



Teaching Material of B. Ed. in Special Needs Education

Development of Special Need / Inclusive Education in Nepal

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Development of Special Needs/Inclusive Education in Nepal

Reference Material

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Preface

This reference material entitled in "Development of Special Needs/Inclusive Education in Nepal" aims to develop the basic concept and knowledge of Special Needs/Inclusive Education in Nepal. It is composed of four units. The first unit deals with children with special Needs in Nepal. The second unit advocates the conceptual development of special Needs/Inclusive education in Nepal. Similarly, the third unit covers the legal provisions for children with special needs/Inclusive education in Nepal. Finally, the fourth and last unit explained special needs/Inclusive education policies and programs in Nepal.

I hope this book will be helpful for all students, teachers, parents, researchers, and policy makers and others who are interested to gain the knowledge and understand the development of special needs/Inclusive education in Nepal. We have known that our country's special education situation is very miserable but trying to growing up now a day. In this regard, this book also will be a fruitful material in the field of special/Inclusive Education in Nepal.

I would like to express my grateful thanks to the Prof. Dae Young Jung, Professor of Changwon National University and director of the Leading University Project for International Cooperation for providing a golden opportunity for publishing this book. I learned so many knowledge and skills from the Changwon National University especially under the guidance of Professor Jung. Similarly, I would like to give thanks to my entire friends who are doing PhD with me in CWNU, Republic of Korea.

At last, I would like to give special thanks to Professor Chandra Raman Parajuli, Professor Basu Dev Kafle and others professors who were provided me important information about the Nepalese Special Needs Education system and history. Finally, I would like to offer thanks to Nepalese as well as foreign scholars whose publications are very useful and fruitful in the course of writing this book.

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Specific Objectives of this reference material

- Clarify the concept of special needs/inclusive education.
- List out the difference among special, integrated and inclusive education.
- Clarify the concept of disabilities.
- Explain the classification of disability with reference to Nepal.
- Identify the meaning impairment, disability, handicap and at-risk.
- List out the advantages and disadvantages of labeling of disability.
- Point out the needs and importance of special/inclusive education in Nepal.
- List the main target group of SN/IE in Nepal.
- Explain the concept of special, special need, integrated and inclusive education
- List out the relationship among special education, special need education, integrated education and inclusive education
- Explain briefly evolution of special/inclusive education in Nepal.
- Explain the legal provision for children with SE/IE in Nepal
- Elaborate the SE/IE provisions in constitutions since 1991 in Nepal
- Describe the DPW Act and regulations in Nepal
- Draw the special education provision in different education act in Nepal
- Explain briefly the disabilities rights act 2017
- Elaborate SE/IE provision in different educational commission in Nepal
- Explain the major special education policies from 1971 to onwards.
- List out the special/inclusive educational provision in different developmental plan in Nepal.
- Describe the different educational projects and programs with reference to SE/IE in Nepal
- Describe the concept of special needs/inclusive education master plan.
- Describe the concept of SDGs Goal four
- Explain the role of TU in the development of SN/IE in Nepal
- Clarify the relationship between TU and Kangnam University with reference to SNE
- Explain the role of LUPIC project in the field of special education in Nepal

Unit I

Children with Special Needs in Nepal

1.1 Children with disabilities in Nepal

Nepalese society still looks disability as an apology to the sins committed in previous births. The people with disabilities are treated worst as an object of pity. People with disabilities are hidden as the matter of social prestige by families is still practiced largely. Cultural and religious Hindu rituals posit that the privileges and deficits of our current life are attributed to the sins in one's past life (Gabel & Danforth, 2008). In other words, if an individual is disabled, it is regarded as a result of the sins of one's past lives. Similarly, people often hide their disability due to a number of socio-cultural norms, values and pressures. Researchers, policy makers, planners, international and national organizations who are working in the Nepalese disability sectors estimate that national disability figure is actually far higher. They attribute this to poverty, poor health and maternal care facilities, geographical variations, the 10-year Maoist conflict and the recent earthquake (Thapaliya, 2016).

Persons with disabilities in Nepal are doubly marginalized- first by poverty, and then by social and economic exclusion. Negative social attitudes and prejudice towards disability have ensured relatively low prioritization of national resources towards disability intervention and fuelled extreme exclusion for the average individual with disability. It is not uncommon for existence of disability to be blamed as a consequence of past wrongdoing by the parents or by the persons with disability themselves.

