

Inclusive Education Policy For the Person with Disability 2072 (2016)

1. Background

Getting education is right of every child. The Constitution of Nepal has a resolution of building an equitable society on the basis of proportionate inclusion and participation principle. In addition, the Constitution has provisioned compulsory and free basic education right to every citizen. Nepal has ratified Convention on Rights of Persons with Disabilities 2006 and Convention on the Rights of Child 1989. By expressing the commitments to the Education for All related international campaign, to include children with disabilities in the education mainstream by ensuring right to education, this Inclusive Education Policy 2072 (2016) has been issued.

Inclusive education is an education development approach that ensures rights to life long education in one's own community in a non-discriminative environment by respecting the cultural, class, caste and geographical diversities. With due importance to the ownership of community, this policy believes in the assumption that all can learn if appropriate environment is created and support is given by adapting to the needs of children in school.

Inclusive education approach helps to create a learning opportunity to the children who are denied of education due to whatever situational causes or are at the risk of dropping out from the school due to lack of adaptive and accessible environment, and support system. Based on this, inclusive education encourages adopting child centered teaching-learning process to fulfill social, cultural and educational needs by identifying child with disability.

2. Past Efforts

Nepal has been working to promote education to children with disabilities through provisioning different laws and programs. Section (6a) of the Education Act 2028 (1981) has mentioned that the operation of special education shall be similar to that of general education. Similarly, the education regulation 2059 (2002) has provisioned to operate Special Education by establishing a Special Education Council under the Chairpersonship of Education Minister. The Special Education Council is active to perform policy and program related regular tasks under the special education.

Special Education Policy 2053 (1996) has mentioned to provide education to blind, deaf, children with intellectual disability and physical disability with residential facility. Section (60) of the Education regulation 2059 (2002) has Clause to provide special education to the child with disability whereas section (66) of the same regulation and section (15) of the Disabled Protection and Welfare regulation 2051 (1994) has mentioned to provide facilities as prescribed by the Government of Nepal to the educational institutions that impart special education. Similarly section (151-2) of the education regulation 2059 (2002) has made compulsory provision for the institutional schools to provide scholarships to the students belonging to poor, person with disability, women, Dalit and Janjati

community, and such number of scholarships should not be less than 10 percent of the total students of the school. In this respect, a Special Education Operation Directive 2060 (2003) has been issued and under implementation.

Children with disabilities have got opportunity to study in different community schools, Resource Classes and Special Schools with scholarships. Provision of residential facility and Resource teacher has been made to the children with special needs in the Resource class and Special schools. Children with disabilities have been provided text books, teaching materials and equipments free of cost. In addition Assessment Centre has been established in 62 districts to identify disability, to provide disability related services, support and suggestion and to formulate other programs.

The UN Declaration of Human Rights 1948 and Convention on the Rights of Child 1989 have mentioned to have basic education right by all in free of cost. The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993, Asia Pacific Decade of Persons with Disabilities 1993-2002, Salamanca Declaration 1994, UN Convention on the Rights of Persons with Disabilities 2006 has stressed to include persons with disabilities and other person with special education needs in the national educational mainstream. In addition Incheon Declaration 2015 has encouraged the governments to make improvements in the policy to promote education of children with special education needs

Nepal has been making efforts in the area of policy and legal improvements to promote education to children with disabilities upon expressing commitments in different international forums including to the Jomtien Declaration 1990, Dakar Conference 2000 and Millennium Development Goals 2000. Based on these, the need of Inclusive Education Policy for person with disabilities has been felt necessary and proposed there off.

3. Present Situation

In Nepal integrated school for blind children and special school for deaf children was started was in 2021 (1964) 2023 (1966) respectively. Similarly special school for blind and children with physical disability was started in 2036 (1979) and another special school for children with intellectual disability was started in 2038 (1981).

The Government of Nepal has issued and implemented Special Education Policy in 2053 (1996) in order to increase access of children with disabilities and also to impart education based on their physical, mental and functional capacity.

Accepting the fact that children with disabilities have their own identify and special educational approach is needed for the different natured disability, special schools have been provisioned to the children with deaf, physical disability, blind and intellectual disability. Different programs are under implementation to make the schools accessible and develop the friendly environment so that children can reach to the schools. These include operation of Resource classes, establishment of Assessment Centers and provision of accessible textbooks in Braille script and sign language. Policy has been adopted to make the school buildings accessible to all types of disabilities.

Through out the country, there are 380 Resource classes, 32 Special schools and 22 Integrated Schools under operation for the education of deaf and hard of hearing, blind and children with intellectual disability. Currently a total of 74,829 children with disabilities of different natured are studying from pre-primary to higher school level.

4. Problems and Challenges

In the process of imparting quality education to the children with disabilities, there are following problems and challenges:

4.1 Despite several efforts in creating educational opportunity to children with disabilities, such children are not fully included in the educational mainstream due to less accountability of the family, community and school.

4.2 Despite the fact that there is mission of promoting social inclusion of persons with disabilities, expected results in the area of having quality livelihood and making the persons with disabilities independent have not achieved.

4.3 There is still risk of exclusion from educational mainstreaming and social inclusion of persons with disabilities due to the fact that pair learning and supporting work to child activities are not being effective as per the culture of inclusion.

4.4 Human resource development and management related efforts in the area of quality education and training to the children with disabilities are still incomplete.

4.5 Data collection and management of different category of children with disabilities is yet to be managed in a scientific manner.

4.6 Provision and utilization of advanced information technology to ease learning process of children with disabilities as per their need is yet to be managed.

4.7 There is lack of sufficient survey, research and practice on how to manage adaptive learning process fitting to the needs of different natured disability.

5. Need for the new Policy

Special Education Policy 1996 has been issued and under implementation, the concept of inclusion has been accepted while creating educational opportunity to all children in the in the process of Education for All campaign as per the Salamanca Declaration 1994 and the Article (24) of the UN Convention on the Rights of Person with Disabilities and its Optional Protocol 2006 has mentioned to adopt inclusive education to children with disabilities at all level. Alongside of above mentioned commitments, Nepal has internalized the 10 year Incheon Strategy and Plan of Action to 'Make the Rights Real' of people with disabilities in Asia-Pacific region during the period of 2013-2023. The provision made in the sub-article (3) and (4) of the Article (31) of Nepal's Constitution has directed to adopt compulsory inclusive education approach to the children with disabilities in the school. As a result of the political change, the inclusive democratic practices have been started in Nepal. It is required to have social inclusion of Children with disabilities in this process for which inclusive education is an appropriate mode, therefore, this policy has been prepared.

6. Vision

Each people with disability are empowered, independent and able to have dignified life through right based quality education.

7. Objectives

Main objective of the 'inclusive education policy for citizen with disability' is to prepare capable (able to provide leadership) and competitive citizen by ensuring quality education on right based approach through life-long education to the persons with all types of disabilities. To achieve this main objective, the following objectives have been formulated:

7.1 To ensure equitable access of children with disabilities in the quality educational opportunities.

7.2 To provide quality, life useful, skill oriented and employment oriented education as per the need of citizen with disabilities.

7.3 To provision lifelong continuous education for the citizen with disabilities.

8. Policies

8.1 Opportunities for free education shall be open to each child with disability at all levels based on the capacity and qualification. (Related to objective 7.1)

8.2 Provision of functional assessment based on the scientific system shall be provisioned while enrolling students with disabilities in the schools, universities and educational institutions (Related to objective 7.1)

8.3 Educational opportunities shall be ensured by making adaptations as per the nature of disability in the curriculum, textbooks, learning materials, reference materials and examination/evaluation system from early Child development to higher level education. (Related to objective 7.1)

8.4 All types of schools, universities and educational institutions shall be developed and transformed into disability friendly, girl student friendly, child friendly and as a non-violence learning centre for the overall development of student with disability (Related to objective 7.1)

8.5 Inclusive and equitable quality education shall be ensured by developing disability friendly and adaptive technology in curriculum, reading materials and educational materials to prepare the capable and competitive citizen as per the national and international context. (Related to objective 7.2).

8.6 Capable human resource shall be developed by ensuring equal and easy access of citizens with disabilities in technical education (Related to objective 7.2).

8.7 Green skills based life useful and skill oriented quality education shall be made available for the sustainable development. (Related to objective 7.2)

8.8 Innovative information technology based disability friendly teaching-learning actions shall be managed. (Related to objective 7.2)

8.9 Required provisions shall be made in all stages of disaster management in order to protect persons with disabilities. (Related to objective 7.2)

8.10 Disabilities adaptive continue education shall be ensured to 'make the right real' of citizens with disabilities. (Related to objective 7.3)

8.11 Need based quality and life long learning education to citizen with disability (multiple disabilities, down syndrome, cerebral palsy, autism, intellectual disability, hemophilia, deaf and hard of hearing, blind, deafblind, physical disability, disability related to speech and voice, learning disability) shall be ensured by creating a basis of

database information to carry out concurrent research, study, survey and planning in the area of inclusive education (Related to objective 7.3).

8.12 An Inclusive Education Council shall be in place in order to ensure rights of citizens with disabilities to get education and make concurrent improvements in inclusive education. (Related to objective 7.3)

8.13 Required human resources, structures and mechanism shall be developed and provisioned to ensure educational opportunities of child, citizen and person with disability. (Related to objective 7.1, 7.2 and 7.3)

9. Strategies

In order to prepare each citizen with disabilities to be capable and competitive citizen through quality education, following strategies shall be adopted to effectively implement the formulated inclusive education policies:

9.1 Provision formal, non-formal, open and distance education and continue learning in a manner that each child with disability develops competitive capacity (Related to policy 8.1).

9.2 Distribute scholarships received from different agencies to the children with disabilities by following a one door system. (Related to the policy 8.1).

9.3 Carry out physical, mental, sensory and intellectual capacity related functional assessment of students with disabilities while enrolling in different levels of schools, universities and educational institutions. (Related to the policy 8.2).

9.4 Ensure opportunity of choosing subjects from early child education to higher education by provisioning multiple reading materials in accessible format corresponding to the disability need. (Related to the policy 8.3)

9.5 Make adjustments in the examination and evaluation system from early child education to higher education by provisioning accessible format corresponding to the disability need. (Related to the policy 8.3)

9.6 Make public, community and institutional educational institutions as a nonviolence and adaptive to the values of inclusive culture. (Related to policy 8.4)

9.7 Ensure educational opportunities by providing appropriate assistive service and through minimizing barriers/creating accessible environment that limit person with disabilities participation due to the interaction between the disability and environment. (Related to policy 8.4)

9.8 Make the enrollment process easy in the technical education of the school and university as per the demand of labor market and specific disability. (Related to policy 8.5)

9.9 Ensure quality education by making the curriculum and educational materials based on the innovative technology. (Related to policy 8.6).

9.10 Review curriculum, teacher preparation and organisational structure in order to ensure green skills based life useful skill oriented education and training to make the citizen with disabilities self-dependent and for the sustainable development. (Related to Policy 8.7).

9.11 Develop competent human resource based on the innovative information technology aiming to implement disability friendly teaching-learning activities. (Related to policy 8.8).

9.12 Give priority to the persons with disabilities in disaster preparedness, rescue, relief, rehabilitation and re-construction. (Relating to policy 8.9)

9.13 Develop a model partnership system in the national volunteer mobilization program to ensure participation and life long continue education (Related to policy 8.10)

9.14 Develop integrated information management system to search, research, study and planning in inclusive education. (Related to policy 8.11).

9.15 Adopt single approach and process to the schools run through the grants support from Special Education council to manage them similar to community schools. (Related to policy 8.11)

9.16 Establish an Inclusive Education Council to make recommendations by preparing policies and program for the education of person and child with disability in relevant agency. (Related to policy 8.12)

9.17 As per the federal structure establish a Policy Coordination committee at the central level and appropriate structure at the local level to coordinate and facilitate program run by different government and non-governmental agencies in the area of disability. (Related to policy 8.13).

10. Working Policies

10.1 Existing structure shall be adjusted as per the principle of inclusion to provide formal education, open and distance education and life long continue education. (Related to strategy 9.1)

10.2 As per need, new structure with alternate mode shall be created in addition to the existing structure (Related to strategy 9.1)

10.3 Open level based school operation based on study year and learning shall be managed to the children with intellectual disability, autism, Down syndrome, deafblind including developmental disability and multiple disabilities. (Related to strategy 9.1).

10.4 Scholarships to the children with disabilities shall be distributed based on the situation of disability, geographical location and distance, poverty status and talent. (Related to strategy 9.2).

10.5 Scholarships and concessional programs shall be conducted with priority to the facility less, parentless, poor, disadvantaged and excluded children with disabilities who are double disadvantaged. (Related to strategy 9.2).

10.6 Scholarships shall be distributed to the children with disabilities through the local institutions for which provision of allocating a definite amount budget shall be provisioned. (Related to strategy 9.2)

10.7 Assessment of physical, mental, sensory and intellectual capacity of citizen with disabilities shall be done as per the Disability Identity Card issued by the District Women and Child Development Office through the recommendation of the committee formed as per Disability Identity Card Distribution Directive 2065 (2008). (Related to strategy 9.3).

10.8 The Assessment Centers in the districts shall be capacitated and re-structured to carry out tasks inclusive of cognitive assessment of citizens with disabilities. (Related to strategy 9.3).

10.9 Opportunity of choosing subjects and language shall be provided to the citizen with disabilities based on the level of impact of disability. (Related to strategy 9.4).

10.10 Reading materials in tactile communication mode to the deafblind, in sign language to the deaf, visual support and simple reading materials for children with intellectual disability, down syndrome and autism, books in braille script and audio format to the blind, note taker for hard of hearing and large print and digital materials for the low vision shall be developed. (Related to strategy 9.4).

10.11 Personal learning plan and teaching methods shall be adopted based on the specific needs of disability. (Related to strategy 9.4).

10.12 Several alternative evaluation methods adapting to disability shall be adopted. (Related to strategy 9.5).

10.13 Information technology shall be used to its maximum in examination and evaluation system. (Related to strategy 9.5).

10.14 Educational institutions shall be given orientation on the non-violence environment and values of inclusive culture. (Related to strategy 9.6).

10.15 Inclusive Education Minimum Enabling Conditions shall be defined. (Related to strategy 9.6).

10.16 Orientation shall be given as well as required directives shall be prepared to prepare students, family, teacher, school and overall education administration for inclusive education. (Related to strategy 9.6).

10.17 Physical structures within the education institution (building, class room, library, canteen, toilet, laboratory play ground) shall be made disability friendly and barrier free for citizen with disabilities. (Related to strategy 9.7).

10.18 Access to sports and entertainment activities run in the education institution shall be ensured as per the nature of disability. (Related to strategy 9.7).

10.19 To participate in the educational activities, visual guide, reader, sign language interpreter, note taker, captioner including personal assistant, assistant instructor, assistive device and equipments shall be made available to persons with disabilities in free of cost. (Related to strategy 9.7).

10.20 Capacity enhancement and market oriented skill development program for the schools, universities and educational institutions that are running technical subjects shall be developed to ensure easy access of citizens with disabilities in technical education. (Related to strategy 9.8)

10.21 Selection of learning materials shall be based on the innovative technology by making improvements in the quality standards and also creating minimum learning environment (Related to strategy 9.9)

10.22 Educational opportunities shall be diversified in order to ensure green skills and soft skills based quality education. (Related to strategy 9.10)

10.23 Disability adaptive effective teaching-learning activities shall be conducted by making information and communications technology as an integral part of inclusive education. (Related to strategy 9.11).

10.24 all types of teachers and instructors involved to educate citizen with disability shall be continuously provided standard trainings, and support staff shall be given orientation (Related to strategy 9.11)

10.25 Required human resource development shall be implemented in order to enhance learning capacity as per the nature of disability. (Related to strategy 9.11)

10.26 Sign language, tactile communication and other disability adaptive alternate communication means shall be developed and standardized. (Related to strategy 9.11).

10.27 Mobile education system shall be managed by reviewing the existing educational structure and developing a new structure in order to ensure life long continue education adapting to the nature of citizens with disabilities. (Related to strategy 9.11).

10.28 Schools run under the grant of Special Education Council shall be managed to that of community schools, and services, facilities and terms and conditions of teachers and staff working in such schools shall be improved to make concurrent. (Related to strategy 9.11)

10.29 Educational institutions and hostels shall be made earthquake resistance, and security preparedness skills shall be provided to the children and relevant educational institutions to mitigate the risk of earthquake and other disasters. (Related to strategy 9.12)

10.30 Capacity of relevant parents and volunteers shall be built with priority to follow needed steps in order to minimise the damage due to possible disaster and to have timely rescue and relief efforts. (Related to strategy 9.12).

10.31 Services inclusive of counseling, psychosocial advice shall be provided to the persons with disabilities to rehabilitate them in the normal social life in post disaster phase. (Related to strategy 9.12).

10.32 Temporary and permanent physical infrastructures to be build at the stage of rehabilitation and reconstruction shall be made disability friendly. (Related to strategy 9.12).

10.33 Opportunity for technical education and skill development shall be expanded in collaboration with public sector, private sector, employment providing organizations, non-governmental sector, local institutions and development partners. (Related to strategy 9.13)

10.34 Corporate Social Responsibility (CSR) shall be institutionalized in order to develop concept of model partnership. (Related to strategy 9.13).

10.35 Opportunities for citizens with disabilities to participate in the national volunteer mobilization program shall be expanded based on their skills. (Related to strategy 9.13).

10.36 Teaching-learning educational framework and structure shall be created ensuring disability adaptive life long continue education to Make the Rights Real and Functional. (Related to strategy 9.13).

10.37 Inclusive Research Unit shall be established in the Ministry of Education, its Central Departments and in the District Education Office to carry out research and survey in the context of inclusive education. Such units shall be made responsible to carry out research by using data and information, and also carry out awareness raising and promotional works. (Related to strategy 9.14).

10.38 Teachers and staff working in the schools run under the grant support of Special Education Council shall be converted into regular positions. (Related to strategy 9.15).

10.39 Teachers, care takers and other support staff involved in teaching-learning work for the citizen with

disabilities shall be provided similar services and facilities to that of community teachers and staff. (Related to strategy 9.15).

10.40 Inclusive Education Council under the Chairpersonship of the Minister for Education and with the representation of relevant ministries and other line agencies/institutions shall be established by restructuring the existing Special Education Council formed as per the Special Education Policy 2053 (1996). (Related to strategy 9.16).

10.41 The Inclusive Education Council shall manage educational programs implemented for citizen with disability by different agencies to run in coordinated manner and under the one door system. (Related to strategy 9.17).

10.42 Policy and Program Coordination Committee with the representation of relevant government agency, person with disability and organisations run by his/her parents, representatives of non-governmental organisations, persons related to disability education and training, experts and agencies shall be formed at the central level for the coordination, regulation, supervision, monitoring and evaluation of this policy, strategy and working policies. And Program Implementation Committee shall be formed at the local and district level for with the representation of above for the overall implementation of this policy and associated matters mentioned here off. (Related to strategy 9.17).

11. Organizational Structure

Inclusive Education Council under the Chairpersonship of the Minister for Education and with the representation of relevant ministries and other line agencies/institutions shall be established by restructuring the existing Special Education Council.

To coordinate, monitor and evaluate the implementation of this policy, strategy and working policies, a Policy Coordination Committee shall be formed under the Coordination of the Chief of Planning Division, Ministry of Education, and a Program Coordination Committee shall be formed under the Coordination of Director General, Department of Education. For the overall implementation of this policy, strategy and working policies institutional arrangement shall be made to establish Program Implementation Committee at the local and provincial level. In the afore mentioned committees, there will be representation of government agencies, non governmental organisations working in the area of education to children with disabilities and established by persons with disabilities and relevant experts and specialists. Units or Focal points shall be prescribed to oversee disability and inclusive education in the Ministry of Education and its departments, local level institutions and autonomous institutions. Provision of Institutional structure as per the Inclusive Education Policy 2073 (2016) shall be managed by making amendments in the relevant legislation. Implementation schedule of this policy has been shown in Appendix 1.

12. Financial Aspect

Government resource, local institutions' resource, foreign support and loan, and support and investment from National and International Non-Governmental Organisations and private sectors are financial resources

for the implementation of this policy. No additional financial burden shall occur for the effective implement the existing programs however to implement the plan to be made as per this policy, efforts shall be in place on the part of development partners and local institutions to increase their investment in a coordinated and collaborative way.

13. Legislative provision

Relevant acts and regulations shall be reviewed and improved/amended for the implementation of this policy. As per the Constitution of Nepal, required Directives and Working Procedures shall be developed and issued to implement Inclusive Education Policy for the person with disability.

14. Monitoring and Evaluation

14.1 Result based Monitoring and Evaluation Framework shall be brought into implementation to regularly and effectively monitor and evaluate programs implemented as per this policy at all level. For this there shall be efficient and effective mechanism with the representation of relevant stakeholders.

14.2 Education Management and Information System shall be linked with the monitoring and evaluation work.

15. Possible Risks and ways to mitigate them

In order to mitigate the possible risks while implementing the Inclusive Education Policy for the Children with Disabilities 2073 (2016), following actions shall be in place:

S N	Risks	Ways to address the risk	Responsible Agency
1	Feeling responsibility by the provinces and local government	Coordinate by the Central government by prioritizing the budget	Relevant Ministries and Agencies at Federal and Provincial level
2	Availability of comprehensive and disaggregate data as per the nature of disability, and educational status of children with disabilities	Develop Integrated Information System through Education Management and Information System	Central Bureau of Statistics, University Grant Commission or Higher Education Commission, Ministry of Education and Department of Education, relevant agencies at local level

16. Repealing

The Special Education Policy 2053 (1996) has been repealed.

Appendix 1

Policy Implementation Table

SN	Actions	Responsible Agency	Supporting Agency	Indicator
1	Provision fee education to each child with disability at all levels based on their capacity and eligibility	Ministry of Education	Line agencies at local level, line ministries, educational institutions	Number of students receiving free education
2	Provision functional assessment test based on the scientific system while enrolling students.	Provincial and Local level institutions	Ministry of Education and Ministry of Health	Number of students having functional assessment.
3	Make disability adaptive adjustments in the curriculum, text books, learning materials, reference materials and examination and evaluation system	National Education Board and Curriculum Development Centre	Provincial and Local Committees related to curriculum and evaluation	Adjusted curriculum and evaluation methods
4	Make the physical infrastructure and environment disability friendly, girl student friendly, child friendly and non-violence	Department of Education and Central Level Program Implementation Unit (CLPIU)	Line agencies at Provincial and local level and Program Implementation Units	Number of Educational Institutions
5	Develop disability friendly/adaptive curriculum and reading materials to prepare competent and competitive citizen as per the national and international context	Curriculum Development Centre	National Examination Board and Provincial and Local levels	Curriculum and Reading materials
6	Ensure access of citizen with disabilities in technical education	Ministry of Education	Council for Technical Education and Vocational Training, Training Providing Institutions and Private Sectors	Number of persons who received technical and vocational training
7	Make available disability adaptive green skills based life useful, life long and skill oriented education	Ministry of Education	Non-Formal Education Centre, Council for Technical Education and Vocational Training, Training Service Providers, Private Sectors	Beneficiary number
8	Provision information technology based disability friendly teaching-learning	Department of Education	Provincial and local levels, Educational and relevant line institutions	Number of Schools
9	Make required provision for the safety of persons with disability to the disaster risk	Provincial and local levels	Ministry of Home, Ministry of Education and line ministries, Educational institutions and other organisations	Number of safe educational institutions
10	Ensure disability adaptive education to make the rights real and functional	Ministry of Education	Line ministries, provincial and local levels, educational institutions and line organisations	Number of benefitted persons
11	Prepare disability related Information database	Department of Education	Line Ministries, Provincial and local levels, Educational institutions and line organisations	Information data base system
12	Make structural arrangement/management to coordinate and facilitate disability related program implementation	Ministry of Education	Line Ministries, Department of Education, Provincial and local levels	Established Council and Committees