Education for All 2004-09 Formative Research Project

Study Report 10

Situation of Inclusive Classroom in Nepal

Tribhuvan University
Research Centre for Educational Innovation and Development (CERID)
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Acknowledgement

List of Abbreviations

AC   Assessment Centre

ACMC   Assessment Centre Management Committee

ASIP   Annual Strategic Implementation Plan

BPEP   Basic and Primary Education Program

CAS   Continuous Assessment System

CBO   Community Based Organization

CERID   Research Center for Educational Innovation and Development

DAG   Disadvantaged Group

DDC   District Development Committee

DE   Distance Education

DEO   District Education Office

DEP   District Education Plan

DOE   Department of Education

EFA   Education for All

FGD   Focus Group Discussion

FP   Focal Person

FRP   Formative Research Project

GO   Government Organization

HT   Head Teacher

IE   Inclusive Education

IEP   Inclusive Education Program

IMC   Incentive Management Committee

MOES   Ministry of Education and Sports

MR   Mentally Retarded

NGO   Non-Government Organization

PTA   Parent Teacher Association

RC   Resource Centre

RED	Regional Educational Directorate
RP	Resource Person
RT	Resource Teacher
SE	Special Education
SEC	Special Education Council
SES	Special Education Section
SIP	School Improvement Plan
SMC	School Management Committee
SMRC	School Management Resource Class
SNE	Special Needs Education
SNEC	Special Needs Education Children
TOT	Training Of Trainers
TU	Tribhuvan University
UNESCO	United Nations Educational Scientific, and Cultural Organization
VDC	Village Development Committee
VEC	Village Education Committee
WEU	Women Education Unit

Executive summary

Inclusive education is an outgrowth of special education. Special needs education and special education are two separate terms used in BPEP I and II. During BPEP I 'special education' was the term used and the resource classes were conducted for special children i.e. four types of disabled children (physically disabled, blind, deaf and mentally retarded). During BPEP II, 'special needs education' was the term used - but there was no change in the program. The same resource classes conducted also for the special needs children. Special needs education was defined as a class integrating disabled children and disadvantaged children. But this did not go so in actual - practic, inclusive education' was only a new terminology used during the same period. Now, after the initiation of EFA program, inclusive education was re-started with the concept of bringing all types of children, including the disabled children, into the same educational environment.

This study focuses on inclusive education in the classroom. Inclusive classroom is a classroom for all. So the study intends to identify practices that lead to the inclusion of students from various backgrounds, (ethnicity culture, language, etc.) and with differing characteristics including disability and disadvantagedness. The major objectives of the study are:

- To explore the system and mechanism that have been used in identifying the differing needs of children in the classroom

- To assess teachers' awareness and sensitivity towards special needs children

- To evaluate teachers' capacity in meeting the learning needs of special needs children

- To find out the effectiveness of the Welcome to School program in bringing out-of-school children to the inclusive classroom and retaining them in the school

The study reviewed the policies, programs, themes and implementation procedures of the IE program. In this context, documents, research reports and articles on IE were reviewed. The EFA Core Document, EFA Plan of Action and MOES documents were also reviewed. Briefly the researchers did the following for achieving its objectives:

- Reviewed related documents on programs pertaining to inclusion in education.

- Held regular meetings and discussions with program implementers and policy makers at the central level.

- Observed selected sample schools and classrooms.

- Consulted with program implementers in the sample districts.

- Consulted with program implementers and stakeholders at the community level.

- Interviewed IE teachers of the sample schools.

- Interviewed focal persons of the IE program in the sample districts.

- Organized focus group discussions and interaction of district and community-level stakeholders.

- Verified of policy, provision, system, and process (community level to central level).

Summary of Major Findings

Identification of differing needs of children

- As indicated in the policy and programs, the Assessment Centre (AC) has been established in all the sample districts for the identification of children. But it has not been functionally effective. Less qualified persons are working as AC coordinators.

- According to the IE Implementation Guidelines DEO is to operate as the AC chairperson. But being engaged in many other activities DEO is not able to pay attention to AC. In some ACs he is not even the chairperson.

- There is little coordination between the AC, the resource class and the IE school. Coordination between them for identifying the special needs children is not specifically mentioned in the AC program paper.

- The IE training package insists on identification of the special needs children but teachers have not been provided practical knowledge and skills of identifying.

- IE teachers are not authorized to send the special needs children to the resource class. As a result, severely disabled children are deprived of learning opportunities.

Teachers' sensitivity towards special needs children

- The 6-day IE training program was conducted in all the sample districts. This helped the teachers be familiar with the concept of IE. But the knowledge and skills that the teachers received were limited. Actually, they were not clear about the concept of IE so they were not able to identify the needs of children, develop materials or use the group formation method. They had no idea of the individual education plan (IEP).

- Required treatment of special needs children could not be seen (in the classroom). The training package did not include practical skills of treating children.

- The IE training manual did not include the Continuous Assessment System (CAS). Consequently, the teachers have not been able to assess the special needs children in a continuous way.

Teachers' capability in meeting the learning needs of special needs children

- The concept of door-to-door visit program has developed in teachers after they received the IE training.

- One of the schools of Banke is providing support to the disabled children with the cooperation of a local NGO.

- The IE training manual includes the methods of identifying the learning needs of children. But this skill is not transferred to the classroom because the learning needs are not specified in the manual.

- All the teachers of the sample schools have received the IE training. As the training duration was short (of 6 days only), it could not provide enough knowledge of treating the special needs children.

- Though seventy-five (75) percent of the teachers of the sample schools received the basic training, but most of them were not capable of identifying the special needs children and using the group formation techniques.

- Though the government has a policy of funding the schools as per SIP, teachers do not have the knowledge of including IE-related matters in SIP.

Effectiveness of welcome to school program to retain the children

- The Welcome to School program has helped to increase the number of children in Jhapa. The total number of children 1114 in 2060 increased to 1213 in 2061 and reached 1351 in 2062. Likewise, the number of students has also increased in Banke, Kavre and Dadeldhura. There was fluctuation in the number of students in Chitwan because of the close down and re-opening of the boarding schools (due to the Maoist insurgency).

- Although the program helped to bring children to school through the door-to-door program, there was problem of retaining them in school. The Muslim children who had joined school could not benefit from the government's scholarship policy.

- The program has helped to increase the number of children in schools. But the physical and other facilities are less than enough to meet the needs of the growing number of children in the school.

Recommendations

- A mechanism should be developed to make the IE teachers capable of identifying the special needs children. Training on identifying the special needs children should be provided to the teachers. Identification techniques should be included in the basic training package.

- There should be coordination between the AC, RC and the IE class for placing the children in a particular facility such as the resource class or the IE class. Qualified persons should be appointed as AC coordinators. The AC coordinators should assess whether or not the learning needs of the children are addressed by the teacher. The resource persons who observe the IE classes should be trained in the concept of IE.

- The school management should be capable of including the IE concept in SIP and identifying the learning needs of children. SIP should include and use the IE fund.

- The system of developing data according to the IE concept needs to be developed in schools. The data sheets for instance, should include information about all the 13 types of children as the target group of IE.

- Experiences of the IE pilot program should be included in the IE training manual. People involved in developing the manual should get feed back based on the good experiences of the piloting program from the teachers.

- The children enrolled under the Welcome to School program should be managed according to the IE philosophy. Teachers should develop materials required for meeting the needs of the children. Children should have access to these materials in the classroom. The government should develop infrastructure to accommodate the children enrolled under the program.

- The teachers should have the authority to identify and select children for the incentive/scholarship. The present scholarship should not be limited to girls and *Dalits* only. It should include all the 13 types of children identified by DOE as IE children.

- The liberal promotion policy of the government has reduced the number of repeaters. But to continue with the policy, teachers should be trained in the continuous assessment system (CAS).

- Mixed groups of students should be formed so that the slow learners would have opportunity to learn from the fast learners.

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CHAPTER I
Introduction

Inclusive Education (IE) is essentially a re-organized form of education, which also comprehends all groups (deprived and marginalized) and categories (disabled and emotionally disturbed) people and which treats them without making any discrimination based on gender, ethnicity or impairment. The concern of this research study in this context is the primary schools and primary school children of Nepal.

In Nepal the concept of inclusitivity in education emerged with the initiation of Education for All (EFA). Under the inclusive education, children came to be categorized as disabled, disadvantaged and marginalized. The disabled category included blind, deaf, physically helpers and mentally retarded children, the disadvantaged category included *dalit*, ethnic minority-group and remote dwellers children and girls, and the marginalization category included orphan, street and bonded-labour children. Prior to this, a seminar organized on Phalgun 18-19, 2060 B.S. in Kathmandu had identified 13 groups, which included sexually abused, in-prison, and diseased children and labeled them as Special Focus Group.

Definition of IE in Nepalese context

The objective of inclusive program is to educate all types of children without making any discrimination. The concept was developed in the World Conference on Special Needs Education held in Salamanka, Spain in 1994. IE is, in fact, an education system which offers children the right to receive quality education in an educational environment that is child-friendly biase-free and multicultural, and equitably considers their diverse needs shaped from caste, gender, language, culture, geographical variation (extreme) poverty, disability and other circumstantial difficulties. In order to make this definition operative, the following groups should be involved: oppressed, marginalized and dalit and indigenous people and minority, deprived of facility and suffering from social and cultural oppression. The seminar organized on Falgun 18-19 2060 BS had also focused on the children affected by conflict, trafficking and superstition-related diseases.

Rational of the study

Inclusive education is a relatively new concept in Nepal. It emerged with the initiation of Education for All (EFA) program and from the experiences and lessons from the 4 pilot districts (Kavre, Sindhupalchok, Banke and

Udayapur) in 2000. It was introduced in 60 schools of 8 districts of the country in the initial year of the EFA program. The districts were: Dadeldhura, Bardiya, Banke, Chitwan, Kavre, Sindhupalchok, Udayapur and Jhapa. In 2005, 210 schools of 22 more districts were added. There is a target of including altogether 500 schools in the IE program by the year 2009. The inclusive education pilot project was conducted in 12 schools of the 4 districts under the BPEP II program. Research Centre for Educational Innovation and Development (CERID) evaluated the project outcome in 2002, to draw out the good experiences of the project and develop the project into a full-fledged national project. The findings of the study showed that disabled children did not have easy and equitable access to the pilot program. Another finding of the study was that the teachers of the schools where the pilot program were conducted were not able to run the classes in inclusive way. The school did not have physical facilities required to conduct the inclusive education program. After receiving feedback from the study, the Inclusive Education Section of the Department of Education organized teacher training on the management of classroom facilities and teaching-learning materials to run inclusive classes in these schools. Incentive is also provided now to the new enrollees under the Welcome to School Program. So far, no study had been undertaken to monitor the program and draw lessons from it. So there was a need of a study to record the improvement that has been made in the program after the intervention consisting of trained teachers, classroom physical facilities and teaching-learning aids.

The following matrix shows the recommended action steps of the first phase study, change in the program and coverage of the research questions for the recent study.

Recommended action steps of the previous study	Change in the program	Coverage of the research questions of the study
• Provide training to all teachers of the school. Include IE inputs in the long-term (10-months) training package. Conduct the training on institutional basis (NCED). • Provide short-term training (refresher and follow-up) on the basis of the long-term training organized by the centre. Provide such training for 7 days or as required. • Provide awareness training to the School Management Resource Class (SMRC), parents, students, and community through audio-visual and print media.	• DOE developed a training package and provided training to all primary school teachers in the schools where IE program is being conducted. • Budget was released for 2-day training for IE teachers (included in the implementation of IE program guidelines) for IE teachers. • Awareness part was included in the 6-day IE training package, (2062) prepared for SMC and parents.	• Are the system and mechanism to develop capacity of teachers effective for meeting children's learning needs?
• Make teachers aware of home, school and small centre where the programs are being conducted. Provide teachers training on conducting the integrated classes. • Appoint trained teachers for home school and small centre programs. Provide mobile teachers for home school catchments area. Mobilize NGOs and CBOs for small centre program. Make guidelines flexible according to the local needs.	• The implementation guidelines 2061(p.3) mention about teacher training to run small centre. This responsibility is given to DE Office. • A trained teacher could be appointed to run the home school and small centre (Implementation Guidelines, p. 3). The AC coordinator monitors management of home, school and small centre.	• Are the teachers aware of and sensitive towards the special needs children? • Is there a system and mechanism to identify different needs of children in classroom?
• Provide vocational training and life skill	• CTEVT has given emphasis to including the disadvantaged, women	• Are the teachers aware of and

training based on the type of disability and age group (for instance, cultural activities for the blind and mechanical training for the deaf). Provide work-oriented and marketable skills for their survival. • Provide MR daily life-skill training for 2 years and academic course for 1 year. MR children should be involved in program for 5 years only. • Give priority to formal education of the blind, deaf and physically disabled. Provide vocational training whenever they are interested and prepared.	and disabled in the skill training provided by centre. • Skill training for mentally retarded children who have not been able to complete the learning has been organized in Jhapa, Dhankuta, Udayapur, Chitwan, Kaski, Banke, Doti and Dadeldhura. Rs. 65,000 is allocated for each program district to conduct the skill training (Implementation Guidelines, p. 8) • There is a provision of skill training for children studying in resource classes. Responsibility has been given to the resource teachers (Implementation Guideline, p. 8).	sensitive to the special needs children?
• Provide budget according to disabled children in schools. • Develop system of reporting (after re-assessing) the actual number of children to the centre • Make the Guidelines flexible to the local needs.	• Scholarship is provided according to disability and number of disabled children. Scholarship money is categorized into four: Rs. 1000, Rs. 500, Rs. 300 and Rs. 50 per month (Implementation Guidelines, p. 14). • School sends list of disabled children stating their levels of disability and fund is sent by DEO accordingly (Implementation Guidelines, p. 14).	
Policy Remove barrier (birth and citizenship certificates) to enrolment Remove age bar in case of MR children, etc. Include disabled and marginalized children* in IE program and provide them incentive. Make head teacher or teacher chairman of AC	• DOE has sent circular asking schools to enrol children even though they do not have birth and citizenship certificate. • Assessment Centre (AC) coordinator prepares list of disabled children of the district and demands for scholarship at DEO (Implementation Guidelines, p. 5). • Chairperson of AC will be head teacher of school where AC has been established (Implementation guidelines, p. 2)	

Appoint local female teachers, as far as possible, to remove language barrier and gender discrimination in education. Provide training on disability to at least one teacher. Update data on disabled and disadvantaged children DE Office should report actual number of incentive recipients and follow-up program to DOE and RED every four months.	• Content on creating gender-friendly environment in school is included in basic IE training package, 2062, p. 49. • One of the responsibilities of AC coordinator is to select and keep record of special focus group children and refer such children to resource class or IE class (Implementation Guidelines, 2061, p. 3) • The coordinator should report every month to DEO. DEO should report to DOE once every four months to DOE. The resource teacher should send the progress report of the children three times a year to DEO and AC (Implementation Guidelines, P. 5).	
Encourage disabled children to join resource class before they join general class. Provide educational materials (as required) for disabled and disadvantaged children. Establish relationship between disabled children and teachers as well as co-friends in consideration of types of disability and disadvantagedness. Introduce and practice joyful (child-friendly) teaching and learning Continue teachers' diaries student records Categorize children as fast, medium and slow learners (in classroom) Align seat arrangement to group division	• One month training will be provided to the resource class teacher or IE teacher. Trained teacher's responsibility is to integrate special needs children of resource class into the IE class (Implementation Guidelines, P. 2). • Teachers and students are made aware of disabled children's behavior (Basic IE package, 2062, p. 64). • Orientation on IE is included in Basic IE training package, which sensitizes teachers (Basic IE package, 2062, p. 34). • Teachers are made aware of group formation technique for direct teaching, large group teaching, individual teaching and small group teaching (Basic IE package, 2062, P. 89-93). • Teachers should arrange seats (in classroom arrangement) in such a way that they could be moved from one place to another for group formation (Basic IE package, 2062, P. 102).	

Objectives of the Study

The study focused on the system and mechanism that have been developed to identify the needs of the disabled and disadvantaged children in the classrooms. Teachers' awareness of SNE children and their capacity to deal with them were also focused. The study also focused on children that are in school under the Welcome to School program. Inclusive classroom is a classroom for all. So the study intended to identify practices that led to inclusion of students from different backgrounds (ethnicity, language, disability and others). The major objectives of the study were as follows.