A variety of research reports indicate that the global disabled population is increasing. While this may be attributed to the use of improved data-collection mechanisms, it also highlights an issue of concern. The official census data of Nepal (2011) reports a 1.94% disability rate, however, a number of organizations suggest that the actual figure is far higher. For example, it is estimated that the current global disabled population is 10% (World Bank, 2000 as cited in Thapaliya, 2016). Further, it is tedious to obtain accurate data on the prevalence of disability in Nepal due to cultural rituals, a lack of understanding on how to define disability and other socio-economic factors.

In accordance with a latest study conducted by New Era's 70.1 percent of the persons with disabilities have stigma and difficulties to live in the community with self-respect. There is no comprehensive data on disability in Nepal. Even the number of people with disabilities varies according to sources. As per the estimation 7-10 percent of the total populations in Nepal are the people with disabilities in one

form or in other way. Five categories of the people with disabilities: visually impaired, hearing impaired, physically disabled, mentally retired and mentally disordered is recognized by the Government of Nepal. Rights of all people with disabilities to participate fully in society have not been practiced by the state. In terms of health, accessibility, education, economy, and employment opportunities people with disabilities are treated as second-class citizens. But now there are twelve categories of the people with disabilities after publishing the Special Education Policy, 2017.

According to research the most of the disabled persons (69.3%) depend upon support from their family members. Having a disabled person posed problems in most (90.5%) of the households. The difficulties they faced were mostly related to the inability of the disabled persons to work and taking care of the disabled persons, like teaching new task or having to leave the disabled persons alone.

Moreover, still a large number of the disabled persons have not got any kind of treatment. This could be due to lack of knowledge and awareness that impairment can be treated. It could also be because the family does not have the resources, or because the health facilities do not function properly and staff does not know about disability. Similarly, according to the finding of New Era most of disabled persons have no education (68.2%) as compared to the general population, where 4.8 percent have no education. The literacy rate is considerably lower for females than males, with 77.7 percent of the females and 59.6 percent of the males having no education (Panthi, 2011).

1.1.1 Definition of Disabilities

Generally, disabilities define as persons who are mentally or physically unable or incompetent to lead a normal life. The term include persons whose mobility is impaired, who suffer from spinal curvature, have visually impaired in one or both eyes, have hearing impairment, are unable to speak properly, or whose hands, legs, or fingers are impaired or missing.

A person with any disability; including the amputation or paralysis of both legs; amputation of both hands; blindness, or inability to work due to impaired vision; amputation or paralysis of one leg; inability to walk, requiring the use of a wheelchair , hearing impairment, or intellectual disability. However, persons who are in need of continuous support from others to perform daily activities due to the aforementioned disability (or disabilities) are defined as “acute handicapped”.

The term impairment, disability, and handicap are sometimes used interchangeably, they are not synonyms. Impairment refers to the loss or reduced function of a particular body part organ (e.g., missing limbs). A disability exists when an impairment limits a person's ability to perform certain tasks

(e.g., walk, see add a row of numbers). A person with a disability is not a handicapped, however, unless the disability leads to educational, personal, social, vocational, or other problems. For example, if a child who has lost a leg learns to use a prosthetic limb and functions in and out of school without problems, she is not handicapped, at least in terms of her functioning in the physical environment. Handicap refers to a problem or a disadvantage that a person with a disability or impairment encounters when interacting with the environment. A disability may pose a handicap in one environment but not in another. The child with a prosthetic limb may be handicapped (i.e., disadvantaged) when competing against nondisabled peers on the basketball court but experience no disadvantage in the classroom. Many people with disabilities experience handicaps that are the result of negative attitudes and inappropriate behavior of others who needlessly restrict their access and ability to participate fully in school, work, or community activities (Heward, 2013).

In conclusion, we can say that disability is a condition or an impairment of the person related to physical, mental, cognitive, intellectual, sensory, and developmental or the combination of these conditions restricting a person to carry out his tasks in the range of a "normal" person in everyday society. It is often understood as having some loss or defect in the human body (or a body in abnormal condition) making it unable to perform the everyday work in the range that a normal person does. Therefore, disability is the result of a complex relationship between an individual's health condition and personal factors, and the external factors that represent the circumstances in which the individual lives.

On the basis of onset period, time and course of development, disabilities are broadly categorized into three kinds. They are following:

a) Congenital Disabilities: This type of disabilities are basically comes from his/her genes when a newly born child. This is also called birth defect. This is an inheritable type of disability that transfers from generation to generation through genes. For example, spina bifida, usher syndrome, turner syndrome, and microcephaly.

b) Developmental Disabilities: This type of disabilities occurs during the developmental period. Such disabilities are prevalent among the people where proper nurturing of the child is lacking. When the child develops from the embryo stage to later childhood period, he/she has to pass most important segment of life. This period is very critical in terms of growth and development of the child. We have known that proper growth with fullest nurturing and developing all the aspects of life is very essential. When there is some deviation in the time of growing and development pattern of the child, it is necessary to understand that some developmental disabilities have been occurring. The major causes

of developmental disabilities are Mistreatment, authoritative rearing practice, inadequate food (malnutrition), improper care, no immunization and negligence of the child.

c) Acquired Disabilities: The exact meaning of "acquired" is "received later". Many disabilities are gained accidentally, knowingly or unknowingly. These disabilities are not the cause of internal factors but only caused by the external factors. Unknowingly falling in an accident may causes serious damage in body organs, brain which may causes disability in the later life. Accidents, injury, shocks, self-made wounds, doing bad health practices like extreme dieting and doing very hard exercise are the main causes of acquired disabilities. The examples of this kind of disabilities are traumatic brain injury (TBI), some deafness, loss of limbs, paralyzing the organs, hair loss skin diseases etc.

The definition and classification of disability has persistently been constructed and varied upon different developmental stage of the conceptual development. It can also be defined by time, place, nature and its severity. The definitions of disabilities are contextual. It depends upon the political, social, economical, and cultural situations of the nation also. Therefore, the term disability is a relative and subjective. But some basic and common characteristics are insists in every nation's and organization's definition. Some major definitions of disabilities are as follows:

"Disability is the natural part of the human experience and in no way diminishes the right of individual to participate and contribute to the society".

- IDEA, 2004.

"A disabled person is that person who is mentally or physically unable to lead a normal life".

- Constitution of Nepal, 2017.

".....the condition of difficulty in carrying out daily activities normally and in taking part in social life due to problems in parts of the body and the physical system as well as obstacles created by physical, social, and cultural environments and by communication".

Disabled Protection and Welfare Act (DPWA), 2006.

"Disability denotes impairments, activity limitations and participation restriction".

- World Health Organization.

"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others"

- Convention on Rights of People with Disabilities (CRPD) (UN 2006).

"A disability exists when impairment limits a person's ability to perform certain task in the same way that most people do".

- Heward, 2013.

"Those significantly restricted to daily living or social life for a long time due to their physical and mental disabilities".

- Korean Welfare of Disabled Persons Act (2011).

1.1.2 Classification of Disabilities

Different countries have different types of classification of disabilities. Individual with disabilities Education Act (IDEA, 2004) specifies thirteen categories of disability, and only students with these disabilities are eligible for special education services. These categories are as follows:

1. Specific learning disabilities
2. Orthopedic (or physical) impairments
3. Speech or language impairments
4. Other health impairments
5. Mental retardation
6. Autism
7. Emotional Disturbance
8. Traumatic brain injury
9. Deaf/blindness (i.e., students who are both deaf and blind)
10. Multiple disabilities (i.e., students who have more than one disability)
11. Visual impairments
12. Developmental delays
13. Hearing impairments

In South Korea, the classifications of disability categories are as follows:

1. Visual impairment
2. Hearing Impairment
3. Mental retardation
4. Physical disabilities
5. Emotional disturbance or behavioral disorders
6. Autism spectrums disorders
7. Communication disorders
8. Learning disabilities
9. Health Impairment
10. Developmental delay
11. Other disorders prescribed by presidential decree

The 2011 Census Report of Nepal (CRN) has classified disability into seven distinct groups:

1. Physical disability: partial or total loss of physical operational abilities; problems with the use and movement of nerves or muscles; and complications with the composition and, or operation of bones and joints including amputation, arthritis and cerebral palsy.
2. Vision-related disability: where an individual's eyesight is impaired and cannot be corrected. Where an individual is unable to see clearly from both eyes at a distance of 10 feet, they are considered to be blind, whereas if an individual cannot see clearly from both eyes at a distance of 20 feet, they are considered to have 'low vision'.
3. Hearing-related disability: a condition in which an individual is unable to hear sound, and, or the rise and fall in sound. A deaf individual is someone who cannot hear sound above 80 decibels. An individual who can hear sound between 65-80 decibels is considered to be hard of hearing.
4. Deaf-Blind: an individual who has both vision and hearing-related impairments.
5. Voice and speech-related disability: this is characterized by unclear speech and unnecessary repetition of words and letters.
6. Mental Disability: where an individual has abnormal brain function. There are three classifications:
 - Where an individual unable to carry out activities relative to their age or environment due to an absence of intellectual development prior to the age of 18 years, they are known as intellectually disabled or mental retardate.
 - Where an individual is unable to conduct his/her daily life activities due to a mental illness, they are known having a chronic mental illness.

- Where an individual is unable to demonstrate normal behavior and communication patterns (through the use of language), or where they consistently repeat one activity, they are considered to have autism.

7. Multiple disabilities: where an individual has two or more disabilities.

The New Educational Research Association (2001) has created four broad categories to classify disabilities. These include: communication, locomotion, mental and complex disabilities. The below table further describes each category:

Classification of disabilities

Communication disabilities	Visual disability	Hearing impairment	Speech impairment
Locomotion disabilities	Mobility Impairment/Physical disability	Manipulation (working) disability Where an individual is unable to perform the daily activities of life due to a physical deficiency in upper limbs, he has a manipulation disability.	
Mentally disabilities	Intellectual Disability	Epilepsy Where a person suffers from frequent attacks of unconsciousness and displays certain symptoms such as tongue biting and foaming from the mouth.	Chronic mental illness
Complex disabilities	Overlapping Where a person has more than one type of disability.	Cerebral Palsy Where an individual is unable to conduct daily physical activities due to muscle impairments or brain damage.	

According to Inclusive Education Policy for the Persons with Disabilities, 2017, the classifications of disabilities are given below:

1. Physical disability
2. Visual impairment
3. Hearing impairment
4. Deaf- Blind
5. Communication disorder
6. Mental or psychosocial disability

7. Intellectual disability (mild to moderate)
8. Hemophilia (genetic bleeding disorder)
9. Autism
10. Multiple disabilities

1.1.3 Prevalence of Disability

The prevalence means the ratio of people with disabilities of the total population. There is limited data on people with disabilities in Nepal, including how many adults and children are living with disabilities, their specific housing, education, and health care needs, and what factors promote or hinder their equal membership in Nepalese society (Human Right Watch, 2012). The national population census has reported that 1.93 percent of the total population has some kind of disability in Nepal. According to CBS, 2011, the prevalence of disability in Nepal is given below:

Number of persons with disabilities in Nepal									Total
Types of Disabilities									
Sex	Visual	Hearing	Deaf-blind	Speech	Mental	Intellectual	Multiple	Physical	
Male	108,279	47,041	41,204	4,803	33,190	16,787	8,280	20,502	280,086
Female	78,178	47,724	38,103	4,633	25,665	14,210	6,608	18,114	233,235
Total	186,457	94,765	79,307	9,436	58,855	30,997	14,888	38,616	513,321

The National Census 2011 conducted by GoN reported that 1.94% of the total population of Nepal is living with some kind of disabilities, whereas the National living standard survey report (NLSS) 2011 has claimed it to be 3.6%. However, both figures are quite low as compared to the 15% disability prevalence rate claimed by WHO and World Bank in the World Report on Disability (2011). These figures are in sharp contrast to studies carried out by specific impairment groups - for example a survey carried out in five districts in 1991 stated that 16.6% of children aged over five were deaf while a study by a mental health organization, Aasha Deep (2000), found that 10-12% of the population had experienced some form of mental health difficulties.

Number of Disabilities People in Nepal

As mention above, the number of disabled population is increasing in the world. Nepal is not far from this reality. Being a developing country, it has so many superstitions and narrow concept towards disability. It's estimated that after the earthquakes in 2015, the number of disabled persons in

Nepal has likely increased. Because of the earthquakes, thousand of Nepalese were “temporarily or permanently disabled through crush or other injuries.”

According to Central Bureau of Statistics, 2012, there are 1.94 % or 513,321 people out of total population have different types of disabilities in Nepal. The total numbers of disabled people in Nepal are given below:

S.N.	Types of Disability	Number of People	Percentage
1.	Physical Disabilities	186,457	36.3
2.	Visual Impairment	94,765	18.5
3.	Hearing Impairment	79,307	15.4
4.	Deaf Blind	9,436	1.8
5.	Communication Disorders	58,855	11.5
6.	Intellectual Disabilities	45,885	8.9
7.	Multiple Disabilities	38,616	7.5

Source: Central Bureau of Statistics, 2012.

Number of Disabilities Students in Nepal

Types of Disability	Preprimary Level	Basic Level	Secondary Level	Total
Physical Disabilities	562	21,339	3,900	25,801
Intellectual Disabilities	626	15,310	986	16,922
Hearing Impairment	240	9,468	1,026	10,734
Visual Impairment	207	8,029	1,505	9,741
Visual and Hearing Impairment	37	1,268	159	1,464
Communication Disorders	332	7,986	1,819	10,137
Total	2,004	63,400	9,395	74,799

Source: Department of Education, 2016.

SINTEF Technology and Society, Department of Health Research was conducted a study entitled of "Living condition among people with disability in Nepal" in 2016. According to this report , the percentage of school attendance among disabled members aged 5 years old and above was considerably lower than members without disability; 40.5% vs. 70.8%. The lower school attendance among individuals with disability is found in all age categories. There is a drop in school attendance

among both individuals with and without disability with increasing age, reflecting increased school coverage over the years. Among disabled persons aged 5 to 10 years, 35% were not attending school. This was much higher than the proportion of non-disabled members of the same age group (5%). For disabled persons aged 11 to 20 years, 30% of them were not attending any educational institutions. More males than females are attending school, a pattern that is even more pronounced among people with a disability. School attendance differs between the five Development regions. Similarly, among individuals with disability, highest attendance is found in Western region and the lowest in Eastern region. Among non-disabled, the highest and lowest school attendance was found in Western region and in Eastern region. While the difference between groups (disabled/non-disabled) was found in all five regions, the gap between the two groups varies from 19 percentage points (Mid-western region) to 3.2 percentage points (Western region), most likely indicating variation in practices resulting in different levels of exclusion/inclusion of individuals with disability in the formal school system. More males were attending or had attended school, college or university as compared to females. This trend was the same among both disabled and non-disabled persons, with the gender gap being more than 30 percentage points in both groups. School attendance is further shown to increase sharply with higher socio-economic status.

As many as 59.5% of disabled aged five years old and above were recorded as “never attended school”, compared to 29% in the control group. The household head or main informer in the household was asked the reasons why household member(s) had never attended school, with lack of money being the main reason for not attending among both individuals with disability and non-disabled. This explained almost half of the reasons for not attending school among people without disability. Among individuals with disability, shortage of money explained one fourth of the reasons. For more than 20% of people with disability aged five years old and above, the disability was attributed as the reason for not attending. Furthermore, 16.7% of persons with disability stated illness as a reason for non-attendance, as compared to 1.9% of non-disabled. Bearing in mind that health and disability often are associated, close to 40% of disabled non-attendees thus stated their own functional/health status as the reason more years in schools than their male counterparts, while the gender difference is marginal among controls. Thirdly, there is substantial difference between among cases by Development regions, with particularly high mean number of years in Central province (SINTEF, 2016).

1.1.4 Criteria for Eligibility

There are four identification of disability in Nepal. They are:

1. Mild disability (White Identity Card): ability to perform daily activities and participate in social life if barrier free environment is provided.
2. Moderate disability (Yellow Identity Card): ability to perform daily activities and participate in social life if barrier free environment, appropriate training and education are provided.
3. Severe disability (Blue Identity Card): inability to perform daily individual or social activities without the help of others.
4. Profound disability (Red Identity Card): difficulty to perform daily activities even with the help of others.

Above provisions are considered as the basic elements for ensuring human rights of persons with disability, as well as for their social inclusion, respectable rehabilