriented on different types of disability.

Awareness training for parents should be organized so that more disabled and disadvantaged children could be enrolled in schools.

Management

Disabled children in the IE programme should be included in the incentive programme. The most disadvantaged ethnic group children of the area should be included in IE programme.

Teachers' salary should be increased as they have double responsibility (SNE and IE) to fulfil in the IE programme.

There should be a provision for continuing study even beyond Grade V for the disabled children.

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 programme. If disabled children will have any problem the resource class should help them so that the children can come back to the resource class for tuition or extra-assistance.

Separate subject should be introduced in school education for the disabled.

The data of disabled children should be updated VDC-wise rather than school catchment areawise.

IE should be conducted only in selected schools because it is not possible to provide IE infrastructure in all the schools.

Vocational Education

MR children should receive training in vocational skills along with formal education and behavior change. Vocational education and life skills training for children should be emphasised. This will help them to be self-dependent in future. Vocational and income-generating skills should be taught to MR children. Cultural activities for the blind and mechanical training for the deaf could be conducted. Training should be work-oriented so that they could eventually become self-reliant. A separate teacher should be appointed to provide vocational skills to children. Marketable skills such as chalk making and envelope making should be provided.

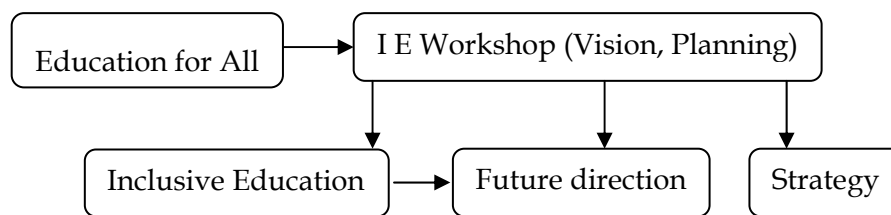
Chapter I

INTRODUCTION

Nepal is a country with a low educational status. The population census 2001 shows only 53 percent of the population as literate. Mostly, educated people from the urban areas have access to schooling and higher education. The physically and mentally disabled and socially disadvantaged people are educationally disadvantaged as well. 1.63% of the people are disabled and 68.2% of these people have no education (The Situation Analysis of Disability in Nepal, NPC/UNICEF/New Era, 2001). The disabled children of age groups 5-9 and 10-14 form 8.3% and 9.4% respectively.

The number of socially disadvantaged people is also high. The so-called low-caste (Dalits) people are educationally most disadvantaged. Moreover, the economically and socially backward ethnic groups are also educationally deprived. More than 18% children are out of school. Considering this situation, the EFA Plan of Action has made strategy to provide education for all including the disabled, deprived and disadvantaged population groups. According to the EFA Action Plan Inclusive Education will be implemented in 500 schools within 2009. The programme will be started from 60 schools in 2004. The strategies developed for the implementation of Inclusive Education in Nepal is shown in the following figure:

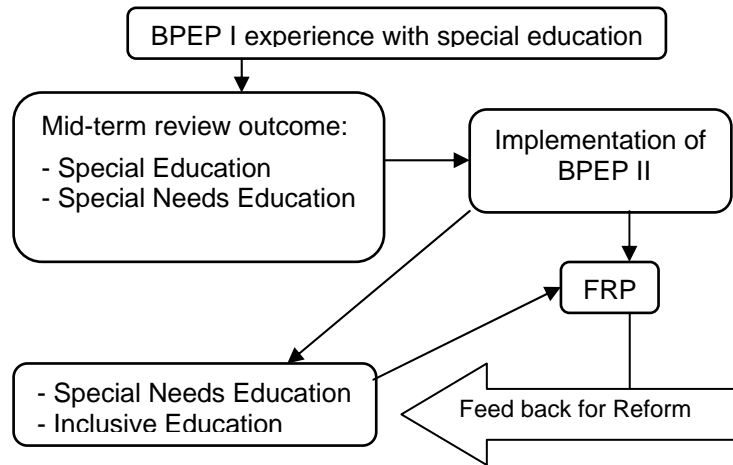
Figure 1: EFA Strategy to Address Inclusive Education



Development of the SNE in Nepal

National Special Education programme (SEP) was started in 1993 in co-ordination with Denmark and the government of Nepal under BPEP I (1992-99). This programme covered 23 districts. The implementation strategies comprised establishment of integration structure, teacher training, human resource development, involvement of community and provision of residential facility. Under this programme, 180 resource classes were conducted in the programme districts. At present, this programme is conducted in 47 districts. The number of resource classes has increased from 180 to 309 under BPEP II (1999-2004). In course of the development of BPEP II, there has been formative research conducted by CERID for the feedback for reform for the IE and SNE programmes of BPEP II. The following figure (2) shows the development of the SNE in Nepal and feedback for the programme:

Figure 2: Development of Special Needs Education



Children have different learning abilities. Some children learn fast and others slow. There should be a special programme for the slow learners in order to bring them to the mainstream of education. For this, efforts are being made to address the needs of the children with disabilities as well as the slow learners. This needs special training; appropriate teaching- learning methods and materials. Special Education Programme focuses on providing primary education to four groups of children (blind and low-vision, deaf and low-hearing, mentally retarded and physically disabled). The concept of inclusive education is also under piloting in four districts. Recently, HMG has undertaken the following strategies for the special needs children:

- inclusive education
- educational support arrangement for children with special educational needs
- separate arrangement for children with special educational needs
- establishment of local educational assessment system
- scholarship and incentive
- mutual cooperation with the related NGOs and other organizations
- capacity building

Research Questions

On the above context, the following research questions were generated.

- What is the status of the special education programme in the country?
- What is the situation of educational inclusivity in the country?
- What is the magnitude of problem in inclusive education?
- What are the provisions furnished by the government and non-government organizations in special education and inclusive education?
- What elements are needed for the development of inclusive education in primary schooling?

- What are the lessons learnt from the pilot programme of DOE in inclusive education?

Focus of the Study

In Nepal Special Education is getting diverted to Special Needs Education. Now the term Special Education is contextually called Inclusive Education. At present, therefore, there are two types of programmes with the name 'Special Needs Education' and 'Inclusive Education' implemented in the country. In either of the programmes' target group is the disabled and disadvantaged children. This study mainly focuses on the disabled children with the disadvantaged children in the periphery. The study embraces the following activities:

- Review of its literature on Special Education from the educational inclusivity perspective
- Assessment of the implementation procedure of the Special Education programme
- Assessment of the inclusivity situation in primary education in the country
- Identification of the magnitude and types of problems in the implementation of Inclusive Education
- Inclusion of programmes for drug addicts, if any, in the sample resource centers.
- Finding out if gaps, if any exists, between the policy and implementation levels in Special Education
- Assessment of the provisions of government and non-government organizations in the area of Special Needs Education programme
- Looking out for the good experiences of pilot programme for improvement of inclusivity situation in the country
- Working out specific measures for the improvement of inclusivity situation and providing suggestions

Major Objectives

The study focuses on the evaluation of the Special Education Programme in terms of programme implementation and explores action steps to improve the present condition of the Special Needs Education programme and incorporate it to Inclusive Education. The following are the objectives of the study:

- To find out the implementation procedure of Special Education and Inclusive Education programmes
- To look into the utilization of distributed materials and training for resource teachers and other related people in the area of special education and inclusive education
- To identify if any gaps exist between policy and implementation levels in special education
- To identify the problems in conducting special education programmes
- To find out the provision of government and non-government organizations in the area of special education

- To examine experiences of the pilot programme on inclusive education
- To provide suggestions for the improvement of inclusivity situation in education

Methodology

Formation of study team: A three-member study team was formed to carry out the research studies. There were a researcher, an associate researcher and research assistant involved in different activities of the study. The main responsibility of the researcher was to coordinate the study project. He was also involved in field level activities, arrangement of meetings and seminars and report writing. The responsibility of research associate was to make field visits, analyze field data and assist in writing the study report. The research assistant assisted in data collection and analysis and writing the field report.

Appointment of resource person: There were two people appointed as resource persons - one from the Special Education Section, Department of Education for the study and the other from Faculty of Education, T.U. They had the responsibility of looking after the policy and programme implementation of special education and the pilot programme on inclusive education for the study. They provided feedback on special education and inclusive education pertaining sample districts to the study team.

Formation of working committee: In order to provide technical support, a six-member research team was formed of people directly or indirectly involved in the education for Situation Analysis of Special Education Programme for the Expansion of Inclusive Education. The members of the team were Diwakar Awasthi, Surendra Neupane, Hariram Panta, Shrawan Tiwari, Gyanendra Niraula (Special Education Section, Department of Education), Renu Thapa (Associate Researcher), Anju Shakya, (Research Assistant, Formative Research Project) and Narendra Phuyal, (Researcher, Formative Research Project). The task of the committee was to provide regular support for the study.

Collection and review of reference materials: The research team collected various documents on special education from different organizations. The team reviewed them. Documents published by CERID and other organizations were also reviewed. Moreover, effectiveness of various intervention programmes of the government, major issues related to the education of the special focus groups and the effective and viable measures for the improvement of access and retention for the special focus groups were reviewed from various research reports and documents.

Sample Selection Procedure

The five sample districts (Jhapa, Kavre, Rupendehi, Parsa and Banke) were selected on the basis of programme distribution. From the 47 districts of special needs education programme and 4 inclusive education programme districts, 12 schools of 6 districts were selected for the study. The Mustang district was selected as the mountain region for the study but the meeting held at CERID on "Situation Analysis of Special Needs Education Programme for the Expansion of Inclusive Education" to discuss the findings of the study decided to cancel the visit to that district because there the programme had not conducted well. Representatives of Special Needs Education Section/DOE, SNE Advisor, Executive Director of CERID, FRP Coordinator and other people had participated in the meeting (Annex 2).

The population for the study was the stakeholders of the programme. They included the children, parents, programme managers, implementers, focal persons and resource teachers. The study was carried out in 12 schools of 6 districts. The districts were selected representing the development regions of the country. The following were the sample districts of the study:

Table 1: Sample Districts

Development Region	Geographical Region	No. of schools	District
Eastern	Terai	2	Jhapa
Central	Hill	3	Kavre *
Western	Terai	2	Rupandehi
Mid -Western	Terai	2	Banke *
Central	Terai	3	Parsa

* Pilot district of inclusive Education

In addition, two districts (Parsa and Bara) were selected for re-study of previous studies. The study Access to Education for Disadvantaged Children was re-studied in Bara and the Incentive Programme in Parsa.

Sample Population

Information was collected through observation, interview, survey and FGD with different people affiliated to the programmes. DEOs, focal persons, head teachers, resource teachers, SMC members, children, parents and VDC people were interviewed for required information. The following is the list of respondents with whom required information for the study was collected:

Table 2: Groups of Respondents

Respondents	Respondents per District	Total
DEO and Focal person	2	10
FGD with district/local management	15 (5-7 per FGD)	90
Head teacher	2-3	12
Resource teachers	2-3	12
Assessment Centre (Pod group)	1	5
Children	2-3 (5-7 per FGD)	30
Parent	1-2 (3-5 per FGD)	20

The study was designed to collect in-depth information on the research questions mentioned above through of observation, interview, FGD, survey and discussion.

Study Design

The study was designed, in a way, to collect in-depth information from district and VDC-level stakeholders, parents and children. There were different tools such as literature review, interview, focus group discussion, survey and observation used to acquire information for the study. It was divided into three different phases:

In the first phase, different types of literature were reviewed, which included reports, DOE implementation guideline, booklets, special education modality (in Nepalese context), BPEP Master Plan and concept papers on related areas. This phase concentrated on developing detailed strategies including field activities. The following were the activities undertaken before the field visit in the Kavre district:

- Preparation of a conceptual framework for the discussion with the concerned people of DEO and the formative research committee.
- Selection of sample sites with the help of the Special Education Section of DOE and the Advisory Committee
- Review of relevant documents
- Development of necessary tools for the study
- Organization of orientation programme for the field researchers
- Field visit to the Kavre district
- Data analysis and interaction with MOES and DOE personnel
- Preparation of the preliminary report

Chapter II

REVIEW OF RELATED DOCUMENTS

Introduction

This chapter deals with the review of the related documents and literature on Special Needs Education and Inclusive Education published by different organizations including documents published by and other organizations. Moreover, effectiveness of various intervention programmes of the government, major issues related to the education of the special focus groups and the effective and viable measures for the improvement of access and retention for the special focus groups were reviewed from various research reports and documents.

The inclusive education process in Nepal: (November 2001-July 2004) is a report of a formative evaluation study conducted for BPEP II by the Danish associates. The objective of the study is to try out how the strategy of inclusive education can be developed and implemented in the Nepalese context. In line with HMG's commitment to achieve national goal of Education For All, the concept of inclusive education was introduced in four districts (Banke, Udaypur, Kavre and Sindhupalchok) of Nepal. The report mentions different definitions of Inclusion Education extracted from different sources. It says, "Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalisation. It is a strategic approach designed to facilitate learning success for all children". (UNESCO, 2000). Another definition given in the report clarifies Inclusive Education as a system providing education to all children together regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children from disadvantaged or marginalized areas or groups." (Salamanca, 1994)

Inclusive education is a strategic approach that involves changes and modifications in curriculum, content, approaches, structures and strategies with a common vision and conviction that it is the responsibility of regular educational system to educate all children.

In Nepal, as in all other places, inclusive education is much debated in terms of meaning, form and function. Even the policy makers are not clear about the definition. But in reality it was developed by UNESCO and its partners from many countries both in the South and the North. In their opinion "all types of children living in school catchments must attend school" and "education should be made free not only in policy papers but also in actual practice."

The report looks at the status of inclusive education in the pilot project schools. It observes that Inclusive Education programme has brought about some important changes in the pilot schools. There has been an increase in school enrolment. Even the children of Dalit and Janajati communities and of poor families are enrolled in pilot schools. More of physically disabled, blind, deaf and mentally disabled students have been enrolled and admitted into the regular teaching learning process. Teachers have been highly motivated towards the new inclusion-based teaching methods and materials. The school-community linkage is being developed and strengthened. Teachers have been working hard to develop partnership with local agencies and organizations.

The main barriers to the implementation of inclusive education as the report shows are the widespread poverty, socio-cultural habits, inadequate physical facility and the limited number of teachers.

The booklet of Special Education Section. (2060 BS). *Special Education Information Guidebook*. Department of Education, Ministry of Education and Sports published by the Special Education Section of the Department of Education covers different types of disability and special educational programmes being conducted. It mentions here that parent and people affiliated to disability and special education should know how to identify disability in children so that appropriate treatment could be provided on time. It includes the formation of Special Education Council and it's activities. The activities mentioned in the guidebook are: to give permission to conduct special education programme, to implement the curriculum, to manage finance to implement the programme, etc. The booklet contains a list of schools imparting special education under different organizations on the grant of the Council. The schools are classified as schools under Mentally Retarded Welfare Organization, Hearing Difficulty Welfare Organization and Blind Welfare Organizations. The efforts of the government and international organizations for the expansion of education and training for the disabled are highlighted. Education for the disabled (blind) was started in an integrated way in 1964 in the Laboratory School. Later, schools for the deaf and mentally retarded were established. Different programmes have been conducted at the area of special education. The special education activities conducted under BPEP II are conducted in central and district levels. Programmes such as awareness programme, teacher training, inclusive school, resource classes, materials exhibition, coordination with different non-government organizations, Home School programme and Small Centre programme were conducted.

The booklet introduces general and special education and shows the difference between the two. The booklet also covers the Inclusive Education programme of the government. The activities of the Assessment Centre under the programme are highlighted. The legal rules and regulations on disability in Nepal are also included in the appendix.

Rita Tisdall (1997) wrote *Parent's Wishes* (a collection of educational wishes parents have for their physically disabled children) of Pokhara.

This is the report of a study conducted in the Syangia, Tanahun and Kaski districts. It contains a summary of the interviews taken for the study. It summarizes the workshop activities and the meetings conducted with teachers, parents and resource persons during the study. Here, the activities of the group workshop conducted with parents of different groups are presented. The different models presented here are Home-school, Inclusive School, School with Residential Facilities and Milijuli models.

The models were extracted from the interview data and used as a base for the further data collection during the study. The summary part consists of major findings and suggestions of the study. Here it is said that parents wish that their children should receive education. They think that the responsibility of providing education to the disabled children is not only that of the government but also of the local community. Teachers should be locally recruited. The content of the curriculum should not only be academic but also focus on skill training. The Recommendation part of the report

gives emphasis to parents' participation in each and every activity that will be planned and implemented for the physically disabled children. It suggests for the pilot project of the Milijuli Model to be conducted by NSEP. At the end of the report, extracts from the parent interviews are given.

Kirsten Baltzer and Birgit Dyssegaard. (2002) in the publication *Towards Inclusive Education or A School for All in Nepal*. Institutional Linkage Programme. BPEP II. SES. County of Copenhagen and the Danish University of Education gave the meaning of inclusive school or education. The classroom arrangement of inclusive education and the learning situation are described in this report. Teachers' role in inclusive education classroom is described by depicting a real situation. Parents and community's role in the inclusive education programme is highlighted. It is said in the report that the programme has tried to keep in close contact with the parents in one of the pilot districts (Udayapur) of the programme. It is stated in the report that in the course of developing inclusive education programmes, attention will be paid to programmes for children with specific disabilities but the special classes will be part of, and contribute to the development of inclusive education, and it will not be seen as segregated from the ordinary education system.

The report highlights positive outcomes of the first phase of the special education programme and says that the first phase helped to bring awareness and understanding of the need for development towards an inclusive education system. The reasons for the attraction of teachers, head teachers, parents, students, DEOs, RPs, SMCs, NGOs and local organizations towards this programme are also highlighted. Overall, the report gives a positive impression of the inclusive education programme.

Basu Dev Kafle in his Ph. D. thesis (2002). *Including the Excluded: A Critical Evaluation of Special Education Programme in Nepal* gave a historic account of special education programme in Nepal. The thesis points out the differences between special education and inclusive education. Special education as written in the thesis is providing education with specific arrangements for the specialized teaching. Special education attempts to focus on normalization of the educational situation for all students by making the schools functionally inclusive - unlike special education which only focuses on specialized teaching in a special setting basically meant for the students with disabilities. The concept of Inclusive Education developed in the World Conference on Special Education held in Salamanca, Spain in 1994. The basic premise behind inclusive education is that the school should meet the educational needs of all children irrespective of their physical, intellectual, social, emotional, linguistic or other factors interfering in their learning.

The thesis includes the history of special education first in the global context and then in the Nepalese context. But it was only in 1990 with the organization of World Conference on Education for All by the United Nations that initiatives were taken for its development. Since that year the voices for equal treatment has been getting stronger. The thesis tries to clarify the different terms used in the context of 'special education'. It says, "The terms 'special educational needs' and 'special education' are used interchangeably to denote mainly the same thing i.e., needs that are unique to every individual demanding individualized attention, care and planning from the service providers. The term 'special' now covers not only the traditional disability groups but also children beyond them with more general learning problems, social and emotional problems, language, culture and ethnicity problems but also the

extremely gifted children with difficulties needing individualized and child-centered pedagogy to address these needs. At present, a new term 'Inclusive Education' has been used along with the term Special Education. Though the term 'inclusion' has become part of the terminology of special education, it will take sometime to make a smooth transition from special education to special needs education and eventually to inclusive education". Nowadays, people regard 'special education' and 'special needs education' as synonymous. There is difference only between special education and inclusive education.

The thesis highlights the national efforts made for the development of special education in the country. It states that emphasis onto special education came much later. Similarly, programmes and policies of special education were formulated. In the Analysis and Interpretation part of the thesis, the status of the special education programme is highlighted. The status of the programme is judged through its programme activities, institutional facilities, teacher-student participation, supervision of the programme, parental participation and organizational support. The Special education programme has been evaluated based on the concept, policy and programme, teacher training, institutional facilities and assessment practices. The issues and problems related to special education are analyzed and interpreted in the thesis. Here, issues related to policy, implementation, teacher training, admission and finance are underlined. An analysis and interpretation of the results pertaining to the measures suggested by the respondents are also included in the thesis.

Special Education Section. (2056 BS) published a booklet on *Special Education in Nepal*. Department of Education, Kathmandu. This booklet covers the general principles of special education programme and the programmes conducted for the disabled children. GOs and NGOs have also contributed to the development of special education in the country. Their contribution is in the area of teacher training, development of methods and materials and supply with special materials. The Special Education Programme targets to cover 45 districts by 2004 and 75 districts within a 10-year period. The Special Education Programme is providing services such as individual support in home school, education in special classes or groups in ordinary schools near home, remedial training for students with individual support, counseling and supervision and teacher training. In the course of the enhancement of the programme, necessary changes have been introduced in the programme.

The booklet refers to different types of disabled children and specific programmes. Special programmes for the deaf children or children with hearing difficulty, blind children or children with low vision, mentally retarded, and physically disabled children conducted in the country. There are district and central level programmes conducted for the disabled. The booklet highlights the special education teacher training activities. Under this activity awareness training, basic training, special training, training programme for teachers of Inclusive Schools and Up-grading training are provided. Information on the districts where the special education programme is implemented is available in the booklet. The booklet is helpful for those who seek the addresses of and information on major organizations, NGOs and other organizations affiliated to the special education in Nepal .

CHIRAG. (1998) published a report on *An Evaluation of the Special Education Programme of the BPEP*. Kathmandu. This is an evaluation report of the Special Education Programme of the BPEP. The report contains the history of special education in Nepal, activities conducted under the programme and cooperation of

different sectors in conducting the programme. Moreover, the teacher training mechanism, involvement of NGOs in the programme, facilities provided to the programme recipients and Inclusive Schooling programme are included in the report.

It is stated in the report that special education in Nepal started only in 1964 after the establishment of an integrated programme for ten blind students at the Laboratory School at Kirtipur. Later, the Special Education Council was established to coordinate the special education programmes in the country. NGOs and INGOs also started working for and of the disabled population in the country. At present, different programmes are being conducted under BPEP. The report shows the development so far made in the area of special education in Nepal. The purpose of resource class, number of students in the resource class, role of resource teacher, parental involvement, materials, activities and management, and problems of the resource class are given in the report. The chapter 'Teacher Training' deals with the training programmes and its use by the resource teachers, their position, facilities that they receive and monitoring of the training programme. There is a separate chapter on Inclusive Schooling which highlights the involvement of NGOs in conducting special education programmes for different types of disabled children. The prospects of NGO-run special education programmes and the achievements made in this area with NGO's involvement are given. The chapter includes the problems in the programmes run by NGOs as well. The future implications for the involvement of NGOs in special education programmes are also included in this chapter. The pre-vocational training provided to the disabled and its use are mentioned in this report. The residential facility that is provided to the disabled children under the programme has been described. In this connection, people affiliated to the residences for the disabled, the numbers of disabled children, their facilities, parental involvement, activities, alternative approach and the existing problems related to the resource class and residential facilities are mentioned. The report gives an idea of the selection criteria for the scholarship, scholarship amount, methods of disseminating the information about the scholarship, the number of parents seeking the scholarship and of those who really need scholarship.

Ministry of Education. (1997). Provided meaning of special education in the publication "*Special Education*". The Basic and Primary Education Master Plan (1997-2002). Pp. 532-559 as it is 'a form of education involving modified or specially devised instruction for students who have learning difficulty in regular classrooms with regular curriculum'. It is stated that special education programme offers specialized services to children with special educational needs in order to rehabilitate them socially, educationally, culturally as well as economically. It was only after the establishment of the UN that the trend of normalization and integration of the disabled persons into the mainstream of education and society appeared. Inclusive School' is the most recent trend in special education. It means a school for all types of children whether normal or disabled. The term 'disadvantaged children' as mentioned here is 'children with special educational needs'. Special education is required due to physical or mental disability and/or to poor socio-economic conditions or geographical remoteness.

Different sectors have contributed to the development of special education in the country. In this connection, the efforts of the government, NGOs, INGOs and schools are praiseworthy.

An analysis of the programme outreach in relation to needs given in the report shows that programmes have not been conducted in the areas where they are necessary. There has been an increase in the number of trained teachers, supervisors and para-professionals going along with the expansion of special educational facilities. At the same time trained teachers for the inclusive schools is also required.

In many countries of the world, education of the disabled children has been the concern and responsibility of the state. In Nepal also there have been policies to support the education of the disabled children. But still there are issues and problems because the policies have not been implemented. No special arrangements have been made for the special children. Research on the relevance and efficiency of the existing curricula and teaching strategies has yet to be done. Moreover, institutionalization of research studies has been ignored in the existing special education programme. Another issue is that of teacher training. There is a shortage of qualified and trained teachers in various areas of disability. Management issue is also raised in special education.

In order to solve the problems existing in the special education programme, first of all, guidelines for implementation have to be developed after the policy for special education is formulated. The programmes of the existing NGOs for the disabled and the under-privileged children should be consolidated. If schools are to be made 'inclusive', then an inclusive organizational structure should be created in the educational system as a whole. Parental and community support are also needed in implementing the programme. A system of carrying out research, evaluation studies and follow-ups in special education should be established. Special education courses should be introduced in the general education curriculum of all levels of teacher training. A full-time coordinator/supervisor is recommended to monitor the training and teaching at the district level. The representatives of the disabled should also be included in the district and local education committees.

Critical Analysis of the Reviewed Literature

The documents give different definitions of Inclusive Education. They attempt to clarify the meaning, and the definitions of Special Education and Special Needs Education. But even the meeting of policy makers and programme implementers could not clarify. They themselves were confused between the terms Special Education, Special Needs Education and Inclusive Education. Confusion between Special Education and Special Needs Education programmes still exists at the grassroots level. The study tried to clarify the terms Special Education and Inclusive Education. As it is understood that Inclusive Education means the education, which includes all types of children whether normal or disabled, marginalized or disadvantaged (socially, culturally, ethnically, linguistically, etc.) and boy or girl in its programme. In this sense, special needs education is a part of inclusive education.

The literature review on Inclusive Education creates some confusion about the programme. If Inclusive Education includes all types of children and thinks of providing education together, will it be possible in a Nepalese context? Schools in Nepal are not in a position to provide education for all types of children together. Special children require a special learning environment, which, at present, is difficult to create in a general school.

Special education is regarded as education for the disabled whether different types of disabled children study together or separately in a school, whereas inclusive education means education for all types of children ('common' or 'special'). But due to the infrastructure of the school, the inclusive education programme has not been able to include disabled or special needs children in its programme. The thesis says, "It is estimated that 30% of school age children are still out of school". And this out-of-school children are either disabled or disadvantaged or both.

The literature review shows that Inclusive Education Programme has helped to develop and strengthen the school-community linkage. But, the study showed that community-support is lacking in the programme. The involvement of local organizations is also lacking in the programme. It was due to the lack of community involvement and support the disadvantaged and marginalized children have not got any access to the programme.

Chapter III

SPECIAL NEEDS EDUCATION

Introduction

It is mentioned in the government policy and guidelines documents that the state will take care of its citizens including children who are disabled and generally incapable of education. Considering this, the government has followed the world declaration of Education for All and so made the primary education free for all. Although many NGOs and INGOs are working in the field of providing education to the disabled, all the disabled children have not got any access to education. The education managed in a special way is called 'Special Education'. In other word, teaching learning and training developed in a special way in order to meet the needs of the disabled children called is Special Education.

Nepal does not have a long history of special education. However, many schools were opened after the advent of democracy in 1951. The education sector had not achieved much but the disabled children were considered as family burdens and the result of sin. The concept of providing education to the disabled and making them able to survive in the society developed only lately. Slowly, efforts were made to make people aware of the importance of special education the rights of disabled children. Prior to this, the Rotary Club provided a one-month teacher training to a person in the USA. After his return from the training, the teacher established a school for the blind in Lalitpur. But the school soon closed down. Likewise, a blind American lady, Isabel Grant, while visiting Nepal, requested the concerned persons to conduct integrated class for the blind. Then training on teaching the blind was provided to the teachers of Laboratory School and students of College of Education in 1964. In the same year, a few blind students were enrolled in this school and the integrated education programme was started. The school for the deaf was established in Bal Mandir, Naxal in 1966. The Nepal Blind and Disabled Association was established on the initiative of Mr. Khagendra Basnet, who himself was physically disabled. The Nirmal Child Development Centre was established in 1980 for the mentally disabled children.

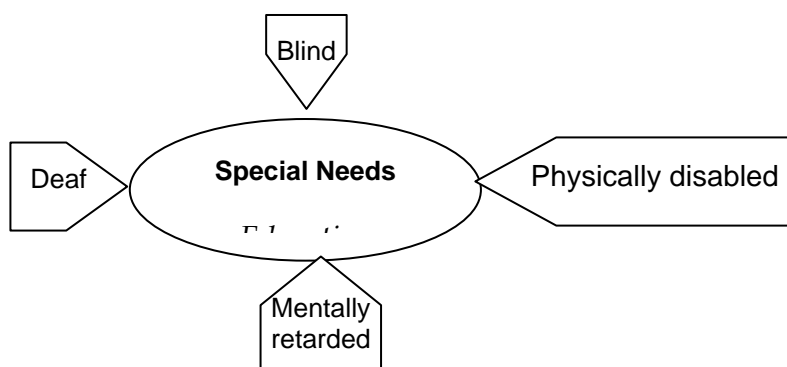
Systematic development in special education was started with the launching of the National Education System Plan in 1971. The Special Education Council was formed under the chairmanship of the Education Minister in 1973. All the programmes of special education started to be conducted by the Social Welfare National Coordination Council after its establishment in 1977.

The nation should give priority to special education in order to implement the policy of Education for All and to provide education to all human beings. The High-level National Education Committee (2055 BS) had made the following recommendations for the social unity and individual development of the disabled: survey of the disabled people, establishment of a school, management of teachers, formation of the School Management Committee, teacher-student ratio, disabled people's access to education, quality education, curriculum and related materials, training, monitoring, public awareness and integrated programmes.

Groups Covered under Special Needs Education

Today, the government is providing Special Needs Education programme in 47 districts of the country. This programme includes four types of disabled children (deaf/hard of hearing, blind/suffering of low vision, mentally retarded and physically handicapped). The disabled children are getting different types of incentives for the education. The following figure (3) shows the government support for the different types of disability:

Figure 3: Groups Covered under Special Needs Education



Programme Implementation Procedure

Altogether 5 districts (Jhapa, Kavre, Parsa, Rupandehi and Banke) were selected for the study. Banke and Kavre were selected for the study of the Inclusive Education.

Role and responsibility

DOE

The study shows that DOE fulfilled most of its responsibilities such as providing budget to schools, monitoring and supervision related to the SNE programme. It released the SNE budget on time so that the resource teachers and *aya* could get their salaries. The resource class budget was released once in three months. In most of the schools, the budget was deposited in the school's bank account.

DEO conducted training and orientation programmes conducted for the resource teachers and head teachers. The training programmes were of different durations. But the trainings were not sufficient for the trainees. They expected both long-term and refresher trainings. However, practical training was absent. Trainees wanted to have training on the particular area that they were working in.

The monitoring and supervision part of the programme was found unsatisfactory even though the major responsibility is in the district. In lack of monitoring and supervision the programmes were not running smoothly. Facilities provided to the children were very poor. Classes were not conducted regularly. Overall, there was no feedback programme. Even the programme managers at the school level expected monitoring from DEO in order to bring improvement in the programme.

DEO

It is mentioned in the guidelines that the budget for the schools will be provided regularly. The study also concerned about the budget for the programme which was provided regularly by DEO. The budget for the children's expenses (including residential expenses) was provided quarterly whereas the salaries of the resource teacher and *Aya* were provided monthly.

The DEO provided materials instead of cash to some of the sample schools. The schools were not satisfied with this because they did not get all the materials required for residential facility. There was no interaction between DEO and the schools in this matter.

There was no regular monitoring and supervision of RCs from the DEO. The DEO is the chairperson of the Assessment Centre but he could not get time for the meetings and monitoring of the programme. The focal person was responsibility-loaded so he also was not able to do the monitoring of the programme regularly (except in Jhapa).

Assessment Centre

Management of Assessment Centre: DEO is the head of AC. But in Jhapa, the head teacher (where AC had been established) was the chairperson. The Assessment Centre Management Committee was formed as follows:

S. No.	Representative	Position
1.	DEO	Chairperson
2.	Representative of Women Development	Member
3.	Representative of Public Health	Member
4.	Representative of NGO	Member
5.	Head Teacher	Member
6.	Representative of Parents (3) - one of them woman)	Members
7.	Representative of Resource Teacher (3)	Members

The Assessment Centres were not doing well in the sample districts, Jhapa excepted. They were not fulfilling their responsibilities in the selection of students. The chairmen of the Assessment Centres i.e. DEOs were not giving time to this programme due to their involvement in other activities. They were irregular in meetings. The focal person was also not able to pay full attention to resource class because of his responsibilities in other activities. AC was not organizing RT meetings. But in Jhapa, the chairman of the Assessment Centre was the head teacher of the school. The programmes were running well in the district because the head teacher was giving time for the programme.

The Assessment Centre was found inactive in the selection of students. It's responsibility was fulfilled by the resource teachers by selecting students for the programme. The head teacher, parents, RT and the SMC members were involved in the selection of students. DEO provided deputed to people to go around the village to spot out disabled children. But the DEO was not cooperating in this matter.

AC did not play any role in the collection and distribution of materials for the schools. Materials were distributed to the schools directly from the center and the district. But in Jhapa, the materials were distributed through the Assessment Centre.

Develop educational plan, and district and individual profiles: One of the responsibilities of the AC is to develop the educational plan. Jhapa was the only district where the educational plan was developed. But all the schools had developed the individual profiles of the children. However, none of the sample district had developed the district profile.

Screening/Selection of students: The Assessment Centres assess children and recommend to respective resource class. But there was no criteria followed in the selection of children for the programme. HT, RT, SMC members, focal persons and parents selected students by screening children individually. A technical team was formed, which selected the children. In Parsa, the responsibility of the Assessment Centre was taken by RC. RT sent information for admission to different places. Parents who knew that the programme was being conducted brought their children for enrolment (RT). A test was taken for selecting the students. Fingers were shown to test blindness. Eye checking device was also used. No such criteria was followed in the selection of children for the programme. So, in some cases, children did not match the programme. For example, there was a girl with good eyesight enrolled in the programme for the blind (Parsa).

Even though different methods were applied for the selection of students for the programme, some of the disabled children were still left out. In the Rupandehi district, there were many deaf children of school age left out.

For the selection of schools for the programme surveys of the disabled children were made in the community. In Mahuban, Parsa, there were more (around 6) MR children so the programme was conducted there. In Jhapa different media such as radio and local newspapers were used and home visit programmes were conducted with regard to the selection of students for the programme.

Focal Person

A focal person each was appointed for an Assessment Centre and to look after the whole programme. The responsibility of the focal person was to organize short-term training, orientation programme and seminar. Another responsibility of the focal person was to prepare the district profile and prepare educational planning and conduct children's assessment. The study showed that there were orientations, trainings and seminars conducted in the sample districts but they did not suffice. There was a need of training and orientation for the focal person. There was no provision of special training (for the focal person). One of the responsibilities of the Assessment Centre is to prepare the district and individual profile of special needs children. But the district profile had not been for lack of budget. But educational planning and children's assessment had been made. The focal persons were over loaded so they were unable to do the regular monitoring of the programme. In some sample districts, the resource persons were fulfilling some of the responsibilities of the focal person such as searching out the disabled children and screening them.

Management Committee

Role and responsibility of management committee: There was a resource class management committee formed in every school where SNE programme was intended. There were various people in the committee. The chairman of the VDC was also the chairman of the committee. The number of members in the committee was 7. The representatives of the committee varied in different management committees. There was to be at least one female member in the committee.

The purpose of conducting the SNE programme in schools was to mix disabled children with normal children so that a feeling of co-operation could be developed with no room for humiliation. Fast and slow learners were separately grouped. They should not be mixed together because slow learners need more attention. Children were kept in the resource class until their capability got a par with normal children. The blind children were kept with general students for one year so that they could speak and listen. Then Braille was taught alongside. In some schools, the blind children studied together with normal children for four periods daily. After that, they came to the resource class.

At first, hands were made sensitive with the help of mustard seeds. Then they were familiarized with the 6 dots tradition of the Braille system. There was no grading of students in resource class.

Role of Resource Teacher

The study showed that the resource teachers were doing good in the management of the resource classes. They were devoted to their job. They were bringing the children, parents, and teachers together. They were very much friendly with the children. In the beginning, the resource teachers had a hard time adjusting to the profession. Later, they got so much attached with the profession that they did not want to leave it. The resource teachers were found involved not only in teaching but also in taking care of the children. A teacher was found treating them as his own children by cleaning their noses. They were keeping good relationship with the parents. Parents frequently visited the resource classes. The disabled children were integrated into some of the classes for general students.

One of the responsibilities of the resource teachers as mentioned in the guideline was to develop individual profiles of children. The resource teachers were found involved in doing this task. They also visited homes of the children in order to ask and inform the parents about their children's progress and to make them educationally aware.

The responsibility to develop and collect the teaching-learning materials was fulfilled by the resource teachers. They were developing such materials individually and also in collaboration with the children.

The resource teachers were fulfilling the responsibility of the focal person also as in some cases they (focal persons) were not fulfilling their responsibility. In some of the sample districts, they were involved in the screening of children for the programme.

But in one of the schools of Parsa the resource teacher was rude to and misbehaved with the children. He was irregular in class. The researchers also observed this during their visit.

Alternate Teacher: There is no provision of alternative teacher for the programme. But the programme needed alternative teacher. In lack of alternative teacher, the classes were hampered. The teachers of the school where the SNE programme was conducted were working as alternative teacher.

Aya

There was an *aya* (caretaker) appointed for each resource class. In all the resource classes, the *aya* was a woman. But in Bhanu Secondary School of Rupandehi district it was a man. When asked, the head teacher said that as there are only boys in the programme here man was appointed so that it would be easier to deal with the children.

Coordination with NGOs/INGOs

There was no coordination between the Assessment Centre and the local organizations in the programme. As the Assessment Centres were inactive they did not show any interest in coordinating with local organizations. But in Jhapa, the Assessment Centre was cooperating with the Nepal Blind's Association. A Japanese organization was helping the blind students of Namuna Secondary School of the Rupandehi district.

Coordination between school, and NGOs/INGOs/VDCs

The central-level guideline talks about the mobilization of the local NGOs, CBOs and VDC for the education of the disabled children. But the study showed that no organization had been mobilized into school activities. Their presence was found only in Assessment Centre Management Committee (ACMC).

There was no coordination between the school and the local organizations including VDCs either. VDCs did not cooperate with the schools in the programme. There was no VDC assistance. But in Devinandan School of Parsa, the VDC provided Rs. 2000 for extra-curricular activities. There was community involvement in the security committee in one of the schools (Bhanu Secondary School) of Rupandehi. But NGO and INGO involvement in the programme was zero.

In Rupandehi, the NGOs were actively involved in providing education for the disabled. The Blind Welfare Association programme was involved in imparting education to the blind. There was a programme conducted in Shanti Namuna Secondary School, Manigram, which was started in 2044 B.S. by the Blind Welfare Association with the financial assistance of Tokyo Helen Keller, a Japanese organization. It was supporting 20 blind students. But the organization is going to stop the assistance from the next year so the teachers have been worried about the expenses for the programme. The resource teacher said that the organization informed the school two years ago not to take new students. But teachers were saying that those who were already here should get an opportunity to complete Grade X. In this school, SNE programme is also conducted. When the researchers tried to find out the difference between the two types of programmes conducted for the disabled, they found out the following differences in the facility openings:

Facility

Blind Welfare Association	SNE
Programme started in 2044 BS Rs. 1000 per head per month Supported 12 boys and 8 girls of Grade V to Grade X Dress, toothpaste, medicine provided Separate mess 2 Teachers: one for the secondary level and one for the lower secondary level plus one <i>aya</i>	Programme started in 2058 BS Rs 800 per head per month Supported to 5 boys and 5 girls of primary grades Separate mess 1 teacher and 1 <i>aya</i> .

Even though both the programmes for the disabled were conducted in the same school there was no coordination found between the programmes.

The NGOs in Parsa were not taking any initiative whatever in cooperating with schools because they did not see any return from it. There was no such NGO support for Siddhartha Secondary School. The RT said that as the number of children is low (8), there was no need of outside support. But an NGO had supported Nepal Rastriya Secondary School, Mahuban in toilet building. The toilet was used by the MR children of the school. Actually, CCO had given the programme to build toilet to the local NGO.

But the version of the coordinator of NGO Coordination Committee was different. He said that NGOs are willing to help schools. He showed his willingness to help the government in achieving the EFA goal by 2015. In this context, he asked, "How should the NGOs plan for this? "

There was *Hatemalo* programme [radio programme for the disabled children] conducted by the community-based organization in the Rupandehi district. The programme was providing counselling to mentally retarded children. But there was no coordination of DEO in this. NGOs were not willing to coordinate with the DE Office. But ADRA kept contact with DEO before implementing their programme. The organizations also conducted the orientation programme at the DE Office.

The government has made a policy to involve NGOs in the programme. But the NGOs are not interested in cooperating with schools as they do not see any return from it.

Teaching and Learning Environment

Materials collection and distribution

The materials collection and distribution pattern varied from one district to another. The guideline says that DEO will provide money for the materials to schools and it (schools) will buy the required materials. But in Rupandehi, the centre sent the materials to DEO and DEO sent them to schools. The resource teacher and students also developed materials in the training. The DEO provided Rs. 2180 yearly for stationery and materials development to schools. The amount seemed to be enough for a deaf school but not enough for a blind school as Braille textbooks are quite expensive.

In Parsa, the DEO provided materials equivalent to Rs. 50,000 to each school for the management of new resource class. The materials regarding residential requirements were dishes, beds, tables, chairs, almirah, etc. Some schools did not receive desks and chairs. The resource teachers and head teachers of Parsa said that the materials were worth only Rs. 35,000 whereas they expected to get materials worth Rs. 50,000. In Jhapa, the Assessment Centre was taking care of the materials collection and distribution in the district.

The Special Needs Education Section also provided different learning materials to the programme: puzzles, caromboard, cricket, ball, volleyball, football, etc.

In the observation of the resource class and the assessment centre, the researchers could see braille textbooks (in good number) for the students in Siddhartha Secondary School, Parsa but they were only up to Grade II. There were blocks (of different shapes), jigsaw puzzles and creatives (of colour, shapes and counting) in Devinandan School, Parsa. In all the materials made available by the center and DEO the price labels had been covered.

The study shows that it is practical to provide budget for the materials to schools so that they can purchase the materials according to their need.

Teaching Learning Method

Different teaching and learning methods applied in SNE programme. As the degree of disability varied, there was variation in the teaching and learning methods also. There was a checklist for individual students (which included 11 areas) which was made available by the Special Education Section of the Ministry. On the basis of the checklist teachers taught the MR children in Birat Primary school, Jhapa. There was no curriculum and textbooks used for MR children. Planning was done according to the checklist every 3 months. The checklist was used only in teaching in the resource classes. There were two resource classes in the school. The children were kept at higher and lower levels on the basis of their progress. There were 11 students in the integrated class (Grade I) and two teachers were teaching.

Physical Facility

Most of the sample schools had sufficient land in the school premises. But most of them were not fenced. Some of the sample schools were earning from the extra land of the school. The school area of Devinandan Lower Secondary School of Parsa covered 7 bighas and 2 kaththas. There was a yearly income of about Rs. 32,000 from the land (by farming). The fish pond at the back of the school building was given on lease. Likewise, Sharda Namuna Secondary School in Rupandehi had received a large tract of land as donation. An agreement was signed between the school and the donor on using the land for school purpose only and not for financial profit. Even the schools located in the urban areas had extensive lands. In Banke, Saraswati Primary School, which is at the heart of the city, had big premises. But for lack of budget some of the schools did not have classrooms, not even for the SNE programme. In most of the schools (except in those of Jhapa) rooms were used for double purposes. In some schools the bedroom and kitchen were in the same room. In Nepal Rastriya Secondary School of Parsa, the kitchen was in the resource class. But the toilet facility was appropriate to the needs of the disabled children.

As mentioned above, the residential facility was very poor. The bedrooms of children were not properly ventilated. There was no fan for children whereas there was a fan for the *aya* in the same room.

There was no involvement of NGOs and INGOs in providing physical infrastructure improvement of schools (except in Jhapa). There were many NGOs and INGOs working in Parsa but they did not have involvement in physical development of schools. According to the teachers, NGOs would come forward to collaborate only if they expected return. They did not see any benefit in investing in schools.

In Jhapa, INGOs such as JICA and CARITAS were involved in the physical facility development of the schools. JICA helped to construct a building for the school. CARITAS/Nepal provided Rs 25,000 for the physical facility. Parents were also contributing for the physical infrastructure development of schools. In 2051, money was collected from parents and VDC to add to the school building for the MR children of Birat Primary School. In Siddhartha Secondary School, Parsa there were chairs, tables, almirah, boxes, blackboard, eye-sight testing, carpet flooring, etc.

Observation showed that in the RC of Nepal Rastriya Secondary School, Mahuban, Parsa there were almirahs, wood blocks, markers, memory games/blocks, different types of blocks, desks and benches, lists of RC SMC members, pocket chart, blackboard, calendar for the disabled, different uniforms for MR children, etc. The materials provided were insufficient to run the class so that teachers were facing problems in teaching.

Programme Conducted by Special Education Council

The Special Education Council had been conducting a programme for the deafs in Rupandehi since 2032 BS. An inhabitant of Jomsom named Sarayu Prasad Sherchan, who himself was blind, had started the school named Bahira Bal Vidyalaya (School for the deaf) with 3 students. Residential facility was provided in 2050 BS. to retain and increase enrolment of students. At present there are 119 students in different grades (pre-primary to Grade VI) of whom, 44 are in the residential facility. The school had a good coordination with the local organizations. Nepal Child Welfare Federation was cooperating in conducting the programme. It had sponsored 29 children. The Nepal Youth Opportunity Foundation was partially supporting the programme by providing full scholarship to 11 students of the school.

There was a variation in the tuition fee for children found in the programme. Rs. 1050 was raised from each child who was not sponsored. Rs. 180 was charged on unsponsored day scholar. Likewise, Rs. 300 was for each sponsored day scholar. The school was providing transportation facility to the day scholars living as far as 5 kilometres. Others living further were arranging transportation in their own way. Another attraction of the programme was enrolment of students. Despite the tuition fee the number of children there was really encouraging.

The attraction of the school was the skill training organized for the children having completed Grade V or for those who want to discontinue their study. A 3-year tailoring training was provided to children. A one-year training on the printing press was also provided. The school had its own printing press. Computer training and making objects and materials from wax were also provided here. The school had a

good relationship with the NGOs and local government organizations. It was due to the coordination with these organizations that the school was making fast progress.

Problems

According to the head teacher of the school enrolment is the main problem. There is the problem of screening students. As there is no facility for other types of handicapped children here, it is difficult to enrol multiple handicapped children such as deaf plus mentally retarded children. Another problem is related to the parents. It was very difficult to convince parents about their children's behaviour. There was problem also in providing salaries to teachers. The tuition fee charged from the students was not enough for running the school. So the school is looking for donors to grant a fixed deposit in bank. But in researchers' observation such problems do not exist in this school.

Utilization of Distributed Materials

The materials provided from the center, DEO and donor agencies are being utilized in the programme. But the materials are not sufficient. For example, there is lack of textbooks and writing papers in blind's programme. Pictures and charts related to deaf's programme are sufficient. MR's programme lack illustrations for behavioural change.

Monitoring

The provision of budget for the monitoring is mentioned in the guidelines of the programme. But the monitoring process is not mentioned. The study shows a lack of regular monitoring in the sample districts. The focal person as well as the DEO were the persons responsible for the monitoring of the SNE programme. Even though the monitoring allowance was not made available but the focal person looked after the activities of SNE programme. The focal person monitored the schools once in a month (Persa). As he had other responsibilities as well, he was not able to pay full attention to the monitoring. The DEO is the chairman of the Assessment Centre but seldom visited the schools for monitoring of the programme. According to one of the RTs, even though he asked for feedback he (DEO) said that since the programme was going well, there was no need of monitoring. Even if they come they just watch and do not discuss on the matter. In case of supervision, the focal person, PCO and the center people of the Rupandehi district said that, as they were incapable of that no supervision of the programme was made. In this district, monitoring is being done by people who are responsible for the schools. There was regular monitoring of the programme only in Jhapa. Here the Assessment Centre Management Committee (ACMC) did the monitoring of the programme.

Situation of SNE

Enrolment and Dropout

The enrolment pattern differed from one district to another. It varied from one programme to another as well. Some of the schools were following the guidelines related to in children's enrollment whereas others were not. The number of children also varied. There were different quotas distributed for the schools. One quota equals

10 children. But there were only a few schools where the number of children was complied with the quota. Such a variation was found in all the programmes. The following table shows the enrollment pattern of blind children in the sample schools:

Table 3: Enrolment of Blind Children in Sample Schools (2060)

Name of school	Programme administered year	Grade															
		RC		1		2		3		4		5		Above 5		Total	
		T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G
Durga S.S. Jhapa	052/53	5	5	-	-	2	0	3	2	0	0	2	2	9	1	21	10
Shanti Namuna S.S., Rupandehi	057/58	4	0	5	3	0	0	1	1	-	-	-	-	-	-	10	4
Sidhartha S.S., Parsa	057/58	8	3	-	-	-	-	-	-	-	-	-	-	-	-	8	3

If we look at the above table, we find a variation in the number of children in the schools. Durga Secondary School had got 2 quotas (20 students) but the number of children was 21. The children were studying in different grades (1, 2, 3, 5, 6, 7, 8, 9) and the resource class. The above table does not show the blind children studying in lower secondary and secondary grades because the programme was meant only for the primary level. Children studying in the higher levels were included in the primary level quota in this school. Likewise, there were 10 children (1 quota) in Shanti Namuna. The school record of this Secondary School shows 10 students. In the FGD meeting, organized at the school, there was discussion on the existing number of children in the programme. When asked by the researchers after the meeting, a female teacher working for the programme conducted by the Nepal Blind Association in the same school said that there are only 6 children in the programme. There were 3 quotas provided for Siddhartha Secondary School in 057/058. This year there was only 1 quota provided and the number of children was less than the quota (8 children) provided.

The number of children in the programme for the deaf also varied. The number of children in Sharada Secondary School and Dev Raj Lower Secondary School matched the quota (10 each in a school). In 058/059, there were 2 quotas provided for Devivandan Dev Raj Lower Secondary School (Ramnagari). But in Bhanu Secondary School of Rupandehi, there was only one quota provided and the number of children was 13 - all of them male. The following table shows the number of children in the programme for the deaf in the sample districts:

Table 4: Enrolment of Deaf Children in Sample Schools (2060)

School	Programme administered	Grade															
		RC		1		2		3		4		5		above 5		Total	
		T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G
Sarada S. S (Kavre)	057/58	10	5	-	-	-	-	-	-	-	-	-	-	-	-	10	5
Bhanu S.S. (Rupandehi)	057/58	13	0	-	-	-	-	-	-	-	-	-	-	-	-	13	0
Dev Raj L.S.S. (Parsa)	058/59	10	3	-	-	-	-	-	-	-	-	-	-	-	-	10	5

The number of children in the programme for the mentally retarded children varied from one district to another. In Birat Primary School, Jhapa there were three quotas (30 children) provided but the number of children was 33. Saraswati Primary School

of Banke had 9 students (one less than the 1 quota). But in Nepal Rastriya Lower Secondary School, Mahuban Parsa, the number of children accorded with the quota. The following table shows the enrolment of mentally retarded children in the sample districts.

Table 5: Enrolment of mentally retarded children in sample schools (2060)

School	Programme administered	Grade															
		RC		1		2		3		4		5		above 5		Total	
		T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G
Birat Primary School, Jhapa	2050/51	18	13	11	5	0	0	1	0	2	0	1	1	0	0	33	19
Saraswoti Primary School, Banke	2057/58	6		-	-	-	-	-	-	1	0	2	0	-	-	9	
Nepal Rastriya Lower Secondary School, Mahuban, Parsa	058/59	10	0	-	-	-	-	-	-	-	-	-	-	-	-	10	0

Children in the programme

There were many disabled children involved in the programme for a long period. Such children were found in Jhapa district. The following is the list of students studying in Durga Secondary School over the years:

Year of enrollment	No. of students
051	5
052	4
057	2
058	6
059	2
060	1

Likewise, in Birat Primary School, a mentally retarded child was continuing in the resource class (2051 BS) onward. There were other 3 children who were in the resource class from 3 years.

Even though the SNE programme is exclusive to the primary level, children of the lower secondary and secondary levels were also enjoying the benefits of the programme. There were altogether 9 blind children studying above the primary level in Durga Secondary School in Jhapa. The school is receiving a primary level quota for those children. The Blind Association of Nepal is supporting them with textbooks and stationery.

No criterion had been followed in the selection of students. A sighted child was enrolled in the programme for the blind (in Siddhartha Secondary School).

Dropout is not a big problem in the programme. Approximately, 10 percent children drop out from the programme. Parents and children themselves were responsible for

the dropout. In Nepal Rastriya Secondary School, Mahuban, a 6-year old child used to cry too much in RC and parents could not leave him. So he was taken out of the school. In another case parents took out their children because they (children) could not learn writing. A boy stayed inside the school toilet (8 hours) in order to avoid the class. Once he even locked the head teacher in the toilet. Another boy cried when he was not upgraded and books were not provided to him. So the school upgraded him. In this way, he reached Grade V.

Residential Budget Provision of Government

The government has made a provision of providing Rs. 1000. per student per month in the hills and mountain areas under the SNE programme. Likewise, Rs. 800 is provided for each child monthly in the Terai region.

In two of the sample schools (Nepal Rastriya Secondary School and Devinandan Lower Secondary School) of Parsa, kinds were distributed instead of cash to the resource class children. The RTs said that the materials provided were less worth than the cash. If cash is provided, they can purchase materials according to the needs of the programme. In Nepal Rastriya Secondary School, Mahuban, beds for the residential children were bought on school budget, not provided by DEO whereas in Devinandan School the school provided the beds. There is a norm for SNE provided from the center to spend the budget. According to school, there is lack of transparency in budget (at DEO). This may be one of the reasons why DEO provides materials instead of cash to schools. According to RT, the materials provided are not worth Rs. 50,000. The researchers tried to clear such thing from the DEO. According to the DEO personnel kinds were provided instead of cash because if cash is provided then there will be misuse of it.

The receipt of expenses made in SNE programme was sent to the DEO. Auditing was made in the school.

In some cases, the budget for AC has not been provided for two years (Parsa). So there was no such activity conducted. But monthly meetings were conducted. The focal person did not know why the budget was not made available for two years.

Whatever the number of children, the schools were receiving budget for 10 children. Schools with more children (Bhanu Secondary School, Rupandehi) was managing for 10 children with the same budget. Where the number of children was less, the excess budget was used by school (Saraswati Primary School, Banke and Namuna Secondary School, Rupandehi) for different purposes.

In Jhapa, as the assessment centre was found very active as all the budget was transferred to the centre from DEO. The budget was meant for the following activities:

- materials for resource class - Rs 51,000
- exhibition of T/L materials (made by students) - Rs 6000
- exhibition of T/L materials (made by teachers) - Rs 37,000
- Extra curricular activities - 20,000 (Rs 13,000 spent on children' s programmes by DEO and Rs 7000 given to the assessment centre)

Management fund 25000 provided by DEO is divided as follows:

- Meeting allowance - Rs 8000
- Tea/*nasta* - Rs 300
- Monitoring - Rs4000
- Materials development - Rs 4000
- Stationery - Rs 3000
- Printing - Rs 3000
- Monitoring - 12,000

There were 3 persons selected from each section (deaf, blind and MR) who were given the responsibility of developing requisite educational materials for their respective schools. The Assessment Centre provided them money to develop the educational materials as required.

There were separate bank accounts for the school and the Assessment Centre

In Rupandehi, the budget was transferred from the centre monthly, sometime 3 times in a year. In Bhanu Secondary School, there was a separate budget and a separate account of SNE programme. Cheques were issued with the joint signature of RT and the HT. RT and *aya's* salaries were received from school account once in 4 months. But student expenses were received monthly from the RC account. In Shanti Namuna Secondary School, the HT, FP, RT were found unaware of the amount received from the centre. There was a lack of communication between the centre and the Assessment Centre.

The schools did not get any budget for the physical facility and residential. DEO office provided the materials. But all the required materials including desks and chairs were not made available to schools. The schools had to manage stationery themselves.

Incentive to Special Needs Children

The government is providing Rs. 1000. per student in the hills and mountain areas as incentive to special needs children. Likewise, Rs. 800 is provided for each child monthly in the Terai region. In Kavre, the amount is provided according to the guidelines. In the Terai, the Danish government had provided Rs. 1000 per student at the beginning of the programme. Later, the amount came down to Rs 800. According to the focal person, Rs. 800 for a child is less than sufficient. It will be sufficient if the children are kept as day scholars. Parents expect everything for their children from the government. They think that their responsibility is over once their children are enrolled in the SNE programme.

Incentive to Physically Disabled

Scholarship

The government provides Rs. 50. monthly as incentive to the physically disabled children. But this incentive was not distributed in some of the sample districts (Parsa and Rupandehi) this year. Banke distributed only 5 quotas through the mobile team.

Incentive Distribution Pattern in Rupandehi District

Head teacher meetings organized for submitting the name lists of disabled children's to the DEO office. Applications are asked from the parents for the incentive. Altogether, there were 50 quotas for the district. There were 5 quotas distributed for Kerwani Higher Secondary School, Devdaha, Rupandehi (each resource class gets 5 quotas) by the mobile team. Rest of the quotas allocated for other schools were not distributed. The DEO had said that it will be distributed in such mobile campaigns. But they were not distributed. The Maoist problem has affected in the distribution of scholarships through the mobile campaigns. The focal person has not visited Bagwana for 4-5 months due to the Maoist problem there. In Parsa, the focal person was unaware of the scholarship for the physically disabled children. It means that the budget for the scholarship lapsed every year.

Resource Class and Residential Facility

There are resource classes and residential run under the programme. There is no residential facility in all the schools. In some schools, there is a foster programme conducted.

Resource Class Management

There were different activities conducted in the resource class system. In Rupandehi, a 9-member Resource Class Management Committee was formed to look after the activities of the resource class. The members of the committee were the head teacher, resource teacher, parents (including mothers), VDC member and social worker. Regular meetings were called at the resource class site. Extra-curricular activities were performed. Home visit programmes were conducted. A Security Committee was formed to look after the children. Planning was made to develop individual lesson plans (ILPs).

Regular meetings of resource teachers were organized. In the meetings discussions made on different on-going activities such as opening joint accounts, formation of security committee, purchasing materials, expenses of RC, nomination of members to RCMC, providing nutritious food to children, etc.

Extra-curricular activities for different types of disabled children were conducted. Jhapa was found active in this respect. There were many activities such as singing, playing music and poem reciting conducted for the blind. The blind children of Durga Secondary School got the top in such programmes performed far better even than the sighted children. Radio was also made available for the children in the residential. There were no such activities conducted for the blind children of the Parsa and Rupandehi districts. For the deaf children programmes such as musical chair, dancing and physical exercises were conducted. One of the schools of Rupandehi district (Bhanu) had made a television set available for the children. Children watched television on holidays and in their free time. The television set was bought from the money collected from children's monthly allowance. Children were also taken for school visit.

There were singing and dancing activities for the mentally retarded children in the Jhapa district. Different types of musical instruments and equipment such as madal,

congo and cassette player were made available for the mentally retarded children. But no such activities were made for the mentally retarded children of Parsa.

Another activity under the resource class was the home visit programme (for children who are in school) for raising awareness of the parents and the community. The objective of such programme was to make parents educationally aware. Another objective were to bring out-of-school children to the school. Mothers' Groups had been formed (in Banke) to collect and enrol the disabled children in the school. Such activities was organized in order to make the family feel their responsibility towards their children. In one of the sample schools (Bhanu Secondary School) of Rupandehi a 13-member security committee was formed for the security of children on the initiative of the resource teacher. As the deaf children of this school often got out of the risk of getting lost, the school formed such a committee in coordination with the local people and parents.

Some parents of mentally retarded children were not satisfied with the change that has come in their children's behaviour even after they joined the programme. They expected their children to learn reading and writing (which was very difficult for them). As they did not learn reading and writing, many children continued in the resource class for a long time. Some of the parents did not want to separate their disabled children from them so they were not sent to the school. Others think that there is no meaning in sending disabled children to the school as they do not learn to read and write. They say, "mero bachchale padhena baru bakhrai charaos". [My child did not study; better if he grazes goats.]

Children of Siddhartha School, Parsa were involved in the extra-activities including cultural programmes. They sing songs in the programme. A radio was given to them to listen to songs. Parents' Day was also organized in the school.

Textbooks were not available on time for the deaf. [There are blind children studying in lower secondary and secondary levels under the SNE programme.] There was lack of Braille books and writing papers for the blind.

Residential Facility

The SNE programme is conducted in different ways by districts and even by the schools. Some schools have provided residential facility, others have kept children only as day scholars. There is also another system of keeping children i.e., keeping them in the community in the care of the caretaker. The residential facility differs from one school to another. In this school, the students are kept in the community instead of residential. According to the resource teacher, this is because parents liked to keep their children in others' homes in order to lessen their family burden. The MR children do not learn at home because of family affection. The benefit of staying in others' house is that they get a chance to get familiar with the normal children. The school used to provide Rs 750 to a family to motivate to keep others' children in their house. Rs. 50 allocated for their tiffin in the school.

The number of students in a resource class/residential varied. Even though the number of children in a resource class/residential should be 10, there were children less than that number. According to RT, there were 10 students in Siddhartha Secondary School. But the researchers came to know that there are only 8 students. There were 2 boys who were fit for the normal class. But they were not allowed to

study together with the general students. The researchers observed that they could read books. When asked the reason for not studying in the general class, they said the resource teacher was responsible for that. According to them, the resource teacher was not sincere in fulfilling his responsibility. He was not taking good care of children. He was also irregular in the school. But RT said that there would be 3 students, 1 in Grade III and 2 in Grade II from the following week as the new session was going to start. Likewise, in one of the schools of Rupandehi (Sharda Namuna Secondary School), the total number of students was only 6.

In contrast, some schools had children in excess of the quota. In Bhanu School of Rupandehi there were 16 students. As the whole expenses of the 16 students had to be borne from the budget meant for 10 children, the residential facility provided was very poor. There were no mosquito nets for children and the beddings were poor. There was no good ventilation in the bedroom of children. The room was without window. There was no fan in the residential. But a fan was made available for the *aya* who slept in the room of the children.

No rules were followed in providing the residential facility for the children. The residential facility provided for children was found poor. In most of the schools the kitchen was in the bedroom. Meat was provided only once in 2 weeks (instead of once in 1 week). But it was written once a week in the menu.

In Siddhartha Secondary School, there were mosquito nets for all beds (8), but there was no ventilation in the bed room. There were no windows for the wind used to blow in. There was only one fan above *aya's* bed. The researchers were amazed at the residential facility for the blind children. It was a hard time to stay in the bedroom in the summer season.

Beds and the kitchen were in the same room in Devinandan School also. An almirah was used as a curtain for the kitchen. The DEO provided almirah, steel rack, steel plate, small bowls, glass, rice cooker, pan (*karai*), cooking pot (*dekchi*), bucket, serving spoons, sieve plate for serving spices, stone grinder, husk, stove, steel table, pillow, mattress, bed sheet and quilt. The children got sports materials such as ring, ball, chess, puzzles, etc. (Devinandan and Nepal Rastriya Secondary School, Mahuban of Parsa).

The school (Devinandan) bought different items such as bed (10), torch, lantern, dust bin, brush set, rope for drying clothes, etc. worth Rs. 22,000 from the money saved from children's vacation in Chaitra (March-April) and the summer vacation. The school brought chairs and desks for RC on rent. Their money has not been made available by DEO yet. Nepal Rastriya Secondary School provided its benches and chairs to RC.

Children of Devinandan School had won Rs. 2000 from the VDC in extra-curricular activity. The school added some money on that and bought a television for them. According to the RT, all the materials were provided from DEO.

Utilization of Distributed Educational Materials

It is mentioned in the guidelines that there is a provision of some amount for the educational materials for the resource classes. Under this provision, the Terai, hills and mountain areas get different amounts for educational materials. The schools in the Terai get Rs. 3000 per year for the educational materials. Likewise, schools

(where the SNE programmes are conducted) in the hills and mountain areas get Rs. 3500 and 4000 respectively. Teachers also get some amount (Rs. 2190) for developing materials. The winners child of the exhibition of the educational materials gets Rs. 350. But the study showed that all the sample district schools (except those of Jhapa) were unaware of the budget provision for educational materials. People (those of Jhapa expected) were found unaware of the budget for the exhibition. The Assessment Centre of Jhapa was found involved in materials collection and distribution. According to the teachers, the amount for the development of materials is sufficient for the deaf programme and insufficient for the blind programme. Materials for the blind's programme are Braille textbooks and papers which are very expensive.

There was a lack of Braille textbooks in the programme. In Siddhartha Secondary School of Parsa, children of Grade III got helpless because they did not get Braille textbooks. All the educational materials for the programme were made available from the center and DEO.

Training and Its Utilization

Training is provided to the teachers in order to make them capable in their profession. Orientation and training programmes of different durations are provided. In this context, training of 1 day, 3 days and 12 days are provided. Likewise, basic (12 days), one month's and 45 day's training are provided to the resource teachers.

Orientation

It is mentioned in the guidelines that orientation programme should be conducted to the teachers of SNE programme. In Rupandehi, a one-day orientation programme was organized by the center, which was participated in by the focal person and people from the DE Office.

There was an orientation programme organized at the beginning of the programme for parents by the Nepal Rastriya Secondary School, Mahuban, parsa.

Teacher Training

The training programme implemented varied from one district to another. In Jhapa an awareness training (of 10 days) on special education was provided to FP in Sanothimi in 2057. The Danish team and the SNE Section in Kathmandu also conducted regional training on SNE. The training was given three times (23 days), which covered management in the first phase and technical area in the second and third phases. After three years, another regional training was provided to all the assessment committee members in Biratnagar for 21 days.

Two types of training, each of one month, was organized for the resource teachers, in Kathmandu. In the refresher training the district manpower was used as trainer. A 7-day training on concerned areas (mentally retarded, deaf and blind) was also provided for the resource teachers. They even received the physiotherapy training organized by the Centre.

The Assessment Centre of Jhapa arranged vocational training (chalk making for Blind, sewing and knitting for the deaf and bag-making for the MR) to the children. According to the focal person of the Assessment Centre, such a training could be provided only for the mild blind and mild deaf.

In Rupandehi, the trainers conducted a 3-day training programme in which altogether 20 people from the resource centre participated. According to the resource teacher of Bhanu Secondary School, Goligadh, received a one-month training in Kathmandu. In another training programme of 3 days conducted by the DEO, head teachers from 6 schools participated. The training programme was organized to provide information on disabled children. A resource teacher of Shanti Namuna Secondary School, Manigram, received a 12 day-long training in Bhairahawa. In another one-month training, three resource teachers (one each in the areas of blindness, deaf and MR) received the training in their concerned areas.

A 1- month training was given to resource teachers by the Special Education Section 7/8 years ago. There was then a refresher training. Braille script, orientation, modality development for the concept was taught in the training. In Siddhartha School, RT, School Supervisor and a secondary school teacher received a training in Kathmandu.

There was a 3-day public awareness training organized for the head teachers, SMC chairmen, parents and social workers by the DEO. Altogether, 150-200 people participated in the training programme. But the teachers think that even though such a kind of training is organized every year, there is no utilization of the knowledge and skill imparted. The awareness programme could not increase community's involvement.

There was a one-month special training, 7-day basic physio-therapy and refresher training organized for the RTs. The physio-therapy training inputs were utilized. The refresher training was useful in making lesson plans for students. Teachers learnt to teach according to children's feeling from the 1-month training. The use of teaching and learning materials was also learnt.

In Parsa RT did not appear confident enough in his profession. He said, "Children can read Braille better than I." Children will have problem in learning mathematics as RT does not know how to teach it to the blind children.

According to the teachers, there is a vast difference between training and practice. They learn only theoretically in the training. They have to deal with the children one by one, which is not taught in the training.

Problems in Conducting Special Education Programmes

There were many problems in the SNE programme -central to grassroots. The programme implementing schools did not follow the central-level guidelines. There was a lack of uniformity in the programme implementing procedure. There were no teachers in the programme. The residential facility was poor. Textbooks were not provided on time. The Assessment Centre was not fully fulfilling its responsibility. Cooperation of parents and local organizations was virtually absent.

Alternative Teacher

There was a need felt of alternative teacher in the programme. Classes were hampered due to lack of alternative teacher. The resource teacher could not go on leave because there was nobody to replace him. But there is no provision of alternative teacher mentioned in the guideline.

Teacher Training

Different types of training were provided to the resource teachers and the head teachers. But there was no training for others such as the focal person, SMC members and the parents. The training provided was of short duration and it did not focus in a particular area of special education. So the training did not fit according to their need. Refresher training was not provided to them. Practical training was lacking in the programme. There is training manual developed by the center but it is not administered yet.

Involvement of Children in the Programme

The programme was meant for the children of primary school age. But overage children were also included in the programme. Children were studying at higher grades of school through this programme. So, same persons were involved in the programme for a long time and others did not get chance to be involved. There was no improvement in the enrolment of children in the programme. Such was the situation of the programme for the blind and mentally retarded. Mentally retarded children saw no improvement in their study even though they had been in the programme for many years.

Incentive

There was no uniformity in incentive distribution process in the programme. Some of the sample schools were providing Rs. 800 as monthly incentive while others were providing materials instead of cash worth that amount. The money collected from the incentive was used in infrastructure development of the school. It was due to the lack of monitoring of the programme.

Residential Facility

The condition of residential and the other facilities was very poor. Mosquito nets were not provided. There was no ventilation in the bedrooms. The management of food for children in the residential was not good. Entertainment for children in free time was absent in the residential.

Textbooks

The study showed that textbooks for the blind children did not arrive on time. In some cases, children were not able to join the integrated class for want of Braille textbooks.

Role and Responsibility of Assessment Centre

The Assessment Centres were not fulfilling their responsibilities (except in Jhapa). They were not involved in the screening of children. The Center did not monitor the programme. The educational plan, district plan and individual profiles of children were not developed. Coordination between the Assessment Center and the local organizations was zero.

Parents' Responsibility

There was a lack of awareness in parents. Parents did not fulfill their responsibilities after they enrolled their children in the programme. Others tried to hide their children's disability by not involving them in the programme. Mother's Groups are formed only in schools where IE programme is conducted but they are not taking part in the Group's activities.

Coordination with Different Organizations

Coordination between the programme and the local organizations was nil. There was no link between the programme and the NGOs/INGOs, CBOs and VDCs. Coordination between the school and the local organizations is limited in guidelines only. The schools also did not take any interest in coordinating with the local organizations around.

Monitoring

One of lacunas in the programme is monitoring. Monitoring was made neither by the Center nor by the DEO. There was not regular monitoring by the focal person. The Assessment Centres and few RCs were not fulfilling its responsibility. Resource centers expected monitoring in order to bring improvement in the programme but monitoring was non-existence. The guideline does not clearly mention about monitoring. It just mentions to do monitoring and not by whom. The frequency of monitoring is also not mentioned here.

Chapter IV

INCLUSIVE EDUCATION

Introduction

Inclusive Education (IE) includes not only disabled but all types of children of the society - advantaged or disadvantaged and disabled or normal. Inclusive education contributes to a greater equality of opportunities for all the children of the community or society. Inclusive education means disabled and non-disabled children and young people learning together. Inclusion means enabling pupils to participate in the life and work of mainstream institutions to the best of their abilities, whatever their needs are.

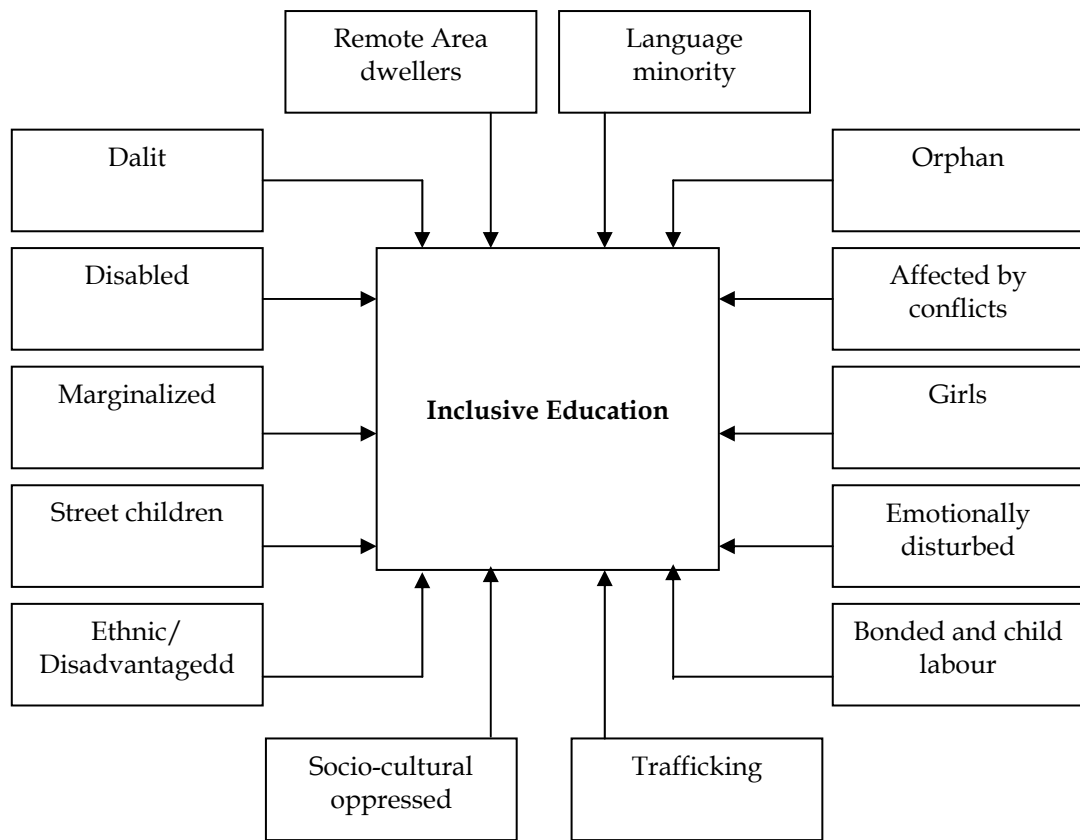
One who cannot do everything himself/herself as a normal person is called disabled. The difficulties that one has to bear due to disability are caused by the lack of proper function of his/her physical, mental and emotional system. Education is part of, not anything separate from, the rest of children's lives. Disabled children can be, and are being educated in mainstream schools with appropriate support. There are different ways of achieving this. Disabled children have an equal right to membership of the same groups as everybody else. A segregated education restricts the rights and limits opportunities for self-fulfilment. People with disabilities or learning difficulties do not need to necessarily be separated or protected.

The objective of Inclusive programme is to educate all types of children together without any discrimination whatsoever. The concept was developed in the World Conference on Special Education held in Salamanka, Spain in 1994. After the Salamanka conference, a memorandum of understanding was signed between the County of Copenhagen and Royal Danish University of Education, and the Ministry of Education and Sports/Nepal on implementing inclusive education in the academic year 2056/57 BS. The programme was started as a pilot programme in Banke, Udayapur, Sidhupalchok and Kavre districts of Nepal with the beginning of BPEP II (1999).

Groups Focused under Inclusive Education

Now the government of Nepal has brought a new concept of Inclusive Education. In this concept, all types of children whether physically and mentally disabled or socially disadvantaged get the opportunity of learning together. This helps to increase brotherhood and sisterhood relationships in children. Inclusive education is a human rights issue as well. Many children could be brought to the mainstream with benefits to everyone. There is the involvement of community also in such type of programme. The programme is conducted in cooperation of school children, parents, teachers and head teachers, social workers, school management committee members, District Education Office and local organizations for the children. One of the important aspects of Inclusive Education is Inclusive Programme, which not only includes disabled but also other types of children who are disadvantaged and handicapped. There was a national workshop organized in March 2004 to find out the definition of Inclusive Education in Nepal's context. The workshop identified following groups (Fig. 4) that should be included in Inclusive Education in Nepal.

Groups Focused under Inclusive Education



In the present context, it is more social and practical to conduct a teaching-learning programme. In this programme, disabled children can study together with general children and take part in different activities of the school. This helps to create self-confidence in disabled children and they start feeling themselves as one of the integral parts of the society. This type of education programme is less expensive and more practical.

Pilot Programme of Inclusive Education

After the signing of the agreement the Danish consultants of the Institutional Linkage Programme (ILP) came up to cooperate with the Special Education Section of the Department of Education to implement the pilot programme of Inclusive Education. The pilot programme was implemented in Banke, Udayapur, Sindhupalchok and Kavre districts covering all the three geographical regions of the country. The pilot programme was started in Banke four years ago. This programme has been in operation in Udayapur for 3 years now and for 2 years in Kavre. With the introduction of the pilot programme, the name of the Special Education Unit under the Department of Education was changed into Special Education Section.

Strategy of Inclusive Education

According to the programme guidelines there will be an introductory workshop organized for the parents, teachers, and representative of all the local organizations and all the community people. Later, training for teachers, head teachers,

representatives of non-governmental organizations, social workers and children will be provided in order to create schools each with an appropriate learning environment. The following is a list of the major strategies mentioned in the programme guidebook.

- Make all the sectors of the society responsible for creating good relationships between the society and the school in order to accommodate all types of children of the society to education.
- Make the society feel responsible towards the educational and social welfare of the children.
- Ensure equal opportunity of education for the disadvantaged children.
- Make the school environment appropriate for all the children (including the disabled ones) of the society.

Objective of Inclusive Education

The objectives of Inclusive Education (as written on a wall of the teachers' room in one of the sample schools of Banke): "The main objective of Inclusive Education is to provide equal access of education to all the school-going age children including poor, *dalit*, incapable and disadvantaged." The other objectives of the Inclusive Education Program are:

- To try out a strategy on development and implementation of inclusive education suitable to the Nepalese context.
- To develop a school environment suitable for all types of children.
- To develop a learning environment suitable for them.
- To manage classrooms suitably.
- To maximize the use of teaching materials in teaching-learning activity.
- To mobilize community people.
- To develop and implement a curriculum based on children's interests and needs.

According to the introductory books published by DOE, Inclusive Education has put emphasis on the following:

- Student-centred activities
- Creation of a learning environment (teachers' task).
- An appropriate environment for children for self-learning (based on observation, touching, experiment and thinking)

Implementation of Inclusive Education in the Sample Districts

The study selected Kave and Banke as sample districts for the study of the inclusive education situation. Inclusive Education (IE) was introduced in 4 schools of Banke and 2 schools of Kavre. Both the Special Needs Education and Inclusive Education programmes have been conducted in 2 schools of Banke. The following is the list of schools where IE programmes are conducted:

Name of school	Districts
Shree Purna Sanjibani Secondary School, Dhulikhel	Kavre
Shree Lankhanamai Primary School, Dhulikhel	Kavre
Bageswari Primary School, Belaspur	Banke
Tribhuvan Secondary School, Kohalpur	Banke*
Saraswati Primary School, Banke Gaun	Banke *
Dahit Primary School	Banke

The programme duplicated schools (Tribhuvan Secondary School, Kohalpur SNE (blind) and IE, Saraswati Primary School, Banke Gaun SNE (Mentally retarded) and IE.

Note. The above highlighted schools were the sample schools of the study

Selection of Sample Schools

Four schools of 2 districts were selected for the study: Shree Lankhanamai Shanti Primary School and Purna Sanjibani Secondary School of Kavre and Saraswati Primary School and Bageswari Primary School of Banke. It has almost been two years since the programme was conducted in both the schools of Kavre. But in Banke, this programme has been conducted since 2056. Saraswati Primary School is located at the heart of Nepalgunj. This is the school where both the SNE and IE programmes are conducted. IE in 2057 (Baisakh) and IE in 2057 (Falgun). There is grade teaching up to Grade III, which goes in this school.

Training

Inclusive Education Teacher Training means the training provided to the teachers who will teach the mildly disabled children, children with learning difficulty, ethnically disadvantaged children, children with language difficulty, children living in remote areas, psychologically affected children, child labour and street children, and the children who need special help in education as mentioned in the introductory books of Special Needs Education published by DOE. This training is provided to launch and conduct teaching-learning activities in classes for the blind students who have received basic knowledge, skill and training, and knowledge on the Braille script. This training helps to create physical, educational and psychological environments for the blind students. The effect of such types of training could not be observed by the research team as the disabled children were not included in the classroom where the IE programme was conducted.

According to the FGD participants (in Banke), there was a 4-5 days' orientation programme conducted in Mangal Prasad Secondary School for the head teacher and resource teacher before the start of the IE programme in this school. The Danish and government team provided the orientation training. In the training, techniques to deal with the mentally retarded children were taught. Prior to this, a 3-4 days' workshop was organized in Kohalpur on 056/11/13 for the head teachers and DEO

There was an orientation programme held at Mangalsen School for the resource teacher (RT) and teachers for 6 days. RT received a 9-day training (in Adarsha Bal Bikash Centre, Banepa) and also a training on IE. According to RT, this training was very useful for teaching. It taught him how to deal with the disabled children in the general class. He also learnt the technique of creating special learning environment (teaching how to wear clothes) for the disabled children. The trainings that he

received helped him to develop teaching and learning aids from locally available materials. But there was no disabled children found in the IE programme there.

In another sample school (Saraswati School), awareness programmes were organized for Mothers' and Parents' Groups. But there was no active parental participation because the parents did not have time. They also organized street programmes but no impact of the programme was found in the community.

Educational Materials

The research team observed the class and school office rooms of all the 4 sample schools and found the teaching-learning materials sufficient. The materials were developed during the teacher training provided by BPEP II. The teachers also developed the materials locally. Moreover, DANIDA provided teaching materials such as abacus, memo game card, puzzles, ludo, domino, number and alphabet cards, letter and work cards, carromboard, opposite name cards, blocks, etc. But it appeared that those teaching-learning materials had not been put to use because they were packed in different boxes. The boxes had thick layers of dust on them. Some of the materials such as chart box were found hung in Lankhanamai School of Kavre. In the sample schools, inclusive classes were decorated with different kinds of visual aids. There were pocket charts and numbers hung on the walls of the classrooms. Pictures of birds, animals and fruits were also there.

The Danish team had provided training on the use of those materials. They also provided technical assistance. A boy got a pair of reading glasses. According to the head teacher of Bageshwari School, Kavre, the assistance provided was welcome. But if children with other types of disability (lame and blind children, for example) are enrolled in the school, further assistance may be needed. In the present situation, if a blind child comes to the school, s/he will have to be sent to the Assessment Centre. Even though the Assessment Centre works just for the SNE programme and not for IE, such children could yet be sent there. Meetings were called twice a year by the Danish team, where teachers of both IE and SNE were invited.

The PLAN (programme) children studying in Bageshwari School were getting pen, bag, book, pencil, tiffin box, sweater, tie, etc. PLAN included only selected Chidimar (disadvantaged group) children in their programme. Approximately, 165 Chidimar children were studying in that School. SAATHI organization was providing sewing machines to them.

The DEO office did not provide materials for classroom instruction. But technical support was provided for developing Teacher's Diary. RP and the focal persons took part in the preparation of the diaries..

Bageshwari School formed an *Ama Samuha* (mothers' group) in order to make women active and conscious of their children's study. The Group was first formed here in 2057. It tried to convince parents to enroll their disabled children in the school. A parent (mother), who was taking part in a FGD, said that she would keep her daughter in the same school if the school is upgraded.

Community Mobilization

There had been a door-to-door programme conducted by the teachers of all the sample schools. Children's rallies were also organized. There was a survey made in

the school catchment area. Apart from SMC, there is an IE Development Subcommittee formed in Saraswati Primary School. The composition of the committee was as follows:

Chairperson	
NGO representative	- member
Parent representative	- member
Woman representative	- member
Head teacher	- Member-secretary

There were approximately 200-250 households of Chidimars in Bageshwari. PLAN was supporting this ethnic group in education and sanitation. It built private toilets for them but in lack of awareness they were being used as storerooms. The feeling of humiliation is the main reason for their backwardness. Only a few have their own houses. So far, no one of this ethnic group has passed SLC. A girl is in Grade IX now. At first, they opposed the establishment of the school in the present place because it was used as a place for garbage dumping.

Participation of Children

Children of different social and economic background participated in the programme. Disadvantaged and marginalized groups also had access to the programme. But there was no representation of the disabled children in the programme.

Ethnic Group

In both the sample schools (Bageswari and Saraswati schools) of Banke *janjatis* were studying. In Bageshwari a majority of children were Chidimars. So, the school was also called 'School of Chidimars.' Ninety percent of the children in this school were Chidimars at the time of the research study. The rest (10%) were Muslims, Bhangis (Balmiki), Chamars, Godiyas (whose profession is to row boats), Brahmins, Khadka and Chaudharis. Chidimars are known as Baheliya in India. It is an untouchable caste in India. But it is not so in Nepal. The main profession of them is to earn others' farms and do agri-works there.

In Saraswati School, disabled, disadvantaged and deprived children were studying. Children of different ethnic groups such as Muslim, Dhobi, Bhangi (also known as Balmiki and Poda) Chamar and Bodiya were studying there. The number of higher-caste children was low. There were 2 Brahmins and Khadkas each studying in this school. There were also Chaudharis studying here. Five of them (Chaudharis) were working in others' homes.

Kiran Chidimar, 12, is a student of Grade III. Her house is just 1-minute walk from the school. She lives in a simple house, made of mud and straw. Her family lives in one room. There is a small granary inside her house. The room is dark even in day-time because it had no windows. There are Mother (30), Father (40), Younger Brother (5) and herself (12) in her family. Her mother works as aya in a school, which is about two miles away from her home. Father is a labourer and brother is studying in the same school in Grade II.

She was married while she was studying in Shishu Class (Kindergarten) at the age of 6.

Her husband married another girl because she was not sent back to her husband's house. Sometimes she sees her past husband on the way but they do not speak to each other. She thinks that it is not good to get married at an unripe age because baby may be born and the girls may run down.

She was enrolled in the school at the age of 3. She failed in Grade 3. For her, English is a difficult subject. Other subjects are easy for her. She says that school charges Rs. 50 as exam fee. She has a desire to pass the Bachelor's examination. She is confident enough that her mother will provide her education up to that level. She thinks that co-education is not good because in the school boys tease and harass girls. There should be separate schools for boys and girls. The Muslim boys try to dominate girls in the school. But she does not know the reason for this.

Disabled Children

A problem within both the sample districts of IE was that the schools had not been able to take in disabled children for the programme. Though the programme has got the name 'Inclusive Education', there was not even one disabled (MR, blind, physically handicapped or deaf) child in the school. A field study showed that efforts had not been made by the schools to include them in the programme. The school physical environment was also not favorable for the programme.

In Saraswoti Primary School, Banke, the disabled children were categorized in the classroom. There were 8 children with learning difficulty (Grade I). One girl had a hearing problem and 9 were slow learners (Grade II). Three had bad hearing and 5 were slow learners (Grade III). Similarly, there was 1 MR (Grade IV). There were 10 children with the problem of learning difficulty in Grade V.

Dalits

A teacher of Sarswoti school said that there were Dalits in the community (Balmiki, khatik, Passi, Koiri and Dhobi). Among them, only Balmikis were enrolled in the school. There were 48 Balmikis of whom 28 were girls. Dalits (Biswokarma, Teli, Nau, Balmiki Chamar (Raidas) and Dhobi) were studying in Bageswori Primary School. In Kavre, Sarkis, Damais and Kasahis were the major Dalit children.

Disadvantaged

A majority of children studying in the 4 sample schools were from poor economic background. Their priority was food rather than education. So their parents moved from one place to another in search of job and they had to follow their parents. In Kavre (Lankhanamai Primary School), poor families generally moved to a place near to the brick factory hoping for getting employment there. Elderly children help their parents in earning. They come back to their native home only when the rainy season starts. Some of the children rejoin school whereas most of them do not. In such cases, it takes a child 3 years to complete a grade.

According to the schoolteachers the reason for the scarcity of students was the lack of children in the community in the catchment area of Bageswori School. Some of the Chidimar children were also sent to private schools. The FGD participants said that some Chidimars had reached Grade X but could not pass SLC. All Chidimar children were enrolled in the school but their dropout rate was high. The number of Chidimar girls was low in the community.

Classroom Teaching Learning Environment

The HT and class teachers of all the four-sample schools talked about special attention paid for the education of the disabled children in the IE programme. They said that children with learning difficulty were seated in front in the classroom. There are separate groups of students with different learning capacities (fast, medium and slow). Teachers put up achievement tests to separate students into groups. There was a leader in each group in all sample schools of both the districts. Each group included fast learners, average learners and slow learners so that slow learners could learn through interactions between normal and disabled children and participate better in the classroom activities. Adaptation of teaching through games, charts, cards helped in teaching the disabled and slow learners.

Physical Facilities

Lankhanamai School of Kavre is situated at residential area. One has to climb down a long flight of stairs from its main gate to reach the school buildings. The school has one-storey buildings. There were different types of murals painted on the walls of the school buildings. One of such pictures was that of disabled children in school. There were classes from pre-primary to Grade V in this school. There was a wall blackboard in the pre-primary class. DANIDA, DEO and the Dhulikhel Municipality are supporting the development of physical facilities of the school. There were separate toilets for boys and girls. The classrooms were equipped with different types of physical facilities.

Likewise, Purna Sanjibani Secondary School is near to the District Education Office, Dhulikhel. The school has separate toilets for boys and girls. The school has no playground but there is a courtyard, which could be used for playing games. There are many classrooms and a separate common room for teachers. Most of the sample schools have separate toilets for teachers and students. The classrooms of grade I, II and III were all furnished with round tables and the classroom floors had carpets. They were well furnished and well decorated with paintings (made by teachers) related to the textbook contents. Some of the materials e.g., chart box were found hung (Lankhanamai School). In Purna Sanjibani School, classrooms for grades I, II and III were decorated with different kinds of visual aids. There were pocket charts and numbers hung on the walls of the classrooms. Pictures of birds, animals and fruits were also there.

In Banke, both the sample schools had good physical infrastructure for the classrooms. Saraswoti and Bageswori Primary Schools are situated at a residential area and have one-storey building. They have small playgrounds and boundary walls. Since Saraswoti school has also been conducting the special needs education programme, there is a separate resource class. There was sufficient furniture in the classes and staff room. One of the classrooms of Bageswori school had blackboards on all the four sides of the classroom in order to facilitate children's chalk writing.

Achievement of the programme

Enrolment

All the four-sample schools of both the districts are located in the urban areas. Most of the parents send their children to private schools. All the four sample schools,

where the IE programme is conducted have disadvantaged and deprived children. According to the head teachers of Bageswori school only mild disabled children with hearing difficulty, mild MR and lame are enrolled in this school. [But the researchers did not see any such child on the day of the school visit.]

According to the teachers of Bageswori School of Banke the reason for the low number of students is the dearth of children in the community. Even some of the Chidimar children (poor children) are sent to private schools. The FGD participants said that some Chidimars had reached Grade X but could not pass SLC. All Chidimar children are enrolled in the school but their dropout is high because of the early marriage practice prevalent in the community. The number of Chidimar girls is low in the community. If boys are married late, it is difficult to get girls for them. Unlike in the first year of the programme, the enrolment is low in Bageswori. It is so because children are enrolled in the ECD centre established by PLAN especially for Chidimars. The table below shows the enrolment pattern in the sample schools:

Table 6: Enrolment pattern in sample schools

District	Name of school	2058		2059		2060	
		Total	Girls	Total	Girls	Total	Girls
Kavre	Shree Purna Sanjivani Sec School	196	92	190	92	159	85
	Shree Lankhanamai Shanti Pri. School	NA	NA	NA	NA	104	43
Banke	Shree Saraswoti Primary School	195	81	193	97	211	117
	Shree Bageswori Primary School	215	84	246	94	135	87

Dropout

The field data show that there is decline in the number of students after the introduction of the IE programme. The main reason was dropout caused by their involvement in labour work. Parents often go to another place for labour work taking their children with them. So children are deprived of regular schooling. Some of the younger children dropped out from the school and joined the ECD programme (Banke). The table below gives the picture of dropout children of the sample schools in 2059:

Table 7: Dropout children in Inclusive Education

District	Name of school	2059	
		Total	Girls
Kavre	Shree Purna Sanjivani Secondary School	2	1
	Shree Lankhanamai Shanti Primary School	17	6
Banke	Shree Saraswoti Primary School	10	3
	Shree Bageswori Primary School	17	8

Repetition

There were children who repeated the grade in the IE programme schools. In Kavre, most of the parents moved to another place with their children for employment in brick factories. So the children were not able to attend school regularly. In such cases, it took a child 3 years to complete a grade. Bageshwari School had an automatic promotion system. So even unqualified children got grade promotion. The result was

that the children who had completed Grade V from the school (Bageshwari) could not do well in another school. So, the previous school was questioned for its low quality of education. So the school rescinded the automatic promotion. As a result, there were more repeaters. The number of repeaters in sample schools in 2059 were as given in the table below:

Table 8: Repeaters in the sample schools under the Inclusive Education Programme

District	Name of school	2059	
		Total	Girls
Kavre	Shree Purna Sanjivani Secondary School	28	4
	Shree Lankhanamai Shanti Primary School	20	7
Banke	Shree Saraswoti Primary School	29	8
	Shree Bageswori Primary School	59	19

Efforts of Government and Non-government Organizations

There is no special provision for incentive to the children in IE programme. According to the participants, an incentive of stationery worth Rs. 5000 was provided to Lankhanamai Primary School of Kavre for disadvantaged children. The incentive was distributed in the presence of the parents. In Banke, Saraswati School is providing Dalits, Primary and Encouragement scholarships. The head teacher said that there was announcement made for the dalit scholarship from radio. So all the dalits asked for the scholarship. But the number of dalit scholarship was limited. So the school is providing scholarships to *dalits* turn by turn so that all may benefit from the scholarship. There was duplication of the programme (inclusive and SNE) in Saraswoti School. The fund for SNE was received directly from DEO. An amount of Rs. 800 per child per month is deposited in the school bank account. A joint signature of the head teacher and the Resource Teacher (RT) runs the account of SNE. The SNE programme children are brought to a separate room for tiffin because they get incentive money from the programme. The school makes the following expenses out of the SNE programme money and the remaining money is expended on school infrastructure development:

- tiffin: foods such as fruit, egg, biscuit, jaulo, meat and bitten rice, haluwa, bread, noodles, curd, sweets and a glass of milk (for all SNE children)
- rikshaw fare
- 2 suits of school dress every year
- healthcare (minor diseases)

The Whole School Training Programme materials were utilized in the Inclusive Education programme. The Danish advisor provided various types of game materials (Memo card, creative card, animals, occupational pictures, fruit pictures, opposite names, ludo and geo materials, number cards, word cards, letters and blocks) for classroom instruction in all the sample schools.

The PLAN children studying in Bageshwari School were getting pen, bag, book, pencil, tiffin box, sweater, tie, etc. PLAN has included only selected Chidimar children in their programme. Approximately, 165 Chidimar children are studying in Bageshwari School.

According to the discussion in the meeting held at CERID, the Centre sent a section officer twice a year to the districts, where the inclusive education programme has been conducted, in order to do the monitoring of the programme. According to the teachers and head teachers the people from the Centre had come to schools with Danish team and participated in the orientation programme organized by the team.

Provision of government and non-government organizations for children

Programmes	Government		I/NGO
	Ministry of Education	Danish consultant	PLAN/Nepal
Incentive	Tiffin, rickshaw fare, school dress, health check up*		
Infrastructure support	School maintenance*		
Stationary/educational and sports materials		Memo card, creative card, word cards, pictures, blocks, cupboards, books, etc.	Pen, bag, books, pencil, tiffin box, uniform (including sweater).
Training	Awareness, orientation and refresher		

* The expenses are made from the budget of SNE programme.

Problems in Inclusive Education

One of the major problems in the IE programme is dropout of the children. A majority of children under the programme are from a poor economic background. Their priority is food rather than education. So the parents move from one place to another in search of jobs and the children follow parents. The families move to another place near a brick factory hoping to get employment there. Elderly children also help their parents in earning. They come back home only when the rainy season starts. Only a few of the children rejoin school.

So far, disabled children are not included in the programme. Though the programme has got the name 'Inclusive Education', there was not even a single disabled child found in the school. The physically disabled IE children are not getting any type of incentive. There is no facility for disabled children. The field study shows that efforts have not been made by the (sample) schools to include them in the programme. The school physical environment is also not conducive.

Another problem in the Programme is retaining children in school. Parents think private schools are better than the public ones. So the parents who can afford for their children's education in a private school take out their children from the IE programme.

There have been different programmes for making parents educationally aware. People have become more educationally conscious through the programmes conducted by the parents Mothers' Group and the school.

It is difficult to involve I/NGOs in the programme due to their different interest. They have high expectation (logistic support) from the programme. There is a lack of resources in government programmes, so the programmes conducted in collaboration do not run well.

Chapter V

SYNTHESIS

Introduction

This chapter presents an analysis of Special Needs Education (SNE) and Inclusive Education (IE) programmes based on the information collected from 5 districts (Jhapa, Kavre, Rupendehi, Parsa, and Banke) out of the 47 SNE programme implemented districts. Banke and Parsa are the districts where the IE programme is also being conducted. This chapter discusses the strengths and weakness of the SNE and IE programmes and the provision that is required for the expansion of IE.

Strength and Weakness of SNE and IE Programme

The study showed many pros and cons of the SNE and IE Programmes. In some of the sample schools, the programmes were going on well whereas in other schools the programmes needed improvement.

Strengths of Special Needs Education Programme

Learning Opportunity

One of the strengths of SNE programme is that parents were satisfied with the achievement of their children. According to the parent of 13 years old boy of Devenandan resource class, Parsa (programme for the deaf) there was improvement in the learning and talking habits of the children in the residential. His boy became co-operative after he joined the programme. At home also, whenever he is free, he got himself engaged in study. He had developed the skill of fine art in himself. According to the RT, he was very disciplined in the class.

The MR, the deaf and the blind got an opportunity to learn in the programme. The deaf children learnt writing and the sign language for communication. They could talk to their family using sign language at home. The blind children were cooperative with the normal children. They studied together with the normal children and developed a feeling of cooperation. There were many blind children studying in higher levels of the school (secondary and lower secondary) on the financial support of SNE programme (Jhapa). MR children have got the opportunity to learn different things. Even though reading and writing were very difficult for them, they learnt how to live a social life. After joining the programme, they felt themselves like others and got rid of the feeling of humiliation. There was change in their behaviour. They learnt to adjust in society. According to a parent, her son (mentally retarded) could speak a few words after he had joined the school. He can recognize his house now. He makes proper use of the toilet. He helps his mother in fetching water. So far, 16 children have been enrolled in Nepal Rastriya Secondary School, Mahuban and two of them were integrated into the general class. For the parents of the disabled children, children getting opportunities to study in the school is a positive aspect of the programme.

Development of Vocational Skills

Children involved in the SNE programme were also benefited from the extra-curricular activities organized by the schools. They took part in singing, playing musical instruments, reciting poems, drawing pictures etc. All the three types of disabled children (blind, deaf and mentally retarded) developed such talent. Some of them also prepared the educational materials from the locally available objects. The materials were kept in display (Jhapa).

Mutual Co-operation

The programme had provided residential facility to the disabled children. The residential partners were found happy being with people like themselves. They had learnt to work in mutual cooperation. The children (blind and deaf) became self-dependent because they had to do things themselves in the residential. Parents were also found satisfied with the residential facility provided for their children.

The study showed that the resource teachers have fulfilled their responsibility in the programme. They are devoted to their jobs. They are very friendly with the children. The children and the resource teachers behaved like friends. In the beginning, the resource teachers had a hard time adjusting to their profession. Later, they got so attached with their profession that they did not want to leave it. The resource teachers were found not only involved in teaching but also taking care of the children. A teacher was found cleaning the children's noses.

Change in Behaviour

There was a change in children's behaviour. They learnt how to behave with teachers, friends and elders. One of the blind children (around 13 years) Durga Secondary School said that he was very stubborn before he joined the programme. He was so because of frustration in life. But after he joined the programme, he realized that there were also people like him. So, he stopped behaving rudely with others.

The programme has helped the MR children more. It is very difficult to make the MRs to learn especially reading and writing. But the programme has helped to bring change in their learning. The MRs of Birat Primary School, Jhapa have learnt daily life skills such as eating food and going for toilet by themselves. They have also learnt the extra-curricular activities such as singing and dancing. A boy of Nepal Rastriya Lower Secondary School, Parsa was helping his mother in fetching water for home purposes.

Effective Assessment Centre

In Jhapa, the Assessment Centre was functioning very well. The head teacher was the chairman of the AC. The budget and materials for distribution (to the schools) come to the centre directly from the DEO office. The chairman of the centre was the head teacher of the school where the SNE programme was conducted. Meetings were conducted regularly.

Strength of Inclusive Education Programme

The inclusive education programme, implemented in 4 districts of the country on pilot basis has tried to provide education for all types of children including disadvantaged, marginalized and disabled children. Banke and Kavre were the sample districts of the study. The following were the strengths of the programme:

Emphasis on Child-centred Learning

Inclusive Education has given emphasis to child-centred activities and appropriate learning environment. Groups of children (fast learners, average learners and slow learners) were formed so that slow learners could learn from the fast learners. Group division and group work have led to interactions between the normal and disabled children and also increased children's participation in the classroom. Teaching through games, charts, cards also has assisted in teaching the disabled and slow learners.

In Banke, door-to-door programme were conducted by the teachers. Children's rallies were also organized here. Survey had been made in the school catchment area of both the schools of this district. Apart from SMC, there was an IE Development Sub-committee recently formed (Saraswai School).

Meetings and Teacher training

Since the mother tongue of most all the students was not Nepali they had difficulty in learning. In order to solve this problem teachers organized mothers' meetings, door-to-door visits and classroom management. Both the sample schools of Banke had followed the topic Learning to live together in order to make children familiar with each other. Boys and girls were allowed to work together. There was an improvement in the Nepali language skill as well.

There was a library in each school for the children and teachers. Teachers used the library for supplementary materials.

Danida had organized a subject teacher training for the head teachers and primary teachers. The ten day training included the technique of accommodating all the children in one classroom, use of teaching material in the classroom, etc. A three-day video clipping was also conducted under the training. The Danish consultants organized a seminar to introduce Inclusive Education for SMC chairman, teachers, focal person and parents. In addition, the consultants put up demonstration classes on the use of educational materials.

Weaknesses of Special Needs Education Programme

There were also some weaknesses in the programme from the center to the grassroots. The central level guidelines were not much followed. The type of weaknesses in the programme varied from one district to another.

Lack of Community Support

As the study revealed, one of the weaknesses of the programme was the dearth of community support. There was no link between the community and the school where the programme was conducted. Even the parents did not support the

programme. Overall, there was no NGO support for the SNE programme and to schools. NGOs contribution was limited only in the urban area. VDC and DDC were not providing any kind of assistance to the schools. Schools did not take any initiative in coordinating with the community either. They had negative attitude towards NGOs. They thought that NGOs were organizations, which only worked for profit. But the NGO representatives said that it is due to the lack of similar programme that they have not been able to help schools.

Lack of Uniformity in Selection of Children

The districts did not follow any uniform criteria in the selection of students. The Assessment Centre was not fulfilling its responsibility in the selection of children in the sample districts (except Jhapa). In many schools, the resource teachers were fulfilling their responsibilities. As a result, the children were selected beyond the criteria. For example, even a child who could see was selected for the programme for the blind (Parsa).

Lack of Rules and Regulations

Another weakness of the programme was that there was not such rule and regulation followed about keeping children in the programme. Even though the programme is meant only for the primary level, there were in children studying in the lower secondary and secondary courses. Some of the children had been in the programme as long as 8 to 10 years. Girls were not involved in the programme for deaf in Bhanu Secondary School of Rupandehi district for security reasons.

In all the sample districts except Jhapa, the Assessment Centre did not play any role for the programme. Children were selected by the resource classes (Parsa). The budget and materials for the school to conduct the programme went directly from the DEO directly to the schools. Monitoring part was very weak.

The Assessment Centres were not equipped. They had no physical facilities. Some of the Assessment centres looked as if they had been locked for a long time. Regular meetings were not held. The chairman of the centre was the DE Officer. Since he was busy all the time he was not able to call any meetings.

There were children of different age profiles in RC. Even though the SNE programme is for the children of primary level only (3 years of age to 11/12 age) there were older children's participation in the programme. Some of such children were studying at the lower secondary and some at secondary levels enjoying the facility. The case found in Durga Secondary School (where the programme for the blind is conducted) of Jhapa. Some children of Grades VII and IX got the facility of the SNE programme. The Blind Association was supporting them with textbooks and stationery. There were some children who were over aged (above 14) but studying at the primary level. In another case, even though the elders were capable of studying together with the normal children (of Grades II and III), they were not transferred to the general class (Siddhartha School of Parsa).

Lack of Alternative Teacher

There was no alternative teacher provided to RCs. In lack of alternative teachers classes were hampered. There was the provision of training only for the resource teacher of the school where the SNE programme was conducted.

Lack of Coordination with District Education Office and Local Organizations

Coordination between the school and the DEO office was absent. The DEO office provided material, instead of cash, to the schools, which was against the norm. In Devinandan and Nepal Rastriya Secondary School, Parsa, the DEO and FP did not cooperate in conducting the SNE programme. Desks and benches had been on the school's own. Money for the furniture was not paid. The DEO office did not provide money for these things.

The study showed lack of coordination between the school and the local organizations. VDCs and the local organizations were not taking any initiative for school development activities. The schools also had a negative attitude towards the local organizations. Local organizations were considered as organizations that are working for their own benefit.

Parental Attitude towards the Programme

Parents lacked awareness. They did not care for their children once they were enrolled in the resource class. They had the mentality that the overall responsibility of taking care of the children is that of the programme. Some of the parents did not bring their children back to the residential after they took them home. There were mothers' groups formed in Saraswati School of Banke but it was not active.

Lack of Budget

The budget provided for the SNE programme was not sufficient for keeping children in the residential. The number of children in some of the programmes was higher than the budget could support so that the children were deprived of facilities. The situation has been difficult (from last year) because only a 10-month budget is provided now. In some cases the budget was not released on time and it was difficult to manage the resource class and residential. The schools had misused the budget (Banke) by spending the budget money for school. In Rupandehi, the budget provided for 10 students was being used only for 6 students.

Lack of Training

Resource teachers needed training in their particular areas in which they were involved. Teachers of the schools, where the programmes were conducted, needed training too because they had to deal with the disabled children in the integrated classes. Apart from that, the head teachers, focal persons and parents required training in order to be able to work for the disabled children.

For lack of trained teachers in the programme it was difficult to provide quality education to the children. The training the teachers had received was not sufficient. They require refresher training. Training on types of disability was not provided to the teachers. The teachers teaching in higher grades had to face more difficulty teaching the disabled because they had not received any training. There was no

government policy for upgrading the programme. The problem is severe especially in teaching mathematics for the blind children of grades IX and X.

Low Amount of Incentive

The SNE programme fund was not used properly. The fund amount was not spent for the SNE children. According to HT, the amount that was left over was spent on school infrastructure building. The budget has been mis-used. Fake receipts are submitted. The receipts are submitted late. Children's budget is not utilized. It is also used in school's expenses. The auditor does not fulfill his responsibility properly. The budget for the programme is insufficient especially if children are kept in the residential. For lack of budget fund, the facilities (lodging and food) provided in the residential was not good. Some of the sample schools received the budget for the establishment of residential in cash whereas others received it in kind. Schools were willing to receive the budget in cash so that they could use it according to the local needs of the programme.

Weaknesses of Inclusive Education programme

The programme had some weakness as well. The programme lacked physical facility, materials and human resources. Dropout of the disabled and disadvantaged children was a major problem.

Physical Facility

The programme lacked physical facility. Physical infrastructure in schools were not tuned to the IE concept. The physical facility of schools was not favourable for the physically disabled children. The road to school was not tough for such children.

Trained Teacher

As the IE programme refers to providing education to all types of children together, it needs trained teachers. But the programme lacked trained teachers. The study showed that problem would come up in teaching if all types of disabled children are included in the programme.

Community Mobilization

There was no community mobilization in the programme. In Kavre, disadvantaged communities were not involved in the programme. They were not aware of the IE programme and made no effort for their children's education either. There was no statistics of disabled children living in the community. There was no cooperation between the community and the school.

IE Concept

Though the programme has got the name 'Inclusive Education', there was not even a single disabled child in the school (Saraswoti Primary School, Banke excepted).

Dropout and Repetition

One of the problems in the Inclusive Education Programme was the retention of the children in the school. The main reason for this was dropout. In Kavre, children dropped out to help their parents in earning. Parents took their children away with them when they went out in search of work to far off places. They came back home when the rainy season start. Thus, the children missed half of their study in the school when they rejoined the class. Another reason for dropout and repetition was early marriage. Early marriage is in practice in the Terai region. In Banke, children dropped out or repeated grade after their marriage. Another reason for dropout is the transfer to private schools. Parents thought private schools were better than the public ones. So if the parents who could afford would take out their children from public school. This was the main problem that existed in Kavre regarding children's enrolment where the numbers of children would not increase even after the introduction of the IE programme (Kavre).

Lack of Coordination between DOE and NGO

There was lack of coordination between HMG and Danida (except In Bageswori primary school). The Mothers' Group had been formed to look after the children's study and help their regularity in the school. They were trying their best for children's study but for lack of education they were themselves unable to communicate and motivate people. In Saraswati School awareness programmes were conducted through Mothers' and Parents' Groups. But they had no active participation because they did not have time. Saraswati School conducted street drama programmes.

There was no linkage between the Danish consultants and DEO (except in training and orientation). They were supporting the IE programme in their own way. As a result, there was duplication in providing assistance to the programme.

Suggestions from the Respondents

The respondents of the study provided different suggestions for the improvement of the programme. They gave suggestions on policy, strategy and implementation levels that could be summarized in figure (5) below.

Figure 5



Policy and Programme

All children have right to education and all can learn but all are different. Disabled children can study together with general children and take part in different activities of the school. This helps to create self-confidence in them as well as the feeling that they are one of the major parts of the society. This type of education is less expensive and more practical.

- Give the responsibility of school management to the community
- Develop teachers' capacity
- Develop a school environment suitable for all types of children.
- Introduce vocational education in the curriculum as per the disability needs.

Strategy

- An introductory workshop for the parents, teachers, and representative of all the local organizations and all the community people should be organized. There should be a good relationship between the society and school in order to include all types of children. The society should feel responsible for the educational and social welfare of the disabled children.
- Teachers' capacity should be built in such a way that they could deal with all kinds of disabled children, classroom management and bring the disabled and normal children to a tie of friendship and cooperation.
- Schools should be selected and infrastructure should be made considering all types of disabled children.
- Vocational education along with pedagogical education should be imparted according to the types of disabled children. For instance, technical education for the deaf, music for the blind and knitting and sewing for mentally retarded children.

Implementation Procedure

The respondents suggested following steps to be taken to expansion of the inclusive education:

- School environment should be developed. The playground, classroom, teaching materials, relationship with teachers and peers should be so managed that children with disabilities and disadvantaged can learn together under one roof.
- All the teachers of the school should be trained on teaching, treating disabled children, language, sign language, and Braille according to the needs of students.
- There should be a provision of resource class as prerequisite to the general class for the disabled children. If the disabled children have problems, the resource class should help them even with tuition or extra assistance.
- Long-term training should be provided to RTs. Training on vocational skills should be provided as well. Refresher training on respective area should be provided regularly.

- Incentives should be provided to the disabled and disadvantaged children because most of such children are economically very poor.
- Curriculum and textbooks for mild MR, blind and deaf children should be designed separately so that they can learn easily and competently with the normal children.

Chapter VI

FINDINGS AND RECOMMENDATIONS

Introduction

The findings of the study are based on the information collected from 12 schools of the 5 sample districts and on the secondary information collected from written documents. The field data are based on the discussions made with the policy-makers and implementers of the central level and on the information collected from parents, children, teachers, head teachers and people affiliated to the Assessment Centre in the districts. Participatory research approach was adopted for the study. District-level interaction sessions were organized to find out the real situation of disabled and disadvantaged children. District-level stakeholders assisted in the study by sharing their experiences in the areas of special needs education and inclusive education. Similarly, focus group discussions were organized with the community level stakeholders in each sample school catchment area to identify measures for improvement in the access of the disabled children to education. The following are the major findings of the study.

Major Findings

The findings of the study are divided in different areas such as programme implementation, budgeting, monitoring, etc. The following are the major findings of the study:

Good Experiences of the Pilot Programme on Inclusive Education

- In Kavre, classrooms of Grades I, II and III were well furnished (with round tables and carpet flooring). The classrooms were furnished and well decorated with paintings prepared by the teachers.
- There was a teacher's diary in which individual records of student were kept in both the sample schools of Banke. This helped to seat the special needs children in the right places in the normal classes.
- In all the sample schools, children were categorized according to their learning capability.
- Teachers were concerned about how to deal with the normal children and accept them

Training and Its Utilization

- The training on various subjects were conducted for the stakeholders of various levels. The refresher training helped the development of lesson plans. Teachers learnt to teach according to children's feelings (from the one-month training). The physiotherapy training seemed very useful for the disabled children.
- There was lack of practical training and regular refresher training for resource teachers. The focal person lacked special training required for observing classes.
- Training and orientation programmes were conducted in all the sample districts but they were not sufficient for teaching and management of the programme.

Programme Implementation Procedure

- DEO provided materials instead of cash to the resource centres and residential in all the sample districts except Jhapa. The Assessment Centre (AC) was found inactive in the selection of students (except in Jhapa). AC did not play any role in the collection and distribution of materials in the management of the programme. Materials were distributed directly by the Center and the districts to schools. But in Jhapa, a technical team was formed for the screening and selection of children for the programme. The materials were distributed through AC. AC provided money to schools for the development of educational materials and for other activities according to their demands. As ACs were not active, RCs were taking their responsibility.
- There was no coordination between the schools and the local organizations. Coordination between AC and the local organizations was also lacking. NGOs' presence was found only in ACMC.

Budget Provision of Government

- Each sample school received a budget according to the quota provided for the resource class irrespective of the number of children in each resource class. DEO did not check the actual number of children. In fact, the government provision for each resource class is one quota (10 disabled children). But in some schools there were more than 1 quota (2 and 3) provided.
- There was a provision of Rs. 800 (Tarai) and Rs. 1000 (Hills and Mountains) for a child in residential, which seemed to be insufficient.
- The provision of incentive for the physically disabled children is Rs. 50 per month for 10 months, which was not distributed in Parsa and Rupendehi this year. Banke distributed only 5 quotas through a mobile team. DEO people were not fulfilling their responsibility of distributing the available incentives.
- The budget for extra activities has not been made available for a year. No activity was conducted in Parsa for lack of budget. Districts and people (except Jhapa) were unaware about the budget for development of instructional materials and their display.
- The budget for the resource class was not properly used. Most of it was used even in school infrastructure development.
- There was no provision of budget for vocational and skill training for students.

Monitoring

- The programme implementation guideline mentions about the budget for monitoring. But it does not mention the monitoring process. Monitoring is the responsibility of DEO and the focal person but they were not able to pay full attention to monitoring due to their involvement in other activities. In contrast, there was regular monitoring in Jhapa by the Assessment Centre Management Committee (ACMC).

Involvement of Local Organizations

- There was no mobilization of NGOs, CBOs, VDC etc. in school activities. NGOs were interested to collaborate only if they could hope for return.

Gap between Policy and Implementation Levels in Special Education

- There were no integrated classes conducted in the three sample districts (Parsa, Rupandehi and Kavre)
- Home school and Small Centre programmes were not conducted in the sample districts (all). Stakeholders were unaware of the programmes.

Situation of SNE

- Same children were studying from the beginning of the programme whether their development was taking place or not. They had been under management for many years. This was creating a problem for new enrollees. There were 4 students in Durga Secondary School, Jhapa studying since 2051 till now (2061).
- The programme was provided for the disabled children aged 6-15. But there were over-age children in the programme. A 21-year-old student was studying in Durga Secondary School, Jhapa.

Problems in Conducting Special Education Programmes

- Only one teacher got access to the resource teacher training. There was no provision of alternative teacher in the programme. Classes were hampered due to the lack of alternative teachers.
- Residential facility was provided in all the resource classes of the sample districts. But the children were facing problems in the residential.
- Parents did not fulfill their responsibilities after they got their children enrolled in the programme. Parents depended solely on the government for their children's development.

Situation of Inclusive Education

- The inclusive education programme was not able to include disabled children in the programme. Though the programme has got the name 'Inclusive Education', there was not even a single disabled child in the school during the study period. The field study shows that schools have not made any effort in this direction. The school physical environment is also not favorable. (Except in one of the schools of Banke)
- Children were deprived of receiving textbooks from the school because they could not make the citizenship certificates of their parents. Children were brought from the door-to-door programme to the school for enrolment. But they could not be enrolled because of the lack of birth registration certificates.
- The repetition and dropout rates were below the national average.
- No incentive was provided to the disabled children.

- More responsibility had been given to the teachers by introducing both types of programmes (SNE and IE) in a school. No incentive was provided to the teachers for the double responsibility.
- There were no data on the disabled children of the school catchment area.
- The IE concept had not developed in the people of the programme-implemented area.
- Teachers were taking new initiative in classroom instruction and children's assessment. Teachers were making use of the teaching and learning materials provided by the Danish team. They were also using the materials that were developed in the Whole School Approach (WSA) training. Teachers were preparing individual profiles of children.

Recommendations

Recommendations have been made as the provisions that should be supplemented in the strategies, programme formulation, implementation and policy in order to expand Inclusive Education in Nepal. The following recommendations are based on analysis of Special Needs Education and Inclusive Education.

Vocational Education

- Training on vocational skills should be provided. Vocational education and life skills training should be provided in order to make the children self-dependent. As reading and writing are not possible for the mentally retarded children, vocational and income-generating skills should be imparted to them.
- Vocational training should be provided according to the type of disability. For instance, cultural activities for the blind and mechanical training for the deaf should be provided. Training should be work-oriented so that they can do something for their survival. Mechanical work (e.g. bicycle repairing and pickle making) training could be provided. A separate teacher should be appointed to provide vocational skills to the children.
- Instead of sending the same materials again and again the centre should send new materials. Materials for children's skill development should be made available. Skill development programme should be conducted. Children should be sent for the short-term training at the concerned training institutions of the district.
- Training on the preparation of materials that can get the market easily should be provided.

Integration

- Mild and moderate disabled children who can be integrated into general class after 2 years of the resource class should be allowed to study together with the normal children.
- Students staying with parents are better than in residential from the point of view of socialization. For this, home-school system should be made effective.

Awareness Programme

- Community should be mobilized for the expansion of inclusive education. Schools

should include local people and organizations in such programme.

Training

- Training should be provided to all teachers of the school. Inclusive Education subject matter should be included in the 10-month in-service training package. The training programme time should be increased to 2 years. Practical training is also required. The Special Education Section and NCED should coordinate in developing the training package.
- Focal persons should be provided training on different types of disability. Moreover, training for parents and School Management Resource Class (SMRC) members is required.
- Awareness training for parents should be organized so that more disabled and disadvantaged children could be enrolled in the schools.

Management

- Disabled children of the IE programme should be included in the incentive programme. The most disadvantaged ethnic group of the area should be included in IE.
- Teachers' salary should be increased, as they have to fulfill the two responsibilities (SNE and IE programmes). There should be at least 10 percent increment in teachers' salary.
- There should be provision for further (post-Grade V) for the disabled children.
- As in SNE, there should be a provision of resource class prior to the general class for the disabled children of the IE programme. If any problem exists with disabled children the resource class should help solve them or the children could come back to resource class for tuition or extra-assistance.
- There should be integrated class in the SNE programme. There should be such classes for the blind and MR children. For this subject teachers should be well trained. Small centre could be developed for the blind and MR children.
- The data of disabled children should be updated and should be VDCwise rather than school catchment areawise.
- A Braille press should be established and run under the Blind Welfare Association. For this, the government should provide budget.
- Coordination between the Assessment Centre and the local organizations should be emphasized. The local organizations should be actively involved in schools activities.

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Annex 1

LIST OF PROGRAMME IMPLEMENTED SCHOOLS

Parsa district

S. No.	Name of School	Programme
1.	Siddhartha Secondary School, Chinikarkhana (Assessment Centre)	Blind
2.	Nepal Rastriya Secondary School, Mohuban	Mentally Retarded (MR)
3.	Nepal Rastriya Lower Secondary School, Bhikhampur, Pipara	Deaf
4.	Nepal Rastriya Lower Secondary School, Pokharia, Damarapur	Mentally retarded
5.	Devinandan Dev Raj Lower Secondary School, Ramnagari	Deaf

Jhapa district

S. No.	Name of School	Programme
1.	Mohan Maya Lower Secondary School, Charpain	Deaf
2.	Himali Primary School, Ghailaduwa	Deaf
3.	Karnali Secondary School, Surunga	Deaf
4.	Mahendra Ratna Secondary School, Topgachi	Deaf
5.	Mangalmaya Lower Secondary School, Lakhanpur	Deaf
6.	Bhimsen Primary School, Maharanihoda	Deaf
7.	Birat Primary School, Biratpokahari	Mentally Retarded (MR)
8.	Tarabadi Lower Secondary School, Damak	Mentally Retarded
9.	Durga Secondary School, Garamani (Assessment Centre)	Blind
10.	Saraswati Secondary School, Damak	Blind

Rupandehi district

S. No.	Name of School	Programme
1.	Bhanu Secondary School, Goligarh	Deaf
2.	Kerwani Higher Secondary School, Kerwani	Deaf
3.	Bahira Bal Vidyalaya, Paklihawa*	Deaf
4.	Bhagalapur Secondary School, Bhagalapur	Mentally Retarded
5.	Tikuligarh Secondary School, Tikuligarh	Mentally Retarded
6.	Shanti Namuna Secondary school, Manigram (Assessment Centre)	Blind
7.	Birendra Lower Secondary School, Chapiya	Blind

* School conducted by NGO

Kavre district

S. No.	Name of School	Programme
1.	Shree Sharda Secondary School, Suntale (Assessment Centre)	Deaf
2.	Sanjibani Higher Secondary School, Dhulikhel	Blind
3.	Purna Sanjibani Secondary School, Dhulikhel	Inclusive
4.	Lankhanamai Primary School, Dhulikhel	Inclusive
5.	Ajad Secondary School, Banepa	Deaf
6.	Bhagawati Secondary School, Kharelthok	MR

Banke district

S. No.	Name of School	Programme
1.	Nimna Madhyamik Vidyalaya, Lagdawa (Assessment Centre)	Deaf
2.	Adarsha Primary School, Digaun	Deaf
3.	Saraswati Primary School, Banke Gaun*	MR, Inclusive
4.	Tribhuvan Secondary School, Kohalpur*	Mentally Retarded, Inclusive
5.	Dahit R. Primary School,	Inclusive
6.	Bageswori Primary School, Bilashpur	Inclusive

* School where both the SNE and IE programmes are conducted.

Note: Above highlighted were the sample schools of the study

Annex 2

MEETINGS

Meeting 1

The meeting was organised with the objectives of discussing the improvement taken place in the various level as suggested in the previous two studies as well as to decide the sample districts so that both the activities (progress report as well as running study) could be taken place at the same time. The representatives of Women Education Section (Chief and Section officer), Special Education (Chief and Section Officer), Director of CERID and CERID researchers participated in the meeting. The following discussion was made in the meeting.

Women Education Section realized the lacking of awareness programme in pilot district through the formative research of previous two studies. So the following are the action steps that have been taken place or going to take place in different piloting districts.

- Orientation programme on incentive programme and parental incentive conducted in Sindhupalchok and Kapilvastu districts.
- 3 days workshop have been conducted in Kapilvastu in order to clear about the incentive programme to concerned people.
- Documentary film on incentive programme is showed in the programme area of 17 districts in which district NGO, women development officer, resource person watched the documentary. It was made for the follow up of incentive programme.
- We felt that IMC was depended on a single person. In our orientation programme, we have tried to show the meaning of IMC.
- Block grant will be given to the local DDC and DCC will conduct the programme in necessary areas. For this orientation has been given to programme officer. But there is technical difficulty in introducing it.
- Survey is going to hold with the assistance of UNICEF to find out the output of the programme (how many disadvantaged children and girls went to school and how many still out of schooling)
- Networking of organizations (INGOs, NGOs, GOs) is proposed in order to reduce overlapping and duplications in the programme.
- Dissemination of gender training is going to be held.
- No any progress in monitoring mechanism in district level.
- The incentive amount distribution to targeted children has changed (Rs. 500 for out of school children and Rs. 250 for schooling children)
- There is a provision of student scanning record keeping system in assessment centre (Jhapa) as well as in school.

Meeting 2 (01/06/04)

A meeting with the Norwegian Formative Research Advisor, Dr. Kristin Tornes was organized at Hotel Himalaya to make discussion on the progress of the project *Situation Analysis of Special Needs Education Programme for the Expansion of Inclusive*

Education in Nepal. In the meeting, discussion was also made on preparing final report of the study. The meeting also concentrated on the previous studies made under the Formative Research Project. The meeting decided to include following points in the final report of the study:

Points to be Included under Inclusive Education Programme

- The IE programme should be approached in a different way (not as it is approached in the pilot programme).
- What are the reasons behind the lack of disabled children in the programme?
- The issue of scholarship should be included in all the studies (Phases I, II and III)
- The role of teacher in IE need to be emphasized
- Prevailing school facilities
- Teacher training
- Ethnicity
- Income-generating programme for parents
- Skill training for children

Points to be Included under SNE Programme

- Tie up education with Vocational training/income-generating programmes
- How to introduce reading and writing in a community where such things are not a primary need of children?
- The success of school – is not only children learning reading and writing but also learning behaviour (especially in case of MR children)
- Social aspect should be introduced in children’s learning along with reading and writing.
- What way the schools should work for the disabled children, especially MRs?
- Need of child-centred programme for MRs
- Mis-use of funds
- The aims of conducting programmes for different types of children (slow learner, blink, deaf and MR) should be highlighted. The aims should be different.
- Resources available for the programme
- Teacher training
- Ethnicity
- Role of teacher in the programme

In the follow-up study reports of the Incentive Programmes and Disadvantaged Children it was suggested to check whether the new measures suggested by those studies have been implemented or not! In the meeting, following points were suggested to be included in the report:

- What are the positive changes that have been in the programme after the study? If there is no change, then what are the reasons behind that?

- Are children attracted towards school just for scholarship?
- What is the situation of scholarship programme?
- How the scholarship/incentive programme can work well?
- How District Education Offices could be encouraged to work for the betterment of the scholarship and disadvantaged children's programme?

Meeting 3 (03/06/04)

There was a seminar on formative research organized to make discussion on all the research studies being conducted under FRP. In the meeting, discussion was also held on the terms of reference of the project. Under the terms of reference, the draft report of the project should be submitted within June 21, 2004. In the seminar, the findings of the studies were presented in order to disseminate information on the studies to the researchers and advisors involved in the FPR study. In the meeting, the issue of disabled children not coming to school even though there are special programmes for them was raised. [This issue will be included in the final report of the study.]

Meeting 4 (09/06/04)

A meeting on the study "Situation Analysis of Special Needs Education Programme for the Expansion of Inclusive Education" was held in CERID to discuss on the findings of the study. Representatives of Special Needs Education Section/DOE, SNE Advisor, Executive Director of CERID, FRP Coordinator and people affiliated to the study took part in the discussion. The participants of the meeting suggested including following things in the final report of the study:

- Chart of implementation procedure
- How the marginalized group (not only disabled) could be included in EFA?
- How a bridge can be built between SNE and IE? How SNE model can help addressing IE model? How IE could be developed in Nepal?
- How SNE is helping IE?
- What was the structure of the IE that was piloted?
- Describe the piloted models of IE (in Kavre and Banke)
- Include national definition of IE, IE model and research conducted by DOE
- Indicators of IE (information to be collected from DOE, Ganesh)
- Monitoring indicators in Jhapa?
- IE: SNE, Dalit, Female, Ethnic/Disadvantaged, Street children
- EFA - IE - workshop - strategy - future
- BPEP - Mid-term - SNE FRP

In the meeting, participants commenting on the IE programme said that the programme is focused only on the academic aspect of children. It doesn't look at the social aspects of the Nepalese context, which is necessary for the academic development of children. The IE ideology is good but reality is different in Nepal's context. How IE could be developed in Nepal?

Information on the IE programme implementation procedures in the pilot districts were highlighted in the meeting. In Kavre and Sindhupalchok, the classroom to community model is applied. There are two workshops organized every year. So far, there are 5 workshops organized (in 2 years). The tools are developed according to children's capability and categorized accordingly. The training component also includes the way of supporting children of different learning capacity. In Udayapur, Community to School model is applied. Under this model, the programme starts with parents and SMCs and goes to children. So far, there have been 2 visits made (in 2 years) in the district from the center. In Banke, the programme is limited to school.

Annex 4

TOOLS FOR THE STUDY

Form no. 1

Tribhuvan University
Research Centre for Educational Innovation and Development
**Situation Analysis of Special Needs Education Programme for
Expansion of Inclusive Education**

Guideline for district level FGD (DEO, RP, Accountant, District members, FP)

District :

Participants:

Special Needs Education Programme

- Is there any information collection system about the disabled children in the district?
- Do you know about the programme implementation guideline that is provided by the centre? If yes, is the guideline followed while implementing the special education? If not why? Describe the types of programmes that have been implemented for Deaf and children with hearing difficulty, blind and children with low vision, mentally retarded, physical disabled, street children, disadvantaged and marginalized children in your district.
- What are the incentive programmes conducted for disabled children in your district?
- How are the material distributed in resource schools? How the materials are being utilized in resource class?
- Explain the procedure of training and orientation programme for special needs education (training duration, training modality, material, utility, participants).
- How many resource classes are being conducted in the district? What are their types?
- What are the selection criteria of children for the special needs education programme in the district? Describe the process of selection.
- What are the problems existing in special needs education programme?
- Is there any problem in implementing inclusive education programme instead of special needs education programme? What is required to implement the inclusive education programme.
- What is the monitoring and evaluation system for the special needs education programme? (frequency, who, how)
- Is there any specific programme for the disabled and educationally disadvantaged children being conducted in initiation of the district?
- Are the NGOs actively participating in providing education for the disabled children in the district? If yes, specify the name of NGO and its activity. If not, why are they not functioning? How to involve them in such programmes?
- What are the strengths and weakness of Special Needs Education Programme?

Inclusive Education Programme

- Is there any information collection system about the disabled and disadvantaged children in the district?
- Who are the disadvantaged and marginalized children in your district? Specify the number and locality of such children.
- Describe the types of programmes that have been implemented for disabled, street children, disadvantaged and marginalized children in your district.
- What are the incentive programmes conducted for disabled and disadvantaged children in your district?
- What are the material distribution criteria in Inclusive Education Programme? How the materials are being utilized? 2
- Explain the procedure of training and orientation for the Inclusive Education programme in the district. (strength and weaknesses) 2
- Do you know about the programme implementation guideline that is provided by the centre? If yes, is the guideline followed while implementing the inclusive education programmes? If not why?
- What are the selection criteria of children for the inclusive education programme in the district? Describe the process of selection
- What is the monitoring and evaluation system for the inclusive education programme? (frequency, who, how)
- What types of programmes are needed for deaf and children with learning difficulty, blind and low vision children, mentally retarded, physical disabled, street children and marginalized children in the district?
- What are the strengths and weakness of Inclusive Education Programme?
- What are the elements needed for the development of inclusive education programme in the district?

Interview Guideline for Focal Person

District:

Name of Respondent:

Special Needs Education

- Do you have any information on the disabled children in the district? If yes, how and when did you collect the information on them?
- What are the selection criteria for selecting the centre for special needs children and schools for inclusive education in the district?
- What are the incentive programmes conducted for disabled children in your district?
- What is the provision of residential facility for disabled children in the district?
- Do you have programme implementation guideline that is provided by centre? If yes, do you follow the guideline? If not why?
- What are the programme implementation procedures in the district? (fund flow through centre, DEO, assessment centre etc)
- Do you face any difficulty in implementing the central-level guideline in the district?
- Is there any specific programme that has been conducted in initiation of the district for disabled children?
- Specify the role of District-level management committee.
- Explain the procedure of training and orientation programme for special needs education programme in the district.
- Do you feel any change that is needed in training and orientation aspects of the programme for the development of special needs education programme in your district? What are the materials distribution criteria? How the materials are being utilized?
- Appointment of resource teacher (priority, criteria for teacher's selection, qualification, replacement system)
- Specify the role and responsibility of the focal person.
- What are the activities undertaken in the resource centre?
- Are the NGOs actively participating in the education of disabled children in the district? If yes, specify the name of NGO and its activity. If not, why they are not working in this sector? What could be done to involve them in the programme?
- What are the elements needed for the expansion of special needs education to transfer it into inclusive education in the district? 7

Inclusive Education

- Do you have any information on the disabled and disadvantaged children in the district? If yes, how and when did you collect the information on them?
- What are the selection criteria for selecting schools for inclusive education in the

district?

- What are the incentive programmes conducted for disabled and disadvantaged children in your district?
- What are the programme implementation procedures in the district? (fund flow through centre, DEO, assessment centre etc)
- Do you face any difficulty in implementing the central-level guideline in the district?
- Is there any specific programme that has been conducted in initiation of the district for disabled and disadvantaged children?
- Explain the procedure of training and orientation programme for inclusive education programme in the district.
- Do you feel any change that is needed in training and orientation aspects of the programme for the development of inclusive education programme in your district?
- What are the materials distribution criteria? How the materials are being utilized?
- Is there any provision of appointing a resource teacher? Appointment of resource teacher (priority, criteria for teacher's selection, qualification, replacement system)
- Specify the role and responsibility of the focal person.
- What are the strengths and weaknesses of Inclusive Education Programme?
- Are the NGOs actively participating in the education of disabled and disadvantaged children in the district? If yes, specify the name of NGO and its activity. If not, why they are not working in this sector? What could be done to involve them in the programme?

School Survey Form

School Background

Name:

Ward No:

District:

VDC/Municipality:

School catchment area:

Physical facility

School Outlook		Funding Sources
Kinds of building	Kachcha /pakka	
Used land areas		
Total number of rooms		
Number of rooms used for classes	Sufficient/insufficient	
Number of rooms used for resource classes	Sufficient/insufficient	
Playground facility	available/unavailable	
Toilet facility	available/unavailable	
Separate toilet facility for girls	available/unavailable	
Drinking water	available/unavailable	

Residential facility

Inside school compound () Outside the school compound () No ()

Residential outlook		Remarks
Ownership of building	own/rented	
Type of building	Kachcha/pakka	
Used land areas		
Total number of rooms		
Furniture	Sufficient/insufficient	
Playground facility	available/unavailable	
Toilet facility	available/unavailable	
Separate toilet facility for girls	available/unavailable	
Drinking water	available/unavailable	

Disabled and disadvantaged children in school

Grade	Total	Girls	Disabled students		Disadvantaged students		Marginalized		Remarks
			Total	Girls	Total	Girls	Total	Girls	
1									
2									
3									
4									

Note: Specify types of disability and their number

A. Enrollment

Year	Total	Girls	1		2		3		4		5		6		7		8		9	
			T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G
058																				
059																				
060																				

Note: 1 Deaf and hearing difficulty, 2 Blind and low vision, 3 Mentally retarded, 4 physically disabled, 5 Street children, 6 Advantaged, 7 Disadvantaged, 8 Marginalized

B. Promotes

Year	Total	Girls	1		2		3		4		5		6		7		8		9	
			T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G
058																				
059																				
060																				

Note: 1 Deaf and children with hearing difficulty, 2 Blind and low vision, 3 Mentally retarded, 4 Physical disabled, 5 Street children, 6 Advantaged, 7 Disadvantaged, 8 Marginalized

C. Repeaters

Year	Total	Girls	1		2		3		4		5		6		7		8		9	
			T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G	T	G
058																				
059																				
060																				

Note: 1 Deaf and children with hearing difficulty 2 Blind and low vision 3 Mentally retarded, 4 Physically disabled, 5 Street children, 6 Advantaged, 7 Disadvantaged, 8 Marginalized

Ethnicity

S.N.	Caste/ethnicity	Grade																		
		1		2		3		4		5										
		T	G	T	G	T	G	T	G	T	G									
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				

Teacher

Qualification	Trained		Untrained		Resource teachers
	Total	Female	Total	Female	
*SLC					
Below SLC					
Intermediate					
Bachelors					
Total					

Guideline for Classroom Observation

- Name of school: _____ VDC/Municipality: _____
- Ward no: _____ Catchment area: _____
- Grade: _____ Subject: _____
- Types of class: multi-grade () grade () integrated () Resource class ()
- No. of total students: _____ Girls: _____
- No. of disabled _____ Girls: _____
- No. of disadvantaged students: _____ Girls: _____
1. Classroom environment (cupboard, poster and chart display, separate black board for students and teacher, carpet, desks and benches, Lighting, poster hanging on the wall)
 2. Sitting arrangement (round, row, group)
 3. Materials used during teaching (chalk, blackboard, dominoes, chart, pictures, book, copy, papers, games)
 4. Teaching method (student-centered, teacher-centered, play-way, lecture, role-play, demonstration)
 5. Participation of disabled, disadvantaged students and general students in classroom activities (genderwise)
 6. Teacher's behavior towards students (disabled, disadvantaged, general, girls)
 7. Relationship between students

Interview Guideline for Resource teacher

General Background

Name : _____ Name of school : _____
 Sex: _____ District: _____
 Qualification: _____ Ward no : _____
 Home Address : _____ VDC : _____
 Total working experience : _____ In this school : _____ Village: _____

1. What types of disabled children are there in your class?
2. What is the provision of residential facility for disabled children? How many children receiving the residential facility? (About the residential's expenditure, required material available or not, sufficient or insufficient, condition of materials, rooms, furniture, carpet, wheel chair, books, educational materials, incentive)
3. What are the methods applied during teaching? How did you learn the technique of teaching? (Training duration, training modality, contents, training materials, making of teaching materials, who provides the materials, utility of training)
4. Do you have any problem while teaching the disabled children?
5. What are the selection criteria for a resource teacher? (appointment, role and responsibility of resource teacher, qualification)
6. Does the school have any other than the government programme for disabled children?
7. Which programme (Special education, special need education and inclusive education) is appropriate for the education of disabled children? (strength, weakness, reform)
8. What are the strategy or policy, procedure needed for the expansion of special education to inclusive education system?
9. Any suggestions (management, committee, training model, training period, resource centre, required material)

Interview Guideline for head teachers

General Background

Name: _____ Name of school: _____

Sex: _____ District: _____

Qualification : _____ Ward no : _____

Home Address: _____ VDC : _____

Total working experience: In this school: _____ Village: _____

1. Do you have any information on the disabled children in the school catchment area? If yes, how did the school collect the information?
2. What are the selection criteria for special needs children in school? Describe the process of selection. (guideline followed or not)
3. What is the provision of residential facility for disabled children? How many children receiving the residential facility? How do you manage expenditure for the residential? (facility as per needed, sufficient materials, furniture, carpet, table, bed, care taker,)
4. Do you have programme implementation guideline that is provided by the centre? If yes, do you follow the guideline? If not why?
5. What are the problems that you are facing in special education programme ? (management, fund flow, teaching, material, training)
6. Does the school have any other specific programme than government programme for disabled children?
7. Have you ever participated in the training and orientation programme? Explain the procedure of training and orientation programme for special needs education and inclusive education programme. (duration, modality, conduct, utility)
8. Do you feel any changes needed in training and orientation in special education?
9. What are the selection criteria of a resource teacher? Appointment of resource teacher (priority, criteria for teacher, qualification, replacement system, his or her performance)
10. Is there any NGO contributing in the education of disabled children? If yes, what types of help are they providing for the education of disabled children? Specify the role of management committee in special education programme. (formation, role and responsibility, effectiveness, minute book, meetings, guideline followed or not)
11. What types of programme (Special education, special need education and inclusive education) are appropriate for the education of disabled and disadvantaged children? Why? (strength, weakness, reform)
12. What should be supplemented to expand the special education to inclusive education?

Interview Guidelines for VDC/VEC/Social Workers/SMC members

District:

Name of Respondent:

VDC:

Designation:

1. Is there any disabled child in the school catchment area? If yes, mention how many and types of disability.
2. Describe the types of programmes being implemented for disabled children in the schools of your locality.
3. What are the selection criteria of the children for the distribution of incentives? (Selection process, distribution process, utilization).
4. What types of facilities are being provided in special education programme?
5. What is the core problem for not sending children in school?
6. Are the NGOs actively participating in the education of disabled children in the district? If yes, specify the name of NGO and its activity. If not, why they are not working? How to involve them in the programme?
7. What types of programmes (Special education, special needs education and inclusive education) are appropriate for the education of disabled children? (strength, weakness, reform)