To explore the system and mechanism that has been used in identifying the differing needs of children in the classroom

To assess teachers' awareness of and sensitivity towards special needs children

To evaluate teachers' capacity in meeting the learning needs of special needs children

To find out the effectiveness of the Welcome to School program (in relation to inclusive classroom) in retaining children in school.

CHAPTER II
Review of literature

Policies and programs

This chapter deals with the review of the related literature on Inclusive Education (IE) published by different organizations. The effectiveness of various intervention programs of the government, major issues related to inclusive education and the effective and viable measures for the improvement of inclusive classroom situation were reviewed from various research reports and documents.

A. Policies

A. 1 Historical and theoretical basis of inclusive education

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

Research on inclusive schooling has focused on school improvement in terms of whole school responses and of teaching strategies that include all learners (Ainscow, 1991, 1994). In the early 1980s, UNESCO carried out a survey on teacher education in 14 countries, involving all world regions (UNESCO, 1986). The findings showed that regular classroom teachers were willing to take the responsibility on behalf of special needs children but were not confident that they had the necessary skills. Most of the teachers, therefore felt that they needed training. These findings suggested in-service training for regular classroom teachers. UNESCO, therefore, set up a project, led by

Professor Mel Ainscow, now at the University of Manchester, to develop materials and teaching strategies that would meet the needs of teachers in inclusive schools. Regional workshops were organized for Africa (Nairobi, Kenya), Asia (Beijing, China), Middle East (Amman, Jordan), Europe (Romania), Latin America (Chile) and North America (Canada). Resource Teams were formed for preparing training materials that should be culturally relevant. Between 1988 and 1993, the project team met from time to time, tried the materials and conducted workshops. The outcome was the currently widely distributed materials, which included Special Needs in the Classroom: Teachers Resources Pack (UNESCO, 1993), Special Needs Classroom: A Teacher Guide (Ainscow, 1994), and two videos, Inclusive Schools and Training. These materials have been highly beneficial in improving the school practice, providing skills and building confidence.

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

The implications for inclusive schooling are wide. Countries, regions, local communities and professionals are at different levels of conceptualisation. While some are at the Inclusive School for All stage, others are at the Special School stage, and still there are others somewhere in-between (Joseph Kisanji, 1999). UNESCO's work on quality and relevance is based on the premise that educational quality and access are intricately linked. Teachers often retain the perspectives gained from their own school experiences. According to the 2005 EFA report, "one way to move towards a relevant and balanced set of aims is to analyze the curriculum in terms of inclusion. An inclusive approach to curriculum policy recognizes that while every learner has multiple needs – more in situations of vulnerability and disadvantage – everyone should benefit from a commonly accepted basic level of quality in education. Schools often have general, common goals regarding what is desirable in terms of pupil achievement. An inclusive approach seeks to discourage teaching which is based on a criterion of averages, meaning that while some pupils will not be able to keep up, others will find it "too easy" and consider the teaching boring. Instead, EFA places the pupil at the centre

of teaching and learning based on an appreciation of his or her differences in understanding, feeling, and perceptual skills. This results in all pupils having optimal opportunities for becoming motivated and activated. Accessible and flexible curricula can serve as the "key" to creating "schools for all". It is important that the curriculum be flexible enough to provide possibilities for adjustment to individual needs and to stimulate teachers to seek solutions that can be matched with the needs and abilities of each and every pupil. Many curricula expect all pupils to learn the same things at the same time and by the same means and methods. But pupils are different and have different abilities and needs. Therefore, the curriculum must take into consideration the various needs of pupils to ensure "learning opportunities for all".

A. 2 The EFA 2000 assessment country report of Nepal

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

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

A. 3 Tenth Five-year Plan

Vision of the tenth five-year plan for inclusive education (2059-2064) highlights inclusive education as the strategy for EFA program. This approach will be

intensively implemented in 500 schools over the program period with close observation and documentation of experiences for generalization in both high case and low case scenarios. School reform, teacher training, and learning and other support materials are the funding areas in inclusive education.

The Tenth Plan (20059-2064) Formulation Taskforce for Education visualized inclusive planning education for a period of 15 years. The vision was to develop the system of inclusive education by developing the educational programs in consonance with the concept of special needs education. (The objectives, policies and programs of the Education Sector in the Tenth Five-year Plan Final Draft, Presented by Plan Formulation Taskforce, His Majesty's Government, Ministry of Education and Sports, Kathmandu (2001/02, p. 11).

B. Program

B.1 EFA core document

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

B.2 EFA strategic program

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

Table.2.1

Funding scenarios for Inclusive Education

Activities	Unit	New	Running
School Reform	School	5000	5000
Training	School	20,000	10,000
Learning and other supporting equipment	Centre	20000	20000
Total		45000	35000

Source: Funding Scenarios for EFA 2004-09 Development Expenditure

B.3 Indicative Action Plan on Inclusive Education for EFA 2004-2009

Table 2.2

EFA Action plan for IE

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

Source: EFA Core document

B.4 Recent IE program

IE was introduced in 60 schools of 8 districts of the country in the initial year of the program. The districts were: Dadeldhura, Bardiya, Banke, Chitwan,

Kavre, Sindhupalchok, Udayapur and Jhapa.   In 2005, 210 schools of 22 more districts were added in the program. The following programs are set for IE in ASIP for 2006-2007(ASIP. P. 16)

- Efforts or initiatives for implementing the IE program shall be assessed and successful experiences shall be replicated to a wider coverage.

- Integrated approach shall be adopted for the blind and physically disabled

- Teacher development program shall be emphasized in the IE approach

- Special pedagogy shall be in place for life skill for MR children

- AC shall be equipped for the identification of SNC

- Networking shall be with NGOs to find out instructional methods suitable for the learners

- The 45-day IE training approach shall be accredited for 10-month teacher training

B.5 Inclusive Education Training program

The Department of Education had developed the Basic Inclusive Education Training Manual 2062 for the training on Inclusive Education in the program districts. The training had to be conducted by the District Education Office. DEOs had taken the responsibility to select the training participants in their respective districts. Participants of the training were primary teachers, head teachers, SMC members, PTA representatives and community people from the inclusive schools. The duration of the training was 6 days. The training was conducted for 6 hours (of 3 sessions) each day. Its package included IE definition, policy, background, involvement of stakeholders, SIP, action research procedure and review of inclusive education/target groups of IE. Specifically, the following were included as content:

Training content

Natural and social discrimination, role of gender in education, role of social gender, duties of teachers in gender sensitive behaviors

Inclusion of children of different social group and classes in the teaching-learning activities

Group formation in the classroom, cooperative learning management, techniques of learning, optimum utilization of resources available in the schools

Techniques of cooperative learning for disabled children, active and reliable evaluation method, suggestions for different groups, preparation of work plan and discussion, evaluation of the basic inclusive education training program.

Vision of inclusive education in the training manual

a. School

Equal access, minimum physical facilities and analysis of family status, needs and wants. Keeping record of out-of-school children, emphasis on the local language, active participation of students in learning activities and welcoming children to school.

b. Teachers

Knowledge of the local language, trained female teachers, positive attitude, (of love and respect) to children, keeping record of the status and development trend of students, participation and coordination with the community people, respect for others' culture, child-centered learning environment, encouraging the children to learn in a friendly way in the classroom and educational planning (lesson plan included)

c. Classroom

Clean and bright room, proper arrangement of furniture, creating learning corners, special attention to special needs children, group teaching, preparation of teaching learning materials, and display the use and handling of the materials

Students: Obedience to rules and instructions of the teachers, much attachment with teachers (socialization), playing with friends, maintenance of discipline and active participation in learning, and show interest in helping the poor and weak peers.

d. Local participation and coordination

Local participation in supervision, monitoring of the inclusive school and its management, prioritizing local needs, and respect for tradition, social norms and cultural values.

Curriculum and textbook: flexible

e. Method of teaching:

Child-centered.

f. Educational materials:

Use of more materials, low-cost (local) materials, creation of a competitive environment for preparing learning materials (by students).

g. Evaluation:

At the beginning and at end of the academic session, teaching curriculum planning on the basis of the evaluation result and feedback, discouraging the exam fail system, and no declaration of children as incompetent, encourage them to learn.

h. Indicators for friendly environment:

Separate toilets for girls and boys and so on.

i. classroom organization

1. Love and respect for each other

2. No discrimination with regard to language, caste, economic status, disability and special needs.

3. Management.

    - Selection of schools for inclusive education on the basis of comfortable home-school distance (according to topography).

    - 2+2 classroom supervision is a new approach in which trained and untrained supervisors/teachers observe the class. The observers are provided prior instruction. They need to give two important 'praises' and two important suggestions for improvement in teaching. This method concentrates only on two things: hence, these two things could be centralized and given more attention. The two centralized matters can develop positive attitudes and create an environment favorable to improvement.

    - Disabled children should be entertained (by the teachers)

    - Seating should be arranged according to the learning needs of the children

    - Subject-specific teaching learning materials should be developed

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- Teachers should prepare the materials in front of the class

- Children should participate in making the materials.

- Evaluation, supervision and preparation of portfolios of the children is necessary

Review of studies

Gender, Caste, Ethnic, and Disability Parity in Education (EFA theme report 4)

In 2002, MOES conducted a study for EFA. The purpose of the study was to plan education with respect to gender, caste, ethnicity and disability for 2002 to 2015. According to this study, education of disabled children started in Nepal in the 60s. Initially, it was a tailor-made program of a specific school under sympathy rubric. With the establishment of institutions for the disabled and under international pressures, the sympathetic approach changed to rights-based approach. Today, there are national organizations for blind, deaf, mentally retarded and physically handicapped persons with their branches and educational programs spread over the country. Both inclusive as well as special programs are being conducted under a school system. Through the media, advocacy messages are broadcast. In some areas of disabilities, studies have been made to detect their numbers and number of the programs. Teachers are trained to handle disabilities (Gender, Caste, Ethnic, and Disability Parity in Education, EFA Plan of MOES, 2002. P.4)

BPEP I (1991-1996) pointed out attitudinal, curricular, financial, and physical problems associated with disabled children's education. BPEP II (19997-2002) made attempts to address them by strengthening advocacy programs, promoting early detection and inclusive education program, developing curricular materials to suit the needs of different types of disabilities, producing "generic teachers" for the implementation of inclusive education in all schools (Gender, Caste, Ethnic, and Disability Parity in Education, EFA Plan of MOES, 2002. P.9)

Evaluation of Formative Research project

Nepal officially introduced inclusive education as a pilot project in November 2001. Danish associates conducted a formative evaluation study of the project for BPEP II right from its beginning. The objective of the study was to see how the strategy of inclusive education could be developed and implemented in the Nepalese context. In line with the government

commitment to achieve national goal of Education for All, the concept of inclusive education was introduced in four districts (Banke, Udayapur, Kavre and Sindhupalchok) of Nepal.

The evaluation report has shown that teachers have been enthusiastic about improving their teaching methods and materials as envisioned under the inclusive education policies and practices (Formative Research Project, 2003). It has been found that teachers have adopted these new methods for inclusive classroom management: formation of student groups on the basis of their learning achievements, production and use of instructional materials and practice of grade and peer teaching. Thus, there has been a gradual shift from the teacher-centred methods to new child-centred methods of teaching. The school-community linkage has also been strengthened in the inclusive education pilot areas through organization of mothers' groups, door-to-door visits and public gatherings in which teachers are actively involved. The direct impact of this inclusive education approach is reflected in the increased enrolment of children with all kinds of learning needs.

The report looked at the status of inclusive education in the pilot project schools. It observed that the Inclusive Education program had brought about 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 the physically disabled, blind, deaf and mentally disabled students have been admitted to 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.

Evaluation of Inclusive Education training program.

Inclusive Education Section of the Department of Education, conducted a assessment study on inclusive education in 2005 (Training Inclusive Education Teachers in Nepal: Some lessons). The study was based on the information collected from primary sources from five districts (out of eight) under the Inclusive Education Coverage of the Department. The activities included were meeting DEO and the DEO Planning Officer and observation of selected sample schools. The following were the objectives of the study:

- Monitor the pilot districts and assess the delivery of trainings as per the norms set by the government for the in-time implementation of IE in these districts.

- Assess teachers' perception towards IE to ensure effectiveness of the developed training package

- Monitor the types of the inclusive approaches adopted by teachers and school management after the training and get teachers' views to further improve the trainers' guide in order to make the training package more effective and to effectuate the gender mainstreaming concept included in the package.

Findings of the study

- A 6-day IE training was organized based on the whole school approach. In this all the teachers, SMC members, and PTA members participated. Orientation programs for conceptual clarity regarding IE program were organized separately for SMC/ PTA members in the form of regular meetings.

- The topics in the manual were too technical and did not have teacher guidelines to help the teachers understand the topic.

- There were glaring grammatical errors in the manual and the Nepali language used was complicated.

- Change in classroom management (formation of mixed group - gender and ethnicity peer etc.)

- Group learning approach found in IE class (grouping of children from different socio-culture backgrounds and gender and of fast and slow learners)

- Change in teaching method (replacement of the traditional method by an innovative method using play, poem, song, etc.)

- Use of languages (use of gender-sensitive language both inside and outside the classroom)

- Respect for rights (respect for child rights, separate toilets for girl children)

- Increased enrolment of girls and *Dalits* after the introduction of IE

The study raised the following Issues

- Want of additional support for special needs children.

- Lack of practical IE activities in the training manual

- No integration of categorized and prioritized needs of children in SIP due to insufficient resources and need of capacity building of teachers

- Less attention to the children because the classroom is crowded and the work load is heavy

- Skepticism of SMCs and head teachers about the use of "special fund" granted by the government.

- Non-availability of training manuals in all IE schools

- Training time was not suitable for teachers. They could not apply for the training in time.

- Lack of adequate infrastructure and teaching materials for IE classes

- Lack of policy and provision for the practice of IE to its fuller strength (teacher to teacher monitoring has not yet institutionalized)

- Resource constraint

- Inadequate number of trained teachers

Suggestions

- Dissemination of basic inclusive education principles to greater extents.

- Addressing the issues like allocation of regular funds, government request to donors for help

- Organization of joint meetings of Gender Equity Section, IE Section of DOE, and UNESCO to agree on TOT, linkage of the IE basic manual with Welcome to School activities in the coming year, Funds for Girls Strategic Action Plan and TOT preparation guide.

- Integrate the IE contents with the regular teacher's training curriculum

- Enhance the managerial capability of primary teachers.

- Monitor the pilot districts and assess the delivery of the training as per the norms set by the government for the implementation of IE in these districts.

- Assess teachers' perception of IE to ensure effectiveness of the training package(s).

Basu Dev Kafle in his Ph. D. thesis "Including the Excluded: A Critical Evaluation of special education program in Nepal" (2002) gave a historical account of the special needs education program in Nepal. The thesis points out the difference between special education and inclusive education. Special education, as written in the thesis, is providing education with specific arrangements for the specialized teaching. Special needs 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 was developed in the World Conference on Special Needs 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.

Dr. Kafle's 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 voice 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, and language, culture and ethnicity problems, the extremely gifted children with difficulties need 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 some time 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. But there is difference between special education/special needs education and inclusive education.

The thesis highlights the national efforts made for the development of special education in the country. It states that emphasis on special education came much later. Similarly, programs and policies of special education were formulated. In the Analysis and Interpretation part of the thesis, the status of special education program is highlighted. The status of the program is judged through its program activities, institutional facilities, teacher-student participation, supervision of the program, parental participation and organizational support. The special education program has been evaluated based on the concept, policy and program, 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.

Previous FRP studies and their linkage

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

The study "Situation analysis of special needs education for the expansion of inclusive education" raised issues on the classroom situation. It showed that, although the inclusive education program was implemented in schools as the pilot program, there was not even a single disabled child in the classroom. Physical environment of pilot schools were also not favorable for inclusivity. Enrolment of disadvantaged children was not increasing in the schools where the IE program had been conducted. The retention rate was below the national average.

The study showed that the Assessment Centre (AC) was inactive in the selection of students. AC was not playing any role either in the collection and distribution of materials for the schools nor in managing the program. The training and orientation programs that were organized for teachers and focal persons were insufficient. According to the implementation guidelines, monitoring was the responsibility of DEO and focal persons but the study

showed that they were not able to pay full attention to it due to their busy schedules and engagement in activities not related to inclusive education.

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

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

The report further suggests that disabled children in the IE program should be included in the incentive program. The most disadvantaged ethnic group children of the area should be included too. As in SNE, there should be a provision of the resource class in advance of the general class for the disabled children in the IE program. The following were the policy recommendations made by the study (Situation Analysis of Special Needs Education for the Expansion of Inclusive Education):

- Encourage the disabled children to join the resource class before they join the general class.

- Provide educational materials (as required) to disabled and disadvantaged children.

- Establish relationship between disabled children and teachers (as well as co-friends), considering the types of the disability and disadvantagedness of the children.

- Practice joyful (child-friendly) teaching and learning

- Continue keeping teachers' diaries and student records

- Categorize children as fast, medium and slow learners in the classroom

- Arrange seats (in the classroom) according to the group division

Table 2.3
Linkage with the previous study

Recommended action steps of the first phase study	Research questions of the present study
• Provide short-term training (refresher and follow-up) on the basis of the long-term training organized by the centre. Provide such training for 7 days or as required. • Provide awareness training to the School Management Resource Class (SMRC), parents, students, community members through audio-visual and print media.	• Are the system and mechanism to develop the capacity of the teacher effective for meeting the learning needs?
• Make teachers aware of home school and small centre where the programs are being conducted and provide the teachers training on running the integrated classes.	• Are the teachers aware of and sensitive towards the special needs children?
• Appoint trained teachers for home school and small centre programs. Provide mobile teachers for the home school catchment area. Mobilize NGOs and CBOs for the small centre program. Make the guidelines flexible according to the local needs.	• Is there a system and mechanism to identify the (different) needs of children in the classroom?
• Provide vocational training and life skill training based on the type of disability and age group; for instance, cultural activities for the blind and mechanical training for the deaf. Provide work-oriented and marketable skills for their survival. • Provide MR children daily life-style training for 2 years and an academic course for one year. MR children should be involved in the program for 5 years only. • Give priority to formal education of the blind, deaf and physically disabled. Provide vocational training whenever they are interested.	• Are the teachers aware of and sensitive to the special needs children?

Other FRP studies and their linkage

The purpose of conducting the FRP study on the area of Access and Retention, (an important component of BPEP II) was to do process monitoring, and find out issues related to the education of the disadvantaged and disabled and of girls. There were various studies conducted for various purposes in different years under the FRP system.

1. Access to Education for Disadvantaged Groups (2002)

The purpose of the Year 1 study was to find out the extent of access for the special focused group. More specifically, the study focused on identifying the lacuna existing in the program designed for the educationally deprived children.

2. Effectiveness of Incentive/Scholarship Programs for Girls and Disadvantaged Children (2003)

The study on Incentive Program was conducted in year 2 of the FRP project. The purpose of this study was to find out the effectiveness of the incentive program in terms of increase in enrollment and retention of girls and disadvantaged children.

3. Access of Disadvantaged Children to Education (2005)

The fourth year study focused on the analysis of the issues and challenges pointed out by the EFA Core Document. The first phase study of DAG under FRP and the present action-based activities of the government for the target group were also analyzed in the study. This study was to examine the access of the educationally un-reached children in the country and to find out ways to provide educational access to them through the EFA program.

The long-term strategies of EFA envision that all the of current primary school-age group (5-9) will participate in and complete primary education, achieving a satisfactory and acceptable level of learning. There were three studies conducted under the Access to Education for the Disadvantaged Children of Nepal under FRP Phase I.

Follow-up programs were conducted at the central, district and field levels to monitor the progress of the program. In this context, interactions were made at the central and district levels. Workshops were organized to perceive the progress on the action steps of the study. Visits were made at the field level to monitor the improvements made in the program after the recommendations made by the study. Primary data were collected to find out the differences in the program before and after the study.

Methods

Various activities were undertaken during the studies of different years. The studies focused on the participatory research approach. The implementers of the central, district and pocket levels, who were directly engaged in the implementation of the program for the education of the disadvantaged, and disabled, and girls, were involved in the all 4 studies.

All the three studies used the following procedures to achieve the objectives:

- Regular meeting with program implementers and policy makers at the central level

- Formation of a discussion group (with a provision for regular meetings)

- Review of related documents

- Survey of selected pockets and schools

- Consultation with program implementers in the sample districts

- Consultation with program implementers and stakeholders in the sample pockets

- Consultation with program implementing partners (NGOs) in the sample districts and pockets.

Sampling

Year I study concentrated on the disadvantaged ethnic groups such as Chamars, Musahars, Tharus (Kamaiyas), Muslims, Tamangs and Prajas. NGO's involvement in the educational upliftment of Chamars was also studied. The districts selected for the study were Siraha, Bara, Dhading, Chitwan, Kapilvastu, Rupandehi and Kailali. The incentive and scholarship programs for the disadvantaged and girls were studied in year 2. The sample districts of the study were Khotang, Parsa, Kapilvastu, Nawlaparasi and Darchula. The third year study was made on the educational access of the disabled and disadvantaged children. In this context, the Special Needs Education (SNE) and Inclusive Education (IE) programs of BPEP II were studied. The sample districts of the SNE program were Jhapa, Rupandehi and Parsa. In the case of Inclusive Education two districts (Kavre and Banke) out of the 4 pilot districts were studied. The fourth year study was based on the information collected from the three districts (Bara, Rasuwa and Kavre). The sample districts were selected in such a way that the sample covered at least one district from each ecological zone. Musahars were selected from among the *Dalits* and Tamangs and Danuwars from the indigenous groups.

Tools

The following tools were used for the study:

- Survey of school, class and community

- Office records of DEO, AC, RC, VDC, schools and IMC

- Focus Group Discussion (FGD) at the district, VDC and school levels.

- FGDs with parents and children

- Interviews with DEO, RP, VDC chairperson and members, with social workers, head teachers and teachers and with, AC IMC and SMC members.

Findings

The three studies made in different aspects of the incentive program came up with different findings. They suggested action steps for the improvement in the programs that were studied. There were some improvements made, based on the action steps of the study by the program implementers. The following is the sum up of the findings drawn from the FRP studies.

Table 2.4
Improvement made on suggested action steps

Community mobilization

Findings	Suggestions	Improvements
Not even a single child (aged 6-10) of Mushahars, Dusadhs, Chamar, and Telis went to school.	DEO should launch community awareness programs	People became educationally aware in Bangsia Village of Bara district. A school for the *Dalit* was established in the village.

NGO mobilization

Findings	Suggestions	Improvements
NGOs, CBOs and VDCs were not involved in school activities	Find out NGOs/CBOs working in the area and provide financial support. Coordinate with local NGOs and re-survey community	A re-survey of girls had been done in collaboration with UNICEF and the school in Bairiyabirta VDC of Parsa

De-motivating factors for the SFG children

Findings	Suggestions	Improvements
Musahar children were deprived of schooling even though the school distance was only at 5 minutes' walk from the community. In the pure pocket of Bara, Musahars were ignorant of the dalit scholarship. The dalit scholarship quota was inadequate. In the pure pocket of Bara, Musahar children were not socially accepted in the public places and in formal gatherings. Although the teachers of near–by school behaved normally with them, they kept themselves physically away from them. In Bara and Siraha, the school-age children assisted their families for subsistence by ransacking rat-holes in the field, looking after the cattle and cleaning, washing and cooking at home.	Raise awareness in IML, SMC, VDC, teachers, parents and children about the incentive program. Provide a separate out-of-school program for socially deprived children. Provide income-generative programs for parents.	Parents had become educationally aware. A school for dalits was established in the Mushahar community. IMC, SMC and VDC had helped to establish that school. This was found while re-visiting Bangsia village of Bara. DOE has created a revolving fund for the income generative program for parents where the SFG pilot programs are conducted.

Physical facilities

Findings	Suggestions	Improvements
School buildings, classrooms and teachers were not adequate in the sample schools.	Only the incentive/scholarship program is not enough. Physical facilities and arrangeable population of teachers are also necessary to attract the disadvantaged children to school. Thus, incentive programs, physical facilities and human resources should be integrated.	There has been improvement in toilet, classroom and furniture facilities.
No suitable environment for the IE target group.	Manage playground, classroom, teaching materials and toilets for the disabled children. Conduct IE program in a school close to the community. New schools should be IE -oriented.	DOE has requested JICA for physical facility for IE. But JICA is not responding.

Incentives needed for girls and disadvantaged children

Findings	Suggestions	Improvements
The incentive/scholarship program aims to motivate out-of-school children to attending schools but there were various ethnic girls and disadvantaged children who did not receive the incentive.	Advocacy program (door-to-door visits, children's rallies, video shows, street dramas, and songs) through IMC/SMC with the involvement of the most disadvantaged people and mothers' groups should be conducted.	Teachers had taken initiative for advocacy. This was found in Bairiya Village of Parsa.

Gaps in the programs

Findings	Suggestions	Improvements
Variation in the amounts of incentive money in the sample districts. Proportionate distribution of the scholarship money to all students in view of the inadequate quota	Revise the central level guidelines as suggested below: Homogenize the incentive and scholarship amount disparity (Rs.500/-). Send the budget to the school account directly instead of distributing it through the DEO personnel. Review the list of girls/dalits (DEO, RP, IMC, SMC) in Shrawan (July-August) Distribute the incentive/scholarship amounts (through IMC, VDC, and SMC), according to the list, in Kartik (September-October) Observe the school regularity of incentive/scholarship recipients (RP, IMC, VDC) in Paush December-January) Provide additional incentive (materials) in Magh (January-February) only to the children who were regular throughout the year	The special Education Section (SES) has mentioned the incentive amount in the guidelines whereas the Women Education Section has not done so. SES has included the time of the distribution of incentive in the guidelines.

Monitoring and follow-up

Findings	Suggestions	Improvements
Lack of regular follow-up and monitoring of the scholarship/incentive program (center to school) Lack of monitoring from the side of DOE, DEO and AC even	Monitor the incentive/scholarship distribution (center) two times (before the first and second distribution). DEO and RED should monitor the program at least once a year. DEO should report about the monitoring to RED and DOE once every four months. RC and AC should do the monitoring every two months and report about it to the DEO.	Included in the implementation guidelines. Yearly monitoring process started by DOE in the districts. But RP and supervisors were not regular in their

though there was budget allocated for such activity at the DEO office.	Involve the head teacher in monitoring and submit the report to RP. Clearly mention the monitoring process and responsibility in the guidelines.	responsibility

Training

Findings	Suggestions	Improvement
DOE conducted training for the concerned people under the IE program but it was not sufficient	Provide training to all teachers of the school. Include Inclusive Education inputs in the long-term (10-months) training package. Conduct the training on institutional basis (NCED). Provide short-term (refresher and follow-up) training on the basis of the long-term training organized by the centre. Provide such training for 7 days or as required. Provide awareness training to the School Management Resource Class (SMRC), parents, students, community through audio-visual and print media.	The Inclusive Education Section is developing a new training manual as suggested in the action step. But training is going to be of 6 days only. This is not sufficient for IE.

Research Implications

One of the objectives of the Formative Research was to find out improvement (as per the suggested action steps). The action steps were provided to the Ministry of Education and Sports and the Department of Education under it for necessary reform. The research team visited the same pockets and schools that were included in the previous study to see if changes had come according to the action steps provided to the program implementers. Reform process was initiated in policy, program and implementation guidelines. As a result, enrolment of the disadvantaged/deprived children and of girls were on the increase. Schools and classroom management were also found improving gradually. But the monitoring and supervision aspects did not show any promise.

CHAPTER III
Study Design

Study framework

The study analyzes of the inclusive classroom situation for the EFA program. Field data were the main source of information. Apart from that, perspectives of the policy makers and implementers were gathered through consultation meetings and workshops. Researchers' perspective got a shape after a revisit and analysis documents, consultative meetings and workshops, and field data. Questions were asked to different levels of interviewees in order to check the reliability and validity of the data collected. An in-depth study of the following strategies of the EFA program was made to draw implications for the promotion of inclusivity setting in the school, particularly of the classroom:

- System and mechanism used in identifying differing needs of the special needs children

- Teachers' awareness of and sensitivity towards managing the inclusive classroom.

- Teachers' capacity to address the learning needs of the special needs children.

- Arrangement of the Welcome to School program and other support programs for disabled and disadvantaged children.

Table 3.1
Study framework

Research Questions	Methods				
	Literature Review	In-depth Interview/FGD	Interaction	Survey	Observation
Is there a system and mechanism to identify differing needs of children in the classroom?	Policy paper, program implementation status report, theme paper, action plan, EFA core document	Management issues, community support, support from DEO, RC and NGOs	Interaction on creating inclusive situation in classroom	Number of children in school, facilities in school and classroom, sports materials	Teaching methods, teaching materials, physical facilities
Are the	Research reports,	Teachers'	Interaction	Student	Teaching-

teachers aware of and sensitive towards special needs children?	monitoring and evaluation reports	behavior with the children in school	with teachers, parents, children and DEO/RT on teachers' awareness about special needs children	achievement, dropout, repeaters, promotees	learning procedure
Are the system and mechanism to develop capacity of teachers effective for meeting the needs?	Research reports, monitoring and evaluation reports, training manual	Impact of training on teaching learning	Interaction with DEO, RT, HT, teachers, SMC	Type of training received by teachers, academic qualification	Use of knowledge and skills acquired from training.
How are classrooms arranged for Welcome to School program and retention of children?	Incentive/scholarship impact reports	Classroom situation before and after the implementation of Welcome to School program	Classroom arrangement (seating, etc.) before and after the introduction of Welcome to School program	Enrolment and retention (by caste, gender, disability) before and after the implementation of the program.	Classroom arrangement (seating, etc.)
What about the practice of developing classroom as inclusive classroom?	Training manual, research reports on teacher training	Teachers' effort for creating inclusive situation in classroom	Achievement of implementation guidelines and teacher training in classroom	Types of teaching-learning materials for different types of children	Follow-up of implementation guidelines in the classroom

Sample

There were five districts (Dadeldhura, Banke, Chitwan, Kavre and Jhapa) selected from the 22 IE districts. From the 210 inclusive schools, 21 were selected for the study.

Table 3.2
Sample districts

	Development Region	Geographical Region	No. of schools	District	Program conducted	
1.	Eastern	Terai	3	Jhapa	IE and SNE	
2.	Central	Hill	3	Kavre	IE (pilot district)	
3.	Central	Terai	3	Chitwan	IE	
4.	Mid-Western	Terai	3	Banke	IE (pilot)	
5.	Far-Western	Hill	3	Dadeldhura	IE	

Sample population

The information required for the study was collected through observation, interview, survey and FGD with people associated with EFA and inclusive programs. DEOs, focal persons, head teachers, resource teachers, SMC members, children, parents and VDC/community members were interviewed and focus group discussion were conducted for obtaining required information. The following table presents a list of the respondents and the study tools used:

Table 3.3
List of respondents and study tools

Respondents	Study Tools	Respondents per district	Total
DEO/ Focal person	Interview	2	10
District/Local management	FGD	15	75
Resource Schools	Survey form	1-3	15
Head teachers	Interview	1-3	15
Resource teachers	Interview	1-3	45
Resource persons/supervisors	Interview	3	15
IE teachers	Interview	3	45
SMC members	Group interview	1-3	30
Children	Group interview	5	75
Parents	Group Interview	5	75
VDC/Community members	FGD	2	30

Study Tools

The study was designed to collect information (as demanded by the research questions) through approach of observation, interview, FGD, survey and discussion with the related respondents and schools. The following is a brief account of the tools used for information collection:

A. Classroom Observation Form

The form focused on:

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

B. School Observation Form

The form focused on:

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

C. Interview guidelines

Some key people such as DEO, focal persons, stakeholders, head teachers and resource teachers were interviewed to elicit the required information. In the sample districts, the interviews focused on the process of implementation of

the IE program. Specifically, the following were included in the interview guidelines:

- Management issues of the special needs education program
- Positive and negative impacts of the program
- Changes noticed in the community after the implementation of the IE program
- Community involvement in the program
- Impact of the IE program on the school/community
- Support from DEO/ NGO
- Policy-specific guidelines provided to the implementers
- Changes in enrolment and retention before and after the implementation of the Welcome to School program
- Suggestions for improvement in the IE program

D. Focus Group Discussion (FGD) Guidelines

FGD were conducted with the stakeholders (IMC members, VDC/community members, parents and children) at the school level. The FGD guidelines focused on:

- Types of facilities that children are receiving
- Impact of inclusive education on access and retention of the special needs children
- Daily routine of parents and children at home
- Reasons for enrolling children in school
- Causes of low/ high attendance
- Causes of low/ high retention
- Existing problems (in the program)
- Impact of the IE program on the school/community
- Suggestions for change in the program
- Alternative ways to increase the participation of disabled children in classroom

- Changes in enrolment and retention before and after the implementation of the Welcome to School program

E. Survey form

The survey form was used to collect information on:

- Mechanism of educational materials and incentives distribution in the districts/schools

- Record keeping system of the special needs children at the DE office and schools

- Program implementation procedures of districts and schools

- Coverage of the program (special needs children)

- Linkage of the program with the community

- Status of the special needs children in schools (enrolment, promotion, repetition and dropout)

- Status of children (enrolment, promotion, repetition, and dropout) in schools before and after the implementation of the Welcome to School program

Study Procedure

Research Procedure

First, the researchers visited all the schools selected for the study. Then rapport building with the respondents was done. General information on the program, teachers' participation in the program, support services to teachers for classroom management, people's inhabitance, physical facilities available in the school, changes before and after the introduction of the IE program in the school etc. were gathered. The researchers developed a working strategy, using the following steps:

Step 1. The first step was *observation of the school*. The school location, compound and the physical facilities available outside the classrooms were observed. The outside physical facilities included playground, slides, sea-saw, swing, compound wall, garden, toilet, stairs, drinking water facility, library, laboratory, assembly hall etc. All these physical facilities were observed from the point of view of the disabled and special needs children. The (child-friendly) environment that was observed included wall paintings

and slogans written on the wall. The distance between the community - school distance was also observed.

Step 2. In the second step the classrooms were observed. The researchers planned to observe five classes in each sample school. Classes of 5 different subjects taught from (Grade I-V) were to be observed. But the researchers could observe only nine classes in the sample districts. The reasons for this were the approach of the final examination and the announcement of preparation leave. So only two classes each could be observed in Arunodaya Higher Secondary School and Rastriya Primary School. The purpose of the observation was to find out whether the special needs children were identified as such in the classroom or not. Another purpose of the observation was to find out the extent of special treatment given to the special needs children in the teaching and learning process. Learning environment in the classroom, use of teaching aids and sitting arrangement for the special needs children were also observed. The evaluation system in the classroom was also observed. The use of the basic inclusive education training skills in the classroom was observed. The observation also included the learning environment in the classroom. Arrangements made for the linguistic minority groups, the physically disabled, girls, orphans, bonded labourers was observed as well.

Step 3. In step 3 interviews were held with the teachers. The interviews focused on their activities in the classroom. Thirteen teachers of three sample schools were interviewed. The method used by the teachers in identifying the special needs children, sitting arrangement, sources of teaching-learning materials used in teaching such children were the topics of the questions asked. Discussions were made with the teachers to find out their inclusive education awareness level and the use of the training inputs in the inclusive classroom. A question on the difference between the inclusive classroom management and general class management was also asked. The interviews tried to extract the views of the teachers on the contribution of the Welcome to School program to the enrolment and retention of the special needs children.

Step 4. *Interviews* of the head teachers of the sample schools.   The interviews focused on the management aspect of the school. Discussions were made on the outcome of the general and inclusive education training programs. The inputs of the trainings and their use in the inclusive class were discussed. The interview was focused also on identifying the differing needs of children in the classroom. A question on difference in classroom arrangement before and after the basic inclusive teachers' training was asked. The head teachers

were also asked about the behavioural changes in teachers after the training - changes in teaching method, material development, classroom management and evaluation. The head teachers were also asked about the Welcome to School program and the problems that the schools had to face after the special needs children came to the school.

Step 5. The school survey was done with the help of the head teacher. The physical facility that was available for inclusive education was surveyed. The school record and the SMC and PTA minutes were looked up for the management of inclusive classroom. The involvement of SMC, parents and community members in the development of inclusive education in the school was checked from the school record. The practice of local supervision in the inclusive classroom was also surveyed. This supervision included teacher-to-teacher, teacher-to-SMC, teacher-to-head teacher and-teacher-to-parents supervision. The student enrolment size was categorically checked. SIP was checked for the record of out-of-school children. The student portfolio was checked for the school's initiative for identifying the types of disabilities.

Step 6. A district-level focus group discussion (FGD) was organized at the district headquarter for information on the activities in inclusive education in the district. The participants of the discussion were DEO, planning officer at DEO, school supervisor, resource person, resource school head teacher, assessment centre coordinator, district-level NGOCC representative and representative of disabled society of centre. In the discussion, the findings of the activities conducted to acquire information for the study (such as interview, survey, observation and FGD) were shared. This helped to verify the findings of the study. Discussions were made on school selection and trainer and trainee selection criteria. The effectiveness of basic inclusive education package for conducting the inclusive education classroom was also discussed. The relevance of the content of basic inclusive training package to classroom instruction was another agendum of discussion. The mechanism to identify special needs children in the district level was also discussed as well. Discussion was also made on the awareness level of the teachers involved in inclusive education. Teachers' capability development for conducting the inclusive classroom (after they received the training) was another topic for discussion.

Scope of the study

The study made an analysis of the classroom situation of the inclusive education program under EFA. The field data were the main source of information. The perceptions of policy makers and implementers were

gathered from the consultation meetings and workshops. Questions were asked to check the reliability and validity of the collected data. An in-depth study of the following strategies of the EFA program was made to draw implications for the promotion of inclusive setting in the school, particularly in the classroom:

- System and mechanism used in identifying different needs of the special needs children

- Teachers' awareness of and sensitivity towards the management of the inclusive classroom.

- Teachers' capacity to meet the learning needs of the special needs children.

- The Welcome to School program and other support programs for the disabled and disadvantaged children.

CHAPTER IV

Identification of Special Needs Children

Identification of SNEC

The Assessment Centre (AC) is formed in every district to identify the problems of children, develop programs, provide consultancy to schools and resource centers, recommend children for school or resource centre and provide technical services. So far, there is one AC each in 47 districts of the country. The role of AC is to develop and implement programs focused on the needs of children of integrated school, and inclusive education and of disabled children. There is a budget provision for one primary level teacher or fulltime coordinator in AC. The Department of Education (DOE) organizes a seven-day workshop for the selected coordinators. In all the five sample districts covered by the study the coordinators have been assigned the AC responsibilities.

ACMC is an eight-member management committee representing people from different walks of life.   The following is the list of the members of AC:

Table 4.1
Organization of ACMC

S. N	AC Members	Designation
1.	Head teacher of the school having AC	Chairperson
2.	Section Officer of District Education Office (DEO)	Member
3.	Supervisor of the school having AC	Member
4.	Representative of District Health Office	Member
5.	Three persons from NGOs working in the area of disability in the district	Members
6.	Three resource teachers: one each from IE/SNE school	Members
7.	Coordinator of Assessment Centre	Member
8.	Member of organization working on income-generation in the district	Member

DEO is the formal head of AC. But in Jhapa, the head teacher was working as AC chairperson.

Role and responsibility of AC

The following are the roles and responsibilities of AC:

- To develop plans for the education and rehabilitation of the disabled children of the district

- To coordinate with NGOs working in the area of disability

- To identify the special needs children (SNC)

- To refer the special needs children to the resource class or IE school

- To formulate educational plans for SNC and arrange meetings of the resource teachers

- To develop plans for SNC

- To provide counseling to the parents of the disabled children

- To coordinate with district-level NGOs for the expansion of SNE and Inclusive Education (IE)

Identification of children in the classroom

The identification of SNC is mentioned in the basic inclusive education-training package 2062 (p. 36). The package states that the teachers should develop the screening tools themselves. Using these tools, they asses the strengths and weaknesses of the children, their interest area, and learning capacity. Based on this, the children are assessed regularly and proper treatment is given to each individual child. Then the children are promoted to the next grade. This technique was found used, to some extent through in Banke and Chitwan. The other districts (Kavre, Dadeldhura and Jhapa) have used the continuous assessment system (CAS) - in grade I.

School situation

IE includes all 13 types of children including four types of disabled children in the mainstream of education. Visit to two schools each in Chitwan and Banke showed that the classrooms were constructed, considering the necessity of the physically disabled children. The wheel chair can roll into the classrooms easily. One of the schools of Kavre has made efforts to build

disabled-friendly classrooms.   But due to the financial problem the building has remained incomplete.

Observation of the sample schools shows that the schools are fenced in different ways. Rastriya Primary School in Chitwan is fenced with barbed wire. Two schools each of Jhapa and Kavre are fenced by walls whereas none of the sample schools of Dadeldhura are fenced. But all the sample schools of Banke have fencing.   All the schools of Chitwan and Jhapa have enough playgrounds for children. Only one school in Kavre and two schools of Banke have such playgrounds. But the sample schools of Dadeldhura do not have such playground for children.

All the sample schools in Jhapa, Banke, Chitwan and Dadeldhura have *pakki* buildings. In Kavre two schools have *pakki* buildings. Sharda Secondary School has a *pakki* as well as a *kacchi* building. But the buildings used for classrooms are all *kachchi*.

Toilet facility is available. There are separate toilets for boys and girls. The separate toilets for male and female teachers are found only in Chitwan and Banke.   In other districts male and female teachers use the same toilet. But all the toilets of children lack the disabled-friendliness.   Drinking water facility exists in all the sample schools. There is a separate tap for the smaller children in Rastriya Primary School of Chitwan.

There are separate rooms for the head teacher and teachers in one of the schools of Jhapa and in two schools each in Kavre and Chitwan.   Other schools have one single room for the head teacher and the teachers.

There are separate classrooms for nursery and KG classes in Rastriya Primary School.   Other schools have the pre-primary class and grade 1. There are benches for grade I in Jhapa and Dadeldhura. The schools in Chitwan, Kavre and Banke have flooring with carpet for this. Library facility for children is there only in the Rastriya Primary School.

In Jhapa and Chitwan the number of children is high in all the grades of the primary level. There are no materials for inclusive teaching-learning in the classroom. The classrooms are not easily accessible for the disabled children. The wheel chair cannot enter the classroom. But it is just reverse with Arunodaya Higher Secondary School of Chitwan and all the schools of Banke.

Classroom situation

The grade I classrooms are decorated on all four sides with alphabet, charts, posters and paintings in 11 sample schools. The blackboards are hung below the paintings. Children draw pictures on the blackboard looking at the paintings. There are cupboards in all the schools except the Jhapa school in which the teachers and students keep the teaching-learning materials.

The benches of all the schools are moveable and can be arranged as required (round, triangular etc.) for group work and discussion (in Kavre, Dadeldhura and Banke). In Jhapa and Chitwan only one school each has such benches. Children's groups are formed for teaching in Chitwan, Banke and Kavre. Mixed groups are formed of slow and fast learners and of boys and girls in these districts. Disabled children are included in the groups. Language minority children such as Tharu and Darai sit together with other children in one of the schools of Chitwan. In other schools there are language minority children but no language problem was noted.

In all the primary grades except grade I benches and desks are arranged in two columns. In the columns, boys and girls sit together. There is a passage in between the two rows. No severely disabled children were found in all the schools, only mildly disabled children were found. According to the teachers, special arrangements are made for such children in the classroom. But no such arrangement was found during observing.

Categorization of students in classroom

The researchers looked over the primary classroom to find out the types of children. Information was also collected and verified from the classroom observation, school survey and focus group discussions. An analysis of the data showed that a provision had been made to identify the children - disabilities, ethnic, language minority, etc. - in the school in the basic inclusive training package. But the field data (contradictory statements) showed that most of the schools (of Chitwan, Dadeldhura and Kavre) had not followed the package directives. One of the sample schools of Jhapa and three sample schools of Banke have categorized children of the primary level. But none of the schools have included the disabled children in the inclusive class. The following is the categorization of children made in all the sample schools.

Table 4.2
Categorization of Children in the classroom

		2060		2061		2062	
		G.	T	G.	T.	G.	T..
Chitwan	Language minority	12	25	12	27	16	27
	Orphan	4	4	3	7	5	9
	Dalit	110	225	117	256	98	242
Banke	Language minority	15	26	5	6	8	15
	Orphan	3	5	2	5	5	9
	Conflict affected	3	3		2	4	9
	Bonded labour	18	33	22	48	22	51
	Child labour	18	27	24	62	33	36
	Dalit	19	39	11	23	29	67
	Disabled*	6	18	5	16	6	11
Jhapa*	Language minority	103	203	119	237	130	249
	Dalit	37	79	37	76	43	105
Dadeldhura	Orphan					1	2
	Conflict affected			0	2	2	6
	Dalit	42	76	56	110	63	125
	Disabled			3	4		
	Marginalized	1	2				
Kavre	Remote area dwellers					9	17
	Orphan	3	5	3	5	3	6
	Conflict affected	5	10	5	10		
	Emotionally disturbed					0	1
	Bonded labour					0	1
	Child labour	10	25				
	Dalit			15	40	0	32
	Socio-culturally disadvantaged					1	1

Note: * The data relate to only one school (Mohan Maya Lower Secondary School)

The above table shows different types of children in the schools of the sample districts. The number of *Dalit* children was high in three consecutive years (2060-62 BS). In contrast, the number of orphan children was only 4, 7 and 9 in 2060, 2061 and 2062 respectively. The number of language minority children 25 in 2060, 27 in 2061 and again 27 in 2062. The highest number was that of dalit children in the years 2060 and 2062. There were 39 and 67 dalit children in those years. The number of bonded labour children was the second highest in the classrooms of the sample schools. There were 33, 48 and 51 children in the years 2060, 2061 and 2062 respectively. Language minority children were also there in the sample schools of Banke. There were 26, 6 and 15 language minority children in 2060, 2061 and 2062 respectively. Orphan conflict-affected and children were also there in the classroom. The number of the disabled children was declining. Jhapa had the highest number of language minority students . The number of language minority children was 203, 237 and 249 in 2060, 2061 and 2062 respectively. The number of dalit children was 79, 76 and 105.

In Dadeldhura, orphan children appeared in the school only in 2062. Children affected by the conflict were seen in 2061 and 2062. The highest number of children was that of dalits in the classroom. There were 76 dalits in 2060, 110 in 2061 and 125 in 2062. Disabled children were joined the school only in 2061. Similarly, marginalized children appeared in the classroom only in 2060. Kavre is the only sample district where the remote area children joined the school in 2062. But there were orphan children in all the three years (2060, 2061 and 2062). There were 10 children each that were affected by the conflict in the years 2060 and 2061. An emotionally disturbed child was found in 2062. The number of labour children in the sample schools was 25 in 2060. There were 40 and 32 dalit children in the classroom in the year 2061 and 2062 respectively. There was only one socio-culturally disadvantaged child in 2062.

Availability of space in the classroom

According to what is said in the basic inclusive education-training package 2062 (p. 34), a classroom should be clean, have enough light and ventilation and possess movable dess and benches. It should have book corner good sitting arrangement space for group formation, subjectwise materials, and other facilities for required disabled children. But the study showed that only one school of Chitwan had such facilities. Some of the schools of the sample districts had some facility whereas the other schools had none. The available space available was sufficient only for teachers' and students' move-about in

all the schools of Banke and Dadeldhura. The classroom space was enough only in one school each of Chitwan, Jhapa and Kavre.

Sitting arrangement in the classroom

The sitting arrangement in the sample schools is made in different ways. In grade I of all the sample schools, (one school of Jhapa and two schools of Chitwan excepted), sitting arrangement is changed because the classroom floor is carpeted. In the other schools, the desks and benches are fixed.

In most of the sample schools the sitting arrangement is made on the basis of sex. There are separate columns benches and desks for girls and boys in the classroom. But in some schools (Mohan Maya Lower Secondary School and Durga Secondary School) girls/boys were sit together.

4.9   Learning environment in the classroom

The teacher should identify the individual needs of the children and provide support services accordingly. Only then can learning environment be created in the classroom. But the study shows that the schools have not identified the special needs of the children even though they have been there in the same classroom every day.

Physical facility in the classroom

Under the physical facility school building, hostel facility, conditions of classroom and teachers' room, toilet facility, playground, laboratory, library, garden, fencing etc. were observed by the research team.   The observation showed that most of the school buildings were concrete-built and had tin roofs. Hostel facility existed only in two schools of Jhapa and one of Kavre. There was no hosgtel facility for the mentally retarded children (Jhapa). All the sample schools except one in Jhapa and two in Kavre were fenced. Drinking water and toilet facilities existed in all the sample schools. There were separate toilets for boys and girls But the toilets are not disabled-friendly.   There was no library for the primary level children in the sample schools of four districts (Kavre, Jhapa, Chitwan and Banke). All the schools of the sample districts except two in Banke and one in Kavre had enough space for playground. Gardening was done in Rastriya Primary School of Chitwan.

Instructional material in the classroom

Instructional materials are required to ensure effective teaching and learning. These materials are more important for inclusive education.   The materials

have to be used according to the subject and category of the children. But the inclusive training package does not include ways and techniques to be used for the development of teaching-learning materials for classroom instruction. The field study revealed a good stock of teaching-learning materials only in the inclusive education pilot schools of Kavre and Banke. Some of the materials were developed by the teachers themselves, others were provided by the Danish team, the government and NGOs during the pilot phase. But classroom observation showed that none of the teachers (except by one teacher each in Rastriya Primary School of Chitwan and Lankhanamai Primary School of Kavre) were found using the instructional materials in the classroom.

Support services in the classroom

Class observation showed that all the children had pens, pencils, copies and textbooks. The schools provided those materials to children who could not afford them. But two school of Chitwan and all the schools of Dadeldhura had not provided pencils and copies to the children.

Children of different backgrounds study in the school. So the learning materials should suit their needs in the classroom. Also, management of these materials should be done properly. This is the indeed the need of an inclusive classroom. The inclusive concept was practiced in one of the sample schools. This credit goes to the teachers and the school community. The following box gives a picture of an inclusive classroom managed with well instructional materials:

<div style="border:1px solid">

An inclusive Classroom with Instructional Materials

In Rastriya Primary School there are steel boxes in the classroom containing reference materials. The reference materials are used by the students in their free time. There are also book corners in the classroom. An organization named Room to Read has provided reference materials which are kept in the book corners

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In all the sample schools of Chitwan subject specific materials are available but they are insufficient Some of these materials were bought by the school, and some were prepared by teachers and children themselves. The materials are used by both the teachers and children (Rastriya Primary School). In other two sample schools only the teachers have access to them. Need of games/sports materials for all types of children is critically felt in the schools.

The researchers also observed the placement, use and condition of the blackboard in the classroom. The observation showed that only in Grades I and II in the sample schools blackboards were accessible to the children. The blackboards were of cement and made on the three sides of the room (Banke and Kavre). There was also a separate blackboard for teacher's use. In the other districts, classes had only one blackboard each which were used by both the teachers and children.

Scholarships/Incentives

The government has made programs to provide scholarships to dalits, girls, and to disabled and non-schooled children in order to bring and retain them in school. The scholarships are provided to the children of poor economic background. This study was conducted to identify the beneficiaries of the program and know about the use of the scholarship money. But it was found that scholarships were not provided to the disabled children of the sample schools.   However, Rs. 500 was provided to the new child in grade I who came from a household from where the child had yet been enrolled in school. Scholarships were provided under the Welcome to School program (Booster scholarship). Door-to-door visits and rallies were organized at the beginning of the school session to make people aware of program facilities and to bring children to school.   The program also helped to bring children to (of the13 types) the inclusive school. But there is no provision of providing scholarship to all the 13 types of children. Only dalit, disabled, conflict and children of the martyrs are eligible for the scholarship under EFA program. There is no such scholarship program for the orphan children in the sample districts. Only the disabled children of Jhapa received the scholarship. The following table gives a picture of the scholarships that were received by different types of children in the sample schools:

Table 4.3
Incentive program 2061/062

District	Scholarship	G.	T.
Chitwan	Dalits	133	262
	Primary school girls	141	141
Banke	Dalits	39	75
	Primary school girls	138	138
	Disabled		
	Booster	14	23
Jhapa	Dalits	21	38

	Primary school girls	96	96
	Disabled	5	7
Dadeldhura	Dalits	51	109
	Primary school girls	65	65
	Disabled		
	Others	7	16
Kavre	Dalits	86	45
	Primary school girls	78	78

Discussion

Coordination between the IE teacher and the assessment centre is much desired. The IE teacher training package does not mention the technique of identifying special needs children. There is no system of children's categorization and their placement in the school. The school has not been able to provide physical facilities and materials required for the special needs children.   Regular budget is required to fulfil these needs. The Welcome to School program has been successful in bringing more children including the special needs children to school. But the program has created space problem. So, more classrooms space is required to accommodate children. Materials need to be developed according to the need of the children including the special needs children.   The concept, knowledge and ways of material development should be included in the IE training package. Teachers should be aware of the necessary learning support to the children inside and outside the classroom. But children in need of such support are not categorized for the support. Mildly disabled children are there in the IE class but no scholarship or incentive is provided to them.

CHAPTER V
Teacher's Behavior in Classroom

One of the objectives of the study was to assess teachers' awareness of and sensitivity towards special needs children. There was a 6-day orientation program organized for the teachers of the IE program schools. The study tried to find out teachers' awareness level with respect to the training contents. Two tools were used - class observation and interview. The tools embraced teachers' perspectives on inclusive education, opportunities provided by schools to make them capable, training package content, classroom management, identification of special needs children, benefits of the training for identifying such children and so on. According to the teachers, the 6-day training only was not enough for identifying the special needs children. Refresher training such as the whole school training helped in this matter. Asked about making the program for special needs children successful, the teachers said that they should first of all understand the feelings of the children. They (special needs children) should be seated on the front benches of the classroom. The reasons for their being slow in learning should be identified and they should be treated accordingly. Inclusive education for some of the teachers (three out of ten) was an approach of providing education to the out-of-school children after understanding their feelings. But the other interviewees were found unaware of the training inputs.

Head teachers of the sample schools were interviewed - with focus on management of the school. Discussions were made on the outcomes of the general and inclusive education training programs. Questions were asked about the contents of the training and their use in conducting inclusive classes in the interview. The interview focused on ways of identifying different needs of children in the classroom. The mechanisms used for identifying the needs of the children and the changes made in the sitting arrangement (in the classroom) were also covered in the interview. The head teacher was asked about the difference in classroom arrangement before and after the basic inclusive teachers' training. S/he was also asked about the changes in the teachers' teaching methods after the training. The changes included teaching methodology, development and use of materials, classroom management and evaluation. The head teachers were also asked about the Welcome to School program and the problems the school had to face after the special needs children came to school.

Teachers' sensitivity towards SNE children

In general, the teachers seemed sensitive towards the SNE children in the classroom. In Nepal Primary School, (Gharbari Tol, Banke) there were nine children specified as special needs children. Of them, three were of low vision, mentally retarded and physically disabled. The school was giving special care to their education and health. Textbooks and copies were provided free of cost to them.   Parents had been called to the school, to inform them about their children's health and the children's health cases were referred to different organizations for treatment. A boy, turned lame by Maoist attack and of instable mind was given special care in his learning. The researchers observed that he was allowed to go out of the classroom whenever he liked. A similar case was found in Jhapa. A mentally retarded boy studying in grade V was given such freedom. The boy went out of the class when the researcher was observing the class. After some time, he returned but the teacher did not say anything to him.

In Banke the system of grade promotion is liberal for special needs children. An MR girl studying in grade V in Nepal Rastriya Primary School was promoted to grade VI even though she did not complete her final examination. She was assessed based on her previous academic record. The mother of the girl talked with the researchers about her improvements in study after she joined the school. Nowadays, she makes food at home.   This is one of the success stories of the IE program.   The following is the case of the girl. [Box]

Box 1: Story of Samjhana Bhujuwa as an enterprising girl

Samjhana Bhujuwa, 14, joined the IE program (in Nepal Rastriya Primary School, Gharbari Tole, Banke) at the very beginning of the IE piloting program five years ago. There are altogether 6 members in the family. She is the second child in her family. Her elder sister is already married. There is a younger sister who is in grade V in the same school. She is ten years old. Samjhana has an eight year old younger brother who studies in grade III in a private school. Her father works as a peon at the telecommunication office. Her mother is a housewife.

According to her mother, Samjhana used to behave differently before joining the school. She used to hurl household goods here and there. She also looked untidy. But there was improvement in her behaviour after she joined the school. She started keeping herself tidy. Nowadays, she is very conscious about her health. When there is stale food at home she throws it away. She helps her mother in cooking and cleaning the house.   She is so obedient to her teacher that she does not do what her parents tell her if that is against her teacher's instruction.

The teachers say there is improvement in her behaviour. She is now cooperative with the children in the school.   But she always fights for her rights. For example, if the teacher tells her to do what is not in her responsibility, she protests saying, "It is the peon's responsibility, not mine".   She likes reading more than writing. The teachers give the credit of such improvement in Samjhana's behaviour to the IE piloting program.

Bageswari Primary School, (Belaspur, Banke) has developed a system of keeping records of SNE children in the classroom. There is a list of SNE children written on a board by the class teachers in each of the primary class. The teacher looks at the board to find SNE the names of the physically disabled, mentally retarded, orphaned, hearing-impaired and low-vision children that are listed on the board. The school is providing necessary materials such as dress, pen, pencil, paper and bag to such children. These materials are provided as support by Plan International and the government.

Box 2: Bhansaroy Bhujuwa comes to school.

Bhansaroy Bhujuwa had been kept home by his family for his being lame. The door-to-door program identified him and brought him to school at the age of ten. But the boy did not come to school regularly due to his leg disability. The school took support of the NGO named Nature Nepal. This organization took the boy to physiotherapy of his leg and also provided a pair of special shoes for him. Now the boy is regular in the school and learning enthusiastically in the school. He is helped by his neighbor children (studying in the same school) to reach the school.

In Purna Sanjibani Secondary School of Kavre peer teaching is being practiced in grade I and the Nursery class. Children are kept in the same room for doing activities. According to the teachers, there are no special needs children in the classroom. But there are slow and fast learners who are divided into mixed groups. Grade teaching is in practice in grades I–III of Purna Sanjibani School and Lankhanamai Primary School and grade I of Sharada Secondary School of Kavre. All these schools have placed emphasis on grade teaching in grade I. There are wall paintings in the classroom. Blackboards are accessible to children. Children sit on carpeted floor. There are round and rectangular tables for the children. The children identified as special needs children in Lankhanamai are slow learners and mentally retarded (MR) children. In Purna Sanjibani and Sharda Secondary School no such special needs children were found. Children of different castes and religion groups were treated equally. Language problem did not exist even though there were children of different linguistic minorities in those schools. In Jhapa teachers were sensitive towards the special needs children but because of overcrowded classrooms (in Durga Secondary School, Garamani and Mohan Maya Lower Secondary School, Charpani) teachers had not been able to pay individual attention.

Interaction in classroom

One of the tasks of the research was to observe the IE class. In this context, the research team observed the classes in Kavre, Chitwan and Jhapa. In Lankhanamai Shanti Primary School of Kavre, there was good interaction in the classroom between the teacher and the students. The students were encouraged to participate in interaction. The number of students was also low in this school. Desks and benches could be easily rearranged for group formation. Grade I of Sharada Secondary School presented a similar picture. But for grades III and IV classrooms were too small. The number of children in these grades was 40-45. In these grades there was no interaction between the teacher and the children. In Rastriya Primary School, (Shantipur of Chitwan) there was good interaction. The teacher initiated interaction between the fast and slow learners. The teacher worked as the facilitator. But in the other schools of Chitwan there was no interaction because the number of students was quite large. There were 51 students in grade IV of Dev Jyoti School on the day of the observation. The teachers felt that they had not been able to provide special attention to special needs children because of the class size. The researchers observed 40-45 children in Arunodaya Higher Secondary School. In Banke, the researchers could not observe the classes because the classes were not started. The school was open just for the Welcome to School program which essentially was an admission campaign.

Teaching-learning practices in IE classes

The study on the IE pilot program conducted by CERID in 2003 had showed that children were grouped in the classroom on the basis of their ability. For example, children were categorized as very weak, weak, average, good and very good. Then mixed groups were formed for teaching and learning. Such a practice of group formation still exists in the sample schools under the present study. But the teaching techniques used now are different. In Bageshori Primary School, the teachers categorized and formed groups only three months after the start of the academic session. Such a technique is helpful for measuring the abilities of the children and forming groups.

The situation was quite different with the IE schools that had not been included in the IE piloting program. Here the children were categorized according to their intelligence level. So separate groups of intelligent and slow learners were formed. No mixed group formed in which fast learners could help slow learners. This went contrary to the spirit of the IE training package. The teaching-learning practice in the classroom was not inclusive in any way.

In Kavre, the concept of peer teaching was in practice. In theory, peer teaching means two teachers teaching the same class when the number of students is high. In peer teaching teacher speaks and the other teacher acts. Peer teaching was in practice in grade I of Lankhanamai and Purna Sanjibani Secondary School.

Teaching-learning practices before the introduction of IE

The IE training package distinguishes between the traditional teaching and the IE teaching. The traditional teaching methods are teacher-centred. The teacher's task is limited to lecturing. The teacher does not work as the facilitator. The fault is ascribed to the children if they cannot learn. No importance is given to peer teaching. The special needs children are not identified. The concept of teacher as a knowledgeable person prevails. In contrast, the IE teaching-learning method is child-centred. It uses group and individual teaching. Emphasis is given to peer teaching, discussion method and action research method. The teacher or teaching method is held responsible if the children do not learn. The method is designed depending upon the learning capacity of the children. The teacher playing the role of facilitator is mentioned in the IE orientation package. But no facilitator teacher was seen during class observation.

In some sample schools, the IE class activities were child-focused. But the use of teaching materials in all the grades except grade I was poor. There were several materials but they were not used in the classroom. The materials were of different kinds: donor-given, school-purchased, DEO-provided and teacher-developed. The number of materials made from locally available things was very small. Asked about the reason for not using the materials, the teachers said that large class size prevented them from using the materials. There was also the problem of storage of materials. So the materials were kept in the classroom in all the schools of Banke and Ratriya Primary School, Shantipur of Chitwan. In grade I of Purna Sanjibani Secondary School, the materials were kept in the classroom. This is profitable because children and teachers have easy access to the teaching-learning materials if they are kept in the classroom.

Transfer of training skills into classroom

Different types of training are provided to the primary teachers such as basic, refresher, recurrent, subject teacher and IE. The researchers briefly studied the use of the inputs training, especially in the IE classroom. Asked about this, the teachers gave mixed reactions. The teachers of Nepal Rastriya

Primary School, said that they could attend only two days because they had not been informed previously. Teachers of the other schools the training of Banke, Kavre and Chitwan were found confused with the training contents. They could not pin-point what they learnt from the training. But they could tell about the other trainings such as the Whole School training and the Basic training. They had not been able to use the skills learnt from different trainings in the classroom for lack of time and resource. According to the teachers the IE training package only focused on theoretical aspects of teaching. There was no practical aspect in the package. For example, the package mentioned that education should be provided to children according to their ability. But it was silent on how to test or measure.

Discussion

Trainings were provided to teachers on their classroom responsibilities. This is included in the IE training package as well as in the basic and refresher training packages. Different research tools such as class observation, individual interview and group discussion were used to find out the teachers' attitude towards the special needs children - in the classroom. An analysis of the data given above shows that the impact of training on teachers is positive. This is not sufficient. The teachers have not been able to treat children equitably in the classroom. Similarly, the teachers do not have the proper concept of classroom management. Teachers' interaction with children is satisfactory only in the schools with smaller numbers of children. As for the special needs children, only the piloting schools could identify them. The schools that introduced IE for the first time have not been able to do so because the 6-day IE training could not orient them on the way to identify the SNE children. The teachers were of the opinion that the Whole School Training was more beneficial than the IE training because the former training taught them how to develop teaching-learning materials and how to arrange for the classroom. In sum, the researchers could find that only the mildly disabled children benefited from the inclusive classroom.

The study focused on identifying the changes in classroom before and after the introduction of IE. Teachers, head teachers and SMC members were asked about these changes. The findings of the study show that the concept of peer teaching was developed after the introduction of IE. Searching for special needs children in the community has started. Moreover, there has been development of knowledge of how to conduct action research on students' needs. But this knowledge was not found used in the classroom.

CHAPTER VI
Capacity Development of Teachers

Teacher training system

In Nepal, primary teacher training system has a long history. Teachers had been provided 10-months' training from the very beginning of the modern education system. The 10-month training was known as pre-service training as it was provided just after the appointment of teachers and before they started teaching. At present, there are both pre-service and in-service trainings provided to the teachers. Even the untrained teachers are appointed and training is provided later. So there are now both trained and untrained teachers in the classroom. There are also short-term trainings such as follow-up, refresher, recurrent, subject teaching, management and leadership. Multi-grade and grade teaching training are provided in the recurrent training system. The Department of Education provides training according to the requirement of the teachers. Such trainings are provided in both the distance mode and the on-the-spot made for teachers of the primary level. The Inclusive training is provided with the introduction of the Inclusive Education program in 2004.

The study showed that all the teachers of the sample schools had received the basic inclusive education training of 6 days. In the training procedure people receive the 6-day training as trainers at the centre and provide training to the teachers at the district. The number of participants of the training program varied from one district to another. In Jhapa, section officer, school supervisor, resource person, head teacher of the resource centre and coordinator of the assessment centre received the training. In Chitwan, resource person, head teacher and school supervisor were included in the training organized at the centre. In Banke, section officer, AC coordinator, resource person and supervisor received the training. In Dadeldhura, section officer, resource person, school supervisor and AC coordinator got the training opportunity. In Kavre, section officer, AC coordinator, resource person and AC school head teacher received the training organized at the centre. But all those that received training at the centre were not involved (as trainers) in the trainings provided at the district level. All the IE teachers, except those of Banke had received the training. In Banke, the IE training was provided at the time of vacation and so most teachers did not receive information about it.

The study focused on the capacity development system. In this context, the academic qualifications of teachers and the training they had received were also analyzed for the study. The following table gives a picture of the qualifications and the training experiences of teachers in the sample districts.

Table 6.1
IE teachers' Qualifications and Training

District	No. of teachers	Qualification			Basic Training		Inclusive	Refresher	Recurrent	Others
		SLC	IA	BA	Trained	Untrained				
Kavre	19	11	7	1	11	8	19	6	6	7
Chitwan	22	12	7	3	19	3	22	-	18	11
Banke	20	5	14	1	14	6	18	6	13	7
Dadeldhura	12	7	5	-	9	3	12	5	7	2
Jhapa	36	17	13	5	27	9	34	23	12	6

Note: 'Others' include subject teaching, multigrade teaching and grade teaching

The table above shows that all the teachers of the sample schools of the districts have received the Inclusive Training provided at the district level. But also untrained teachers (those methods the basic training) were seen in the classrooms during observation. All the teachers have the basic academic qualification (SLC). There are also teachers who are academically more qualified than required. Theoretically speaking, training and academic qualification enhance the capacity of teachers. But the study showed that teachers' teaching experience counted more than the qualification and training in the context of the inclusive class. The teachers who had taken the inclusive training were found not using training experiences in the classroom. The teachers of Kavre and Chitwan with long experience were found confused about the IE training they received.

The present focuses are on the Inclusive Training provided under the IE program. But the study also included other training programs - in order to see whether or not the IE specific training programs have contributed to conducting the IE classes in an effective way. Classes were observed and inquiries were made with the teachers and head teachers. The teachers were found transferring their experiences of the IE piloting program such as identifying children according to disabilities, making groups, use of teaching-learning materials in the classroom and classroom management etc. They were also using their experiences of the 6-day IE training program. New concepts of teaching and learning were introduced in the classroom by the teachers. Peer teaching was used in grade I. But the teachers who had

received the 6-day IE training were not able to identify the special needs children in the classroom. The concept of joyful teaching and learning had not developed in teachers.

Inclusion of IE in School Improvement Plan (SIP)

There has been a policy of funding primary education from the perspective of SIP under EFA. There was a consultative meeting organized at CERID before the field visit.   MOES, DOE, concerned specialist and CERID researchers had participated in the meeting. The MOES and DOE representatives said that there was a policy of funding primary education through SIP. So the research team also inquired about SIP in the sample schools. A review showed that target children were included in SIP. Data were collected to find out the special needs children in the school catchment areas. But there is no budget provision in SIP for bringing such children to school.   Moreover, SIP did not mention the facilities and support services that special needs children required in the school. There was also no specific column for special needs children in the school statistics form.   Only dalits and indigenous group children had a column in the form.   No specific plans and programs are found included in the SIPs of the sample schools under study.

Capacity development through Individual Education Plan (IEP)

One of the objectives of IE is to provide equal opportunity to children. In order to provide equal opportunity teachers should keep children's individual records.   IEP is developed by the teachers to keep the holistic record (slow learner, fast learner, deaf, blind, etc.) of each individual child. The teachers were oriented on developing lesson plans that include various emotional learning inputs.   Combinations of vision, sound and activities come under the emotional learning. Emotional learning skills are provided to both disabled and non-disabled children. Such skills are mentioned in the basic IE training package, 2062.

The study included IEP of school. Classes were observed, teachers were individually interviewed and children's portfolios were checked.   In one of the schools of Chitwan the Continuous Assessment System (CAS) form was used for keeping individual records of students. Annual progress of the children is recorded under CAS. No such monthly record keeping had been developed in the school.   In Banke, a different format known as 'Mixed Ability Group had been developed and for record keeping. Under this format, children are categorized as A, B, C and D. In each group there are all types of children - very weak to good to very good - are included. A monthly

test of each child is taken and his/her progress is checked.   The monthly test result is recorded and the children are moved from one group to another, based on their ability. In Banke, this system is in use. There is no IEP format developed in written form. Only individual records of children are kept. In Kavre, there is no individual file and no IEP of children. Mixed ability groups (of slow, medium and fast learners) are formed so that slow learners are helped by fast learners. In Jhapa, the schools were planning to form separate groups of fast, medium and slow learners because of the introduction of the Liberal Promotion policy by the government. Consequently, all the children of grade I would be promoted to grade II. The teachers were facing the problem of having to teach children of different abilities.   So they formed separate sections for children of grade II. In Dadeldhura the IEP concept was virtually non-existent. IEP, which forms the basis of teaching children with special needs, was thus ignored in all the schools visited for the study

Clusterwise IE Awareness Program

Clusterwise IE awareness programs are organized in order to make the community people aware that the school has been established for all types of children. The school for all is an IE concept and people are made aware of it through the IE program which is conducted clusterwise. For IE awareness, teachers, representatives of parents' association, parents, social workers and head teachers were trained through the basic IE training package.   The objective of the training was to explain the meaning of IE, identify the excluded group (and the causes of exclusion) and suggest solutions to the problems of the exclusion.   The other objectives of the training included making the people aware of the IE indicators and identifying techniques of including IE in SIP.

The study focused on expected outcome of the IE awareness program. According to the IE trainees, parents, SMC members and PTA members were simply unaware of IE. The reason for the lack of awareness of the concept of IE was that the one-day IE training provided for them was far from sufficient. Moreover, their participation in the training was minimal. Interestingly, in one of the schools of Chitwan, an SMC member was found to be aware of the IE. The reason for his awareness related to his being the former head teacher (of another school).

The records of out-of-school and disabled children were included in the School Improvement Plan (SIP). Teachers and the SMC were working hard to bring such children to school. But they were not successful in retaining them.

In Chitwan, a physically disabled child was brought to school but for lack of suitable physical facility and teacher's care he soon dropped out. In Jhapa the out-of-school children were brought to school. In Banke out-of-school children (Muslims) were brought to school but their dropout could not be checked. As they were Muslims, they were debarred from receiving the *Dalit* and girls scholarship. According to the teachers of the sample schools of Kavre and Dadeldhura, there were no such out-of-school children in the community. The schools of Kavre had included out-of-school children in SIP. But in Dadeldhura, there was no system of including out-of-school children in SIP. It was due to the problem in collecting children's data caused by the conflict situation in Dadeldura. The study analyzed the SIP of all the sample schools of the five districts. The analysis was made in order to find out the interrelation between SIP and IE. The analysis showed that inclusive aspects such as inclusive classroom management and individual children's learning needs were not included in SIP.

Cluster Meeting

Three nearby schools were selected for the IE program in each district. The short distance between the schools was considered to facilitate exchange of observations (by the teachers). Discussions would follow observations and suggestions for improvement would come up. The IE classroom delivery would be improved. The cluster meeting was conducted twice a year. Both negative and positive factors resulting from the observation were discussed among the teachers. The positive aspects of a school are adopted and the negative aspects discarded by another school. The cluster meeting has already started in Kavre and Chitwan. In Kavre, the three schools for the study were divided into two clusters. Lankhanamai Primary School and Purnasanjibani Secondary School together formed one cluster, and Sharda Secondary School formed the other cluster. The resource centre was with Purnasanjibani Secondary School, Dhulikhel and the Assessment Centre with Sharada Secondary School, Sunthan.

District's support for IE classroom delivery

According to the IE selection criteria set by the centre three schools located in one VDC or an adjoining VDC should be selected for conducting the IE program. Preference should be given to the school which runs the resource class. A cluster is then made of the three selected nearby schools. In Chitwan, Jhapa and Dadeldhura, such activities have not been conducted. The teachers of Jhapa said that this was due to the shortage of teachers and

time. In Chitwan change of the resource person prevented this. But they have already planned for such activities. In case of Dadeldhura, the concept of conducting such activities is yet to be developed. In Banke and Kavre the activities were conducted only after the teachers received the IE training. But the intended activities could not be continued because of budget constraint, the teachers reported.

The DE Office nominates participants for the training of teachers (TOT) and sends their list to the Department. Cluster supervisor, section officer at DEO, cluster resource person, head teacher of the school where the resource centre is located) and AC coordinator are the qualified participants. A 6-day training is provided at the centre to these selected participants. After receiving the training, the trainers provide a clusterwise 6-day training at the district for the teachers of the IE schools. The training is provided, based on the Whole School Approach. The approach provides training to all the teachers of the IE school. The district provides the logistic support required for the training. The venue for the training is arranged by the DE Office. The follow-up training is provided to the IE training participants by the district. The objective of the follow-up training is the sharing of the experiences of the IE classroom (after the training) and find solutions to the problems encountered in the classroom. The study shows that the district level IE training was conducted in all the sample districts and that the training was provided to all the teachers of the IE schools. But no follow-up of the training was conducted. No one is taking initiative in this regard. The IE teachers are simply unaware of the importance of sharing training experiences. The AC coordinators in all the districts have low academic profiles and they have little experience in the related field. They are aware of their responsibility regarding the disabled children only, not for the children of IE and other group. They are coordinating with the NGOs in relation to the program for the disabled with only little focus on the integrated or inclusive education program.

According to the concept of inclusive education all the children should be welcomed to school. Schools should be encouraged in creating a joyful environment for retaining the special needs children in school. The DE Office had provided Rs. 15000 to each school under the school improvement program. Community mobilization, cluster mapping, furniture (movable), wall painting and educational materials fall as activities under the school improvement program. Such school improvement activities are conducted to make the teaching-learning joyful for children, especially the special needs children. In Chitwan, the Rastriya Primary School has used the fund for

purchasing the learning materials such as blocks and word cards that could be used by the children in the classroom. Book corners have been established in the classroom. The other two schools of Chitwan have focused on creating physical facility for the disabled children. The road to the classroom has been made easy for the wheel chair. In Banke, one of the schools has provided carpet flooring to grade I. In Kavre, there is wooden flooring with carpet for grade I. There are wall paintings in Lankhanamai and Purna Sanjibani Schools. In Sharada Secondary School, classroom wall painting was not that good because the walls are made of mud. In Jhapa, Birat Primary School has decorated the classrooms with pictures and drawings. There is also a mirror on the wall of grade I classroom. There are three blackboards in this classroom. Two small blackboards are on two sides of the main blackboard. The smaller blackboards have been adjusted to the access of the children. In the other two schools, there are drawings (made by the children) pasted on the walls of the classroom. In the schools of Dadeldhura, the student made teacher-made materials (such as pictures and paper clips) are stuck on the walls. All the schools have purchased musical instruments such as madal, harmonium and jhali. More desks and benches have been added in the classroom. There is also a rack in the classrooms on which the low-cost materials are displayed. The schools have also used the fund for parents' gathering, school mapping and purchase of furniture. Part of the fund is also used for the salary of the teachers appointed by the schools. In grade III of Tripurasundari Primary School, there are charts and word cards.

The Department of Education provides Rs. 10,000 for the learning improvement of children. This amount could be used for school uniform, necessary instrument such as hearing aids and instructional materials. In Chitwan, Nepal Rastriya Primary School used the amount in purchasing instructional materials. Those materials are kept in the classroom for use by the children. The two other schools have not used the amount for any kind of instructional improvement. The schools of Banke have purchased the instructional materials. In Kavre, Lankhanamai Primary School has used the amount in purchasing the materials whereas the other two schools have not done so. Baghchaur Primary School of Dadeldhura has provided school uniform to fourteen students of the primary level.

Role of AC in capacity development of teachers

The Assessment Centre (AC) has been established in 47 districts to identify the problems of special needs children, prepare plans to solve their problems, provide consultancy and perform other technical works. AC plays an

important role in the selection of skill- oriented program for the children of integrated education, inclusive education and special education. It also manages the required resources for disabled children by coordinating the resources available in the district. It coordinates and mobilizes the NGOs, CBOs and INGOs of the district for this purpose. The following are the major roles of AC:

- Planning for the education and rehabilitation of the disabled children

- Coordination of government and non-governmental organizations working for the disabled children.

- Selection and assessment of special needs children

- Recommendation for the admission of the special needs children either to resource class or to regular school.

- Organizing meeting of resource teachers in order to formulate and implement the education plan for the special needs children.

- Developing proposal for the education of disabled children and including it in SIP, VEP and DEP.

The research team visited the DE Office and the Assessment Centre for the records of AC. Emphasis was laid on analyzing AC's activities for the development of IE. Minutes were checked to access the role of AC in the development of IE. Focus was shed on the role of AC in the capacity development for teachers and making the class more inclusive. The screening and referral system of AC of the special needs children was also put in focus. Field study shows that AC's activity was limited to the welfare and development of disabled children only. It has not identified the children for the IE class. It identified only the disabled children and sent them to the concerned resource class. However, it has prepared a list of the disabled children of the district scholarship purposes.

The AC coordinator played an active role in providing training to the teachers of IE. But his efforts did not cover the training on how to separate the special needs children for the resource class and the inclusive class. For example, a teacher in Kavre said that a male child who was moderately deaf was enrolled for grade IV. He used to sit at the back of the class and did not pay attention to the teaching of the teacher. The teacher thought that he was not interested in learning. The teacher could identify him as moderately deaf only when he reached grade VII. It means that the teachers lacked the capacity to identifying the disability. Asked about the role of the AC in

capacity building of teachers, they said that there was no monitoring of classes by AC. As a result, the teachers were unable to share experiences and give feedback for improvement. According to the teachers, training was necessary for dealing with the disabled children in the classroom. The IE/SNE guideline 2061 says that at least one teacher of the school will be trained if disabled children are enrolled in that IE school. The field study shows that the schools have not yet demanded such training. AC also has not taken any initiative towards providing necessary training to the IE teachers. None of the teachers of the sample schools, (Sharada Secondary School excepted) of Kavre was found trained in dealing with the disabled children.

Discussion

All the teachers of the sample schools have received the IE training. But there was variation in the duration of training. Although the training duration was of six days, some teachers participated for two days only. It was so because they were informed about the training belatedly. The teachers were found positive only in word by IE but not so in practice. Class observation showed that the teachers did not have the capacity to deliver instruction to inclusive children. This was so with all the sample schools of Banke and Kavre. Teachers' capacity to deal with the special needs children was also judged through their academic qualifications. It was seen that over- qualifications did not make any difference in inclusive teaching. Individual education plan for the child in the school is one of the components of IE. But the research showed that there was no such planning for children in the schools. The concept of cluster meeting was there in the schools of Banke, Chitwan and Kavre, however, cluster meeting, discontinued because teachers felt holding the meeting was not mandatory. There was no budget either.

District support to IE in the schools was also covered by the study. The district selected the participants for TOT. Clusterwise training was also conducted by the participants of TOT. But there was no follow-up. There was lack of human resources for the follow-up of IE Program. District education office was occupied with other activities but not with IE. There is one Assessment Centre in each district to identify the differing needs of the children. Though the major role of AC is to recommend SNE children for admission to the school or the resource center, no SNE child recommended by AC was found in the IE class. IE schools referred disabled children to the resource center. Lack of coordination between AC and the IE schools was more than obvious.

CHAPTER VII
Effectiveness of Welcome to School Program

In Nepal, about 13 percent primary school-age children are out of school. In order to bring them to school, the government has conducted various types of programs such as incentive and scholarship, nutrition - and free textbooks, uniform and stationary.   These programs are conducted in different ways. Similarly, different campaigns such as Welcome to School, Awareness and Income Generation for parents are being launched.   Some of these programs were conducted on experimental basis and as piloting whereas other programs are still continuing.   The welcome to School program, initiated in 2004, includes door-to-door visits, parental awareness programs, decorating schools, organizing children's rallies, performing street dramas and organizing folk song programs. Forms for the admission of new students are also filled in under the program. The main objective of the program is to enroll the disabled, dalit and deprived children to the nearby school and to provide textbooks and scholarships to the children as soon as possible. Retaining the enrolled children in the school and decreasing the dropout in grade I are the other objectives of the program. In order to retain children in grade I, the government has implemented the policy of liberal promotion. Under this policy all the children of grade I are promoted to grade II on completion of one year in the school.

Effectiveness of Welcome to School

One of the objectives of the study was to measure the effectiveness of the Welcome to School program in the context of the inclusive classroom. The study focused on the arrangement made in the classroom. The program helped to increase the number of children including the special needs children in the school. Classes were observed for the arrangement made for the special needs children.   Thirteen types of special needs children were identified by DOE. This was stated in a seminar organized in Kathmandu. In the classroom observation the learning environment and sitting arrangement for the special needs children received good focus.

After the introduction of the Welcome to School program, the classroom situation was found different in different schools. Field data show an increase in the number of students including disabled children, and dalit and indigenous children in the schools (Chitwan). Orphans and children from

bonded labour groups are also attracted towards the school. But the schools (except Rastriya Primary School, Shantipur), have not been able to arrange classes according to the needs of the special needs children. Rastriya Primary School provided textbooks, copies, uniforms and bags, to bring the special needs children to school. GOs, NGOs and school resources also helped to provide them such facilities. Classrooms were also arranged according to their needs. Sitting arrangement also was made as required. All the three sample schools of Banke have done this. In Kavre, Sharada Secondary School organized a program to welcome the children. But the other two schools provided school uniform, paper and pens, in a welcome program, to the children enrolled for grade I. In Durga Secondary School and Mohan Maya Lower Secondary School of Jhapa the classes had got over-crowded due to the program. There were 70 children in grade II (A) of Durga and 72 children in grade III of Mohan Maya on the day of observation. But the furniture was inadequate - eight to nine students on a bench. Even the researchers did not have space to sit in for class observation. As the number of students was high the classes could not be managed properly. Teachers were not aware of the presence of special needs children in the classroom. The teachers did not have time to check the class work of the students. In one case, the mathematics teacher just put a tick mark in a grade II student's class work. Later, when the researcher checked the ticked class work she found a mistake in it. Some of the students were talking to each other whereas a boy was seen having a good nap in the classroom. It was all due to the overcowdedness of the class. There were children of different ethnic, linguistic and religious groups in a class of Durga Secondary School. Asked about language difficulty, they said that they had no problem because they spoke in Nepali fluently. There was no gender, religion and ethnicity discrimination. In Dadeldhura schools did not make any special arrangement for the special needs children. Even the disabled children (hearing impaired) sat on the back bench of the classroom. There were mainly only the dalits and the high-caste children in the sample schools. Scholarships were provided to the dalits, considering their caste, not considering that they were special needs children.

Children in inclusive classroom

The arrangement made by the teachers for the special needs children in the classroom was observed. Altogether, 38 classes were observed in 12 sample schools. The classes of the three schools of Banke could not be observed because the classes were not running even though the schools were open. It was children's admission time. The records of children and the efforts made

for record keeping by the school were also checked during school visit. In order to get required information, the school record of special needs children for three years was checked.

The analysis of school record shows that categorization of children was done in different ways in different schools. Records of dalit children were available in all the sample schools. The records of indigenous children were found in all the districts except Dadeldhura. The children were categorized as language minority and orphan in the school records of Chitwan, Jhapa and Banke. In Chitwan and Banke the children were categorized as bonded labour and child labour. Children were categorized as conflict-affected in the school records of Banke and Dadeldhura. Mildly disabled children had their records in the school. In Bhumiraj Primary School of Dadeldhura, teachers are teaching physically disabled children in the inclusive class. Jhapa had a physically disabled child in grade II of Durga Secondary School and a mentally retarded child in grade V of Birat Primary School. In Kavre, one physically disabled and two slow learner children were found. In Lankhanamai Primary School of Banke, the list of the disabled children was in display in the classroom.

Status of children in the inclusive classroom

According to the inclusive education concept, children differ in status and learning opportunities should be provided as per their needs. The study tried to find out the types of children in the classrooms. Teachers' interviews, classroom observation findings and school records were used to find out the types of children and their status. Different types of children found in different classrooms of the sample schools and arrangements were made for them as required. The teachers in Banke kept records of the special needs children after visiting their homes and identifying their status. The learning level of the children was observed in the classroom and their physical and mental status abilities were recorded. In Rastriya Primary School of Chitwan children were given special care according to their needs. According to the teachers of Lankhanamai Primary School and Purna Sanjibani High School of Kavre, children were identified through home visits and school observations, and arrangements were made accordingly. But they admitted that there was no progress record of those children in the schools because the schools were not aware of this obligation. The cases of Jhapa and Dadeldhura were different. Teachers did not make any special classroom arrangement for the special needs children. The reason for this, pointed out as by the teachers, was that there was no need of special arrangements because the linguistic,

ethnic and gender problem did not exist in their schools. They were going to separate or group the children according to their ability levels. This did not at all confirm concept of inclusive education.

Student Enrolment

The study collected three-year's data on children's enrolment in all the sample schools. The children were categorized into thirteen types. Although the following table includes only the number of dalit and Janajati children, the grand total includes all types of children including the high-caste children. Though the data in the table were picked up from the school records, they were also verified with the outcomes of interviews and classroom observations. The disabled children seen in the classroom during observation were not included as the disabled as such in the school records. This means that the school has identification problem. Inclusive education and the Welcome to School program were both introduced in 2061. The figures in the 2062 BS column relate to both IE and Welcome to School.

Table 7.1
Categorization of Disadvantaged Children

	Categories	2060 BS		2061 BS		2062 BS	
Chitwan		G	T	G	T	G	T
	Dalit	110	225	117	256	98	242
	Janajati	125	304	150	320	105	262
	Disabled	12	38	0	5	5	19
	Total	235	529	267	581	209	523
	Grand total	500	918	348	872	305	750
Banke	Dalit	27	56	31	66	44	93
	Janajati	129	317	89	235	266	469
	Physically disabled	2	4	3	4	3	7
	Mentally retarded	1	7	1	5	3	3
	Blind	2	3	2	3	3	3
	Deaf		1	1	1	1	2
	Total	161	388	127	314	320	577
	Grand total	369	760	371	716	604	768

Jhapa	Dalit	86	197	99	218	82	250
	Janajati	218	428	317	622	272	597
	Physically disabled	0	2	0	0	0	1
	Blind	5	9	6	10	5	7
	Deaf	7	14	10	20	10	21
	Total	316	650	432	870	369	876
	Grand total	569	1144	618	1213	604	1351
Dhaledhura	Dalit	42	76	56	110	25	125
	Janajati	0	0	0	2	2	4
	Physically disabled	0	0	3	4	0	0
	Total	42	76	59	116	27	129
	Grand total	121	228	162	284	153	308
Kavre	Dalit	73	198	43	91	79	164
	Janajati	124	202	110	213	79	218
	Total	197	400	153	304	158	382
	Grand total	272	508	270	537	287	556

The above table shows that in Chitwan there was an increase in the number of children in the year 2061. The total number of 529 in 2060 reached 581 in 2061. This owed to the positive impact of IE and Welcome to School program. There was also an improvement in the number of dalit children. There were 225 dalits in 2060. This number rose to 256 in 2061. There was a slight decrease in the number of children in the year 2062. But a fluctuation was found in the number of Janajatis. It is because most of the children of boarding schools were enrolled in public schools in 2061. The reason was that Maoist insurgency had compelled the boarding schools to close down and consequently the children of these schools were enrolled in the public schools including the sample schools. Later, when the boarding schools were reopened, the children dropped out and rejoined the boarding schools. This was seen mainly in the high-caste children and Janajatis. Although the Janajatis belong to the disadvantaged group, the Janajatis of Chitwan are British Gurkha people who are economically well-off and can send their children to boarding schools. With dalits the research team did not see such change because they were not in a position to send their children to boarding

schools. In Banke, there was an increase in the number of children in all the three years. The Dalits students' number, which was 56 in 2060, went up to 66 and became as high as 93 in 2062. In the case of Janajati students, there was a high increase in the number of students. The number of children 317 in 2060 reached 235 in 2061 and 469 in 2062. The number of physically disabled children also increased in the year 2062. The number of deaf children increased from 1 to 2 in 2062. But the number of mentally retarded children decreased in 2061 and 2062. The blind children's number remained stable in all the three years.

The above table shows that in Jhapa the number of dalit children increased from 197 to 218 and then to 250 in 2060, 2061 and 2062 respectively. But the number of Janajati children 197 in 2060 increased to 218 in 2061 and to 250 in 2062. There were 2 physically disabled children in 2060 but none in 2061. Then in 2062 a physically disabled child appeared. In total, there were 650 disadvantaged children in 2060, 870 in 2061 and 876 in 2062. As in the other districts, the number of dalit children increased in Dadeldhura. But there were only a few Janajati students in this district. In 2060, there was no Janajati child here. But there appeared 2 and 4 Janajati children in the year 2061 and 2062. Physically disabled children appeared only in 2061. In total, the number of the disadvantaged children increased in the year 2061 and 2062. The grand total also shows an increase in the number of children in Dadeldhura. In Kavre, there was fluctuation in the number of students. The number of total disadvantaged children 400 in 2060 decreased to 304 in 2061 but increased to 382 in 2062. The same is the case with the grand total of children in this district. The number of Janajati children increased in 2061 and 2062. But the dalit children's case is different. There was fluctuation in the number of children. The total number of dalit children 198 decreased to 91 in 2061 and it increased to 164 in 2062. The increase in the number of children in 2062 proves the positive impact of the Welcome to School program.

Dropouts

The study collected data on the dropout of children in order to find out effectiveness of the inclusive classroom. Data were collected from all the sample schools of the selected districts. Data on dalit, Janajati and physically disabled were available in Chitwan. In Banke, data on mentally retarded children were available along with the data on dalit, Janajati and physically disabled children. In Jhapa, Dadeldhura and Kavre, only the data of dalit and Janajati students were available. An analysis of the dropout children's data

shows that in Chitwan the total numbers of such children were 84 and 140 in 2060 and 2061 respectively. The total numbers of disadvantaged children were 48 in 2060 and 127 in 2061 respectively. If the dropout data of dalits and Janajatis are compared, the fluctuation in the dropout appears to be just the opposite. For example, there were 28 dalit dropouts in 2060. This number slided down to 34 in 2061. In case of Janajati the number of dropout children that was 18 in 2060 went up to 93 in 2061. The data is based on the information collected from only one school i.e., Nepal Rastriya Primary School. The other two sample schools did not have such data.

Banke offers a different picture of dropout children. Here the disadvantaged children are categorized into dalit, Janajati, physically disabled and mentally retarded. Here, the total number of disadvantaged children in 2060 was 59; it was 62 in 2061 and 63 in 2062. The number of dalit dropouts increased over these years. The number of such children rose from 1 to 5 to 6 in 2060, 2061 and 2062 respectively. The Janajati children were 58 in 2060, and 56 in 2061 and 2062. There was only on physically disabled in 2062 and only one mentally retarded child in the inclusive classroom in 2061. In total, the numbers of dropout children in 2060, 2061 and 2062 were 113, 89 and 98 respectively. Jhapa had the same case as Chitwan. Here, data on the disabled children could be acquired from only one sample school i.e. Mohan Maya Lower Secondary School. This school had a high rate of dalit and Janajati dropouts. The number of dalit dropouts in the years 2060, 2061 and 2062 were 33, 13 and 15 respectively. In the same years the Janajati dropouts were 31, 27 and 36. In total, the number of dropout children including the disadvantaged children was 92, 112 and 94 in 2060, 2061 and 2062 respectively.

In Dadeldhura the record of only dalit dropout children was available. There was 1 dalit in 2061 and there were 3 and 4 dalits in 2061 and 2061 in the sample schools of the district. In total, there were 2, 14 and 6 dropout children in 2060, 2061 and 2062 respectively in the sample schools. The number of dropout children was increasing (Kavre). There were 63, 64 and 86 dropout children in 2060, 2061 and 2062. There was an increase in the dropout of both dalit and Janajati children. The three years' data show that there were 16, 17 and 19 dalit students in 2060, 2061 and 2062 respectively. The data on Janajati children shows that there were 20 children in 2060, 29 in 2061 and 30 in 2062. The following table gives a picture of dropout situation in the sample schools over the three years period.

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Table 7.2
Dropout Scenario

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	Categories	2060 BS		2061 BS		2062 BS	
Chitwan*		G	T	G	T	G	T
	Dalit	12	28	15	34		
	Janajati	7	18	38	93		
	Disabled	0	2	0	0		
	Total	20	48	53	127		
	Grand total	39	84	56	140		
Banke	Dalit	1	1	2	5	4	6
	Janajati	32	58	28	56	25	56
	Physically disabled	0	0	0	0	0	1
	Mentally retarded	0	0	0	1	0	0
	Total	33	59	30	62	29	63
	Grand total	43	113	42	89	58	98
Jhapa	Dalit	13	33	0	13	4	15
	Janajati	17	31	18	27	17	36
	Total	30	64	18	40	21	51
	Grand total	34	92	62	112	27	94
Dhaledhura	Dalit	0	1	0	5	1	4
	Total disadvantaged	0	1	0	5	1	4
	Grand total	1	2	6	14	2	6
Kavre	Dalit	6	16	6	17	12	19
	Janajati	17	20	12	29	15	30
	Total	23	36	18	46	27	49
	Grand total	27	63	23	64	37	86

Note: * The field visit was conducted in Phalgun and the academic year had not yet completed. So the 2062 dropout data of Chitwan in 2062 were not available.

Repeaters

The Repeaters' data of Chitwan district shows that the number of repeaters lowered to 102 in 2061. In 2060 number of disadvantaged children was high. There was a big difference between the total number of children in 2060 and 2061. In 2060 the number of children was 398, which came down to 179 in 2061. Similarly, the number of dalit, Janajati and disabled repeaters decreased in 2061. Banke had the second highest number of Janajati repeaters. School data showed 90, 83 and 80 repeaters in 2060, 2061 and 2062 respectively. The number of dalit repeaters was 13 in 2060, 15 in 2061 and 17 in 2062. There was 1 physically disabled repeater in both 2060 and 2062. Likewise, there were 1 mentally retarded repeater and blind repeater child in the year 2062. There was 1 deaf child in 2060. In total there were 133, 172 and 48 repeaters in 2060, 2061 and 2062 respectively. Jhapa shows a fluctuation in the number of repeaters. According to the data provided by the sample schools there were 91 disadvantaged repeaters in 2060, 9 in 2061 and 2 in 2062. If these figures are added to the figures of the high caste repeaters, then the figures will be 181, 171 and 245 for the years 2060, 2061 and 2062. The numbers of Dalits and Janajatis were high only in 2060.

Table 7.3
Repeaters Scenario

		2060 BS		2061 BS		2062 BS	
Chitwan*	Categories	G	T	G	T	G	T
	Dalit	47	68	2	66		
	Janajati	47	207	4	35		
	Disabled	0	5	0	1		
	Total	94	280	6	102		
	Grand total	287	398	21	179		
Banke	Dalit	3	13	6	15	8	17
	Janajati	30	90	34	83	41	80
	Physically disabled	0	1	0	0	1	1
	Mentally retarded	0	0	0	0	1	1
	Blind	0	0	0	0	0	1
	Deaf	0	1	0	0	0	0
	Total	33	105	40	98	51	100

	Grand total	64	133	48	172	207	48
Jhapa	Dalit	7	26	1	1	0	0
	Janajati	31	65	0	5	0	1
	Deaf	0	0	2	3	1	1
	Total	38	91	3	9	1	2
	Grand total	93	181	100	171	137	245
Dhaledhura	Dalit	9	22	17	38	40	52
	Janajati	0	0	0	2	1	1
	Physically disabled	0	0	3	4	3	3
	Total	9	22	17	44	44	56
	Grand total	28	48	41	64	43	106
Kavre	Dalit	22	50	3	6	23	54
	Janajati	23	34	21	57	13	23
	Total	55	84	24	63	36	77
	Grand total	58	87	48	94	45	83

Note: *As the field visit was conducted in Phalgun and the academic year had not yet completed. So the repeaters data of 2062 were not available.

The table above shows the number of Janajatis repeaters as small. There was no Janajati or physically disabled child in 2060. But there appeared two Janajati children in 2061 and there was 1 in 2062. Similarly, there were 4 physically disabled in 2061 and 3 in 2062. The table shows an increase in the number of disadvantaged repeaters in the three consecutive years. In Kavre, only data on dalit and Janajati repeaters were available because there was no disabled child repeater. The disabled children were sent to resource classes. The data on dalit and Janajati shows that there was fluctuation in their numbers. The number of dalit repeaters 50 in 2060 came down to 6 in 2061 and went up to 54 in 2062. Similarly, the number of Janajatis was 34 in 2060 which went up to 57 in 2061 and came down to 23 in 2062. Altogether there were 87, 94 and 83 repeaters in 2060, 2061 and 2062 respectively.

Promotees

The numbers of all types of Promotees (except the number of physically disabled children) increased in the sample schools of Chitwan district. If the 2060 and 2061 data are compared, then an increase in the number of Promotees in 2061 will be obvious. There were 129 dalits in 2060. This number reached 156 in 2061. The number of Janajati Promotees also increased from 179 to 192 (2060 to 2061). But the number of physically disabled Promotees 31 decreased to 4 in 2062. There was variation in the number of Promotees because identifying children depended upon the ability of the class teacher and also because it varied from person to person. In total, there were 339 disadvantaged children in 2060 and 352 in 2061. The total number of children including the high-caste children rose from 436 in 2060 and 523 in 2061. In Banke, the school record on the dalit, Janajati, and all other types of disabled children (physically disabled, mentally retarded, blind and deaf) was available. The highest number of Promotees in the entire disadvantaged group was that of the Janajati children. Their promotion number was high in all the three years – 125 in 2060, 133 in 2061 and 238 in 2062. There were 29, 20 and 62 dalit children in 2060, 2061 and 2062 respectively. In total, there were 514 Promotees in 2060. This figure declined to 455 in 2061 but increased to 662 in 2062. In Jhapa, we could see an increase in the number of dalits and Janajatis in 2061 and 2062. There were 139 dalits in 2060. This figure reached 171 in 2061 and 204 in 2062. Likewise, there were 332 Janajati Promotees in 2060, 480 in 2061 and 562 in 2062. There were 9 blind Promotees in 2060, 10 in 2061 and 7 in 2062. The number of deaf Promotees was higher than that of the blind Promotees. Their number was increasing over the three consecutive years (14 to 16 to 20). The total number of disadvantaged Promotees in 2060, 2061 and 2062 was 494, 677 and 793 respectively, which was more than half of the total number of Promotees. Dadeldhura had a different picture. There were only three Janajati Promotees in 2062. The total number of the disadvantaged children was gradually increasing (because of the dalit children). The table below shows 178, 206 and 196 Promotees in the years 2060, 2061 and 2062 respectively. As in Dadeldhura, there were no such disabled Promotees in Kavre. But in contrast, the number of Janajati was higher than that of dalits. The number of Janajatis was on an increasing trend. But the number of dalit Promotees was fluctuating. The number of disadvantaged children was more than half of the total Promotees in this district. The following table shows the situation of total Promotees in the sample districts:

Table 7.4
Situation of Total Promotee Scenario

	Categories	2060		2061		2062	
Chitwan*		G	T	G	T	G	T
	Dalit	51	129	93	156	NA	NA
	Janajati	71	179	115	192	NA	NA
	Physically disabled	12	31	0	4		
	Total	134	339	208	352	NA	NA
	Grand total	174	436	313	523	NA	NA
Banke	Dalit	10	29	12	20	33	62
	Janajati	47	125	86	133	133	238
	Physically disabled	1	1	0	0	3	6
	Mentally retarded	0	1	0	1	0	2
	Blind	0	0	1	2	1	1
	Deaf	0	1	0	0	1	3
	Total	58	157	99	156	171	312
	Grand total	262	514	218	455	339	662
Jhapa	Dalit	62	139	92	171	78	204
	Janajati	170	332	165	480	257	562
	Blind	5	9	6	10	5	7
	Deaf	7	14	8	16	9	20
	Total	244	494	271	677	349	793
	Grand total	442	871	456	930	440	1012
Dhadeldhura	Dalit	33	53	36	67	22	69
	Janajati	0	0	0	0	1	3
	Total	33	53	36	67	23	72
	Grand total	92	178	115	206	108	196
Kavre	Dalit	45	97	34	68	44	91
	Janajati	84	146	77	127	98	164
	Total	129	243	111	195	208	255
	Grand total	187	358	199	379	205	387

Note: * As the field visit was conducted in Phalgun and the academic year was not complete the Promotees data in 2062 is not available.

Discussion

The target of the Welcome to School program is to bring all the out-of-school children to school by 2015 - as per the goal of Education for All (EFA). But hundreds of disabled, street, economically deprived and remote-area children are still out of school. The government has also launched the inclusive education program for such children. The Welcome to School program aims to bring in schooled children to school. The Department of Education has made it mandatory for schools to conduct this program for six days.   The program is conducted in cooperation with the DEE Office, VDC, CBOs, SMC, members resource persons, school supervisor and Parent Teacher' Association (PTA). The Welcome to School program also was conducted in the sample schools. Teachers, parents and SMC members visited the households in the school catchment area. As a result, the number of children has been increasing. The government had also made a policy to provide teachers and classrooms for the increased number of children but this policy was found implemented in only one school - that of Banke. But the classroom constructed was found to be of very low quality. It was a bamboo shed roofed with tin. As a result of the increase in the number children could not be properly accommodated in such a classroom.

CHAPTER VIII
Findings of the Study

This chapter presents with the outcomes of the literature review and major field study as findings. In the literature review, the policy and programs and empirical studies on inclusive education were taken up. The review concentrated on the previous FRP studies on disadvantaged children, scholarship and incentive programs for special focus groups, and special needs education and inclusive education. In both Phase 1 and Phase 2 studies of FRP, the focus was on access and retention of disadvantaged and disabled children. The findings of the previous studies are also linked to the present study findings. Other studies on inclusive education conducted by different organizations including CERID were also reviewed.

The policies and programs place emphasis on developing the concept of inclusive classroom. This study has therefore sought an answer to the question: Whether or not the inclusive education concept mentioned in the policies and programs of the government is put into practice in the classroom? It also highlights the positive side of the delivery mechanism of inclusive education. The district-level and school-level stakeholders were involved in the study - for help in objectives assessing the IE situation and in finding out solutions to the problems therein. The stakeholders in the district were district education officers, AC coordinators, district-level management committee members, supervisors, resource persons, section officers and accountants. At the school level, the head teacher, teachers, resource teachers, SMC members, PTA members, VDC members and CBO members, school children and parents were taken as respondents. Apart from that, class and school observations were made to verify what the respondents said. The findings are built on the responses of the stakeholders, observation and on-the-spot study of related literature. The major findings of the study are given in concise form below:

Identification of the needs of SNE

Identification of the needs of SNE is the joint task of AC and teachers trained for the IE program. If AC fulfils his/her role effectively, the teacher can identify SNC and treat them effectively in the classroom. In relation to the system and mechanism adopted to identify differing needs of children in the classroom, the following findings have been drawn:

- ACs are formed in all the sample districts and people from different walks of life have their representation in them. People affiliated with

health, education and the NGO sector have been involved in AC (as members). Although AC has been formed, it has not met on a regular basis.

- The members of AC are not clear about their roles and responsibilities. The AC chairperson is DEO who has no time for the activities of AC because he/she has many other responsibilities.

- The policies and IE implementation guidelines mention that school for IE should be located near the resource class so that children could benefit from both. There is a need of coordination between the IE school and the resource class in putting children in the schools appropriate for them. Though AC's responsibility is to look after the resource class, his/her linkage with the IE school is not clearly defined in the guidelines. Field data show that there is no coordination between AC, the inclusive school and the resource class.

- The IE training package ascribes identification of the needs children to the teachers. But the exact method of identifying the needs is not given in the training package. Field study shows that all the sample schools of and one of the sample schools of Chitwan have tried to identify the special needs children and their requirements in their own manner.

- There is no facility infrastructure to accommodate all types of children in the school. School visits show that some facilities were available in all the sample schools of Banke and in one school of Chitwan. A school with facilities is under construction in Kavre. However, teachers of all the schools have the knowledge of IE school environment.

- Eleven sample schools teachers have tried to create the inclusive classroom environment for grade I. There is a carpet spread over the classroom floor. So the children can move from one place to another while learning. There are separate blackboards placed at children's height in the classroom. Cupboards are also there. Games and educational materials are also available. Moreover, a school each in Chitwan and Kavre has a library corner in the classroom.   But the IE environment did not go beyond grade I.

- Children's individual situations differ in terms of mother language, conflict problem, child labour, etc. In Banke, Dadeldhura and Kavre, the children were found categorized.   In a school of Banke, the list of categorized children was pasted on the wall of the classroom. But this had a negative impact on the children because, knowing the reality, the

socially better-placed children would treat their categorized peers the other way.

- The language minority children did not have language problem in the school. For example, in Jhapa the number of language minority children is high but they understand and speak Nepali very well.

- There are dalit children in all the sample schools. But their proportion is very small. But they do not suffer discrimination (except in Dadeldhura).

- Also, there were no severely disabled children in the IE schools. Banke, Kavre and Chitwan have only mildly disabled children in their IE schools. Special treatment and facility are provided to them. They are seated at the front of the class, and stationery support is provided to them. But they deserve the scholarships as they do not fall under the dalit or girls category. There is no scholarship program for the disabled in the IE school.

Teachers' Capability and Sensitivity

The IE piloting and training are programs that were conducted to make teachers knowledgeable about the IE program. The IE piloting program was conducted in four districts (Banke, Udayapur, Kavre and Sindhupalchok) during BPEP II. The piloting program was conducted by the Department of with technical support of the Danish team. Both DOE and DEO provided short-term training to the teachers of the piloting districts. They observed classes throughout the piloting phase and provided feedback. CERID also undertook a study of the piloting program and provided feedback to the Department. There was a 6-day orientation training organized for the teachers of the IE schools by the Inclusive Education Section of DOE after the implementation of EFA. The training made teachers aware of the need of bringing all children to school. Creation of equal learning opportunities for children was also underlined in the training. There should be an individual education plan (IEP) in each IE school. Learning corners in the classroom, group formation for creating a joyful learning environment child-centered delivery, peer teaching, and two-plus-two classroom supervision were the contents of the IE training program. The study focused on teachers' awareness of the training inputs and the use of the training skills in the classroom. The improvements that come after use of the training experiences in the classroom teaching were analyzed. If the training experiences were found not put into practice, the reasons for this would be asked. The

following are the major findings on teachers' awareness about the IE classroom:

- The teachers of one of the schools of Banke were found sensitive towards the special needs children. They have kept the individual records of the children every month for intended improvement. The lesson planning for the individual child was made as required. The schools in other districts have not done so.

- Teachers in Banke have been successful in bringing the physically disabled children to school through the door-to-door campaign. They provided them necessary support with the assistance of an NGO.

- Disabled children were enrolled in the schools of Banke district only.

- The peer-teaching concept has been developed only in the sample schools of Kavre. The other sample schools have not been able to do so for want of teachers.

- Interaction between the teachers and students was absent in the schools of Jhapa and Chitwan because of the large class. Special needs children were not identified.

- Group formation of children is done only a few months after the start of the school session, not immediately after the children joined the school. The notion was that teachers would be able to assess children's ability only after a few months of their participation in the classroom and other activities.

- Training skills of the teachers are not fully transferred into the classroom. Most teachers were not able to take full advantage of the training because they were not informed about the training days and time.

- The training package did not tie up with the local context. For example, Banke had disabled children in the class but the training package did not have any input related to such children.

- The government has a policy of funding as required under SIP. But the schools have not included any content on the required infrastructure for IE in SIP. Only data on dalits and indigenous people were included in SIP and other data-base systems. There was no space or column in the school statistics form for the data on other types of children.

- The IE training package mentions cluster meeting. But the meeting was conducted only in Kavre. For lack of budget the cluster meeting could not be called in other schools.

Welcome to School and Retention of Children

The Welcome to School program was introduced in 2004 with the objective of increasing the number of children, especially special needs children, in the school. Every year, a special program is organized at the beginning of the academic session, to welcome the out-of-school children to the school. Teachers make door-to-door visits. Children's rallies are organized to make people aware of children's education. District-level stakeholders support the schools of the district in such campaigns. The following are the findings derived from the analysis of field data:

- The program has helped to bring the out-of-school children to school in Jhapa, Chitwan and Banke.

- Although the number of children has increased, the program has not been able to bring the dalit, disabled and special minority group children to school. For example, Bageshori Primary School could not attract the Muslim children. A total of 50 Muslim children had joined this school in 2005, but they all dropped out as they did not receive the scholarship because they were neither dalit nor girls.

- There is fluctuation in the enrolment of other children whereas Dalit children's enrolment is nearly constant. This is due to the conflict situation. The private schools to which most of the Janajati and other children went were compelled to close down by the Maoists. After the close-down these children joined the public school. Later, when the schools were reopened they rejoined their previous schools (private).

- The numbers of dropouts and repeaters have also increased on account of the Welcome to School program. As the schools could not accommodate the new enrollees due to the lack of space and teachers, the children eventually dropped out.

- The government policy is to provide temporary shades and furniture to schools if the number of children is increased as the result of the Welcome to School program. But only one of the schools of Banke benefited from this facility. Such shades were not appropriate to the local context. The shades were made with bamboo and had tin roofs. These shades are not suitable for a place with a hot climate. The schools of Jhapa also faced the

problem of overcrowded classes. But they could not benefit from this facility.

- The liberal promotion system for Grade I has helped to increase the number of promotees and decrease the volume of repetition. But the teachers are not satisfied with this system. This has created a problem of maintaining the quality of education. As all the children are promoted to grade II without any functional assessment, their quality level is very questionable.

CHAPTER IX
Conclusion and Recommendations

Conclusion

Assessment Centre (AC) has been established in the 47 districts of IE and SNE districts of the country. Its major task is to identify the children for the resource class (RC) and the IE class. But in practice, AC's work is found limited only to identifying the SNE children. The AC coordinator's status is equal to that of a primary school teacher, so his/her qualification does not enable him/her to identify such children. According to the provision, DEO is the chairperson of AC. But the DEO not seem to be able to give time to AC functions due to his busy schedules. The resource person and supervisors have nothing to do with AC. There is no such mechanism to make the IE teachers capable to deal with special needs children. As a result, it has been difficult for them to identify children's ability or disability magnitudes. There is no coordination between AC, IE class and RC so that the severely disabled children identified within the school catchment area are excluded.

The teachers have not been able to use their skills experiences of the 6-day IE training in the classroom. The training duration was too short for by the training curriculum. Also, many teachers had participated only partial for want of prior information in the training package. More emphasis was given to theoretical aspects than to practical methods. The training package did not include experiences of the IE pilot program. The training package leaned heavily towards gender sensitivity at the cost of other significant aspects of IE. Schools and classroom observations showed that gender issues did not figure as prominently as they were expected due to the inadequate inclusion of the IE content in the training package and process. Intended sensitivity towards SNE children could not be aroused in the teachers and school managers.

The government initially provided some fund for the development of IE infrastructure in the first year of the IE program. But funding was discontinued from the second year (after the policy of providing fund through SIP was implemented). The school management was not aware of the inclusion of the IE concept in SIP. The system of collecting and recording data according to the IE concept has not yet developed in the schools. The data sheets do not include the records of all types of children.

The Welcome to School program has played a positive role in bringing children to school. But it could not develop any specific program for

bringing the special needs children to school. No infrastructure development program was introduced by the government to accommodate the children enrolled under Welcome to School.

The policy of liberal promotion system has been introduced in the schools but the teachers themselves do not seem to be satisfied with the system. They fear that it will erode the quality of education.

Recommendations

There is a need of change in the system and mechanism of identifying special needs children. Changes should be made in the AC structure. The AC coordinator should be capacitated to identify the special needs children. S/he should be able to identify the disabilities and the actual learning needs of SNE children. Similarly, the AC chairperson should be made head teacher of the school where the AC is located.

The IE teachers should be made knowledgeable about the special needs children. Their capabilities could be developed through further trainings emphasizing practical techniques of identification of children. Teachers should be authorized to refer the special needs children of the school catchment area to the resource class or the IE class as required.

Some specific changes should be made in the IE training package. The duration of the training should be of one month. The training contents should include practical knowledge and techniques of identifying children with special needs and of individualized education plan (IEP). Techniques of developing SIP should be included in the training package.

Separate physical facilities should be developed for IE - in order to make the school the School for All. Funds should be provided for the implementation of the plans and programs mentioned in SIP.

If the Welcome to School program is to be made successful, a complete set of activities involving teachers, trainers and managers should be organized. Necessary incentives should be provided for this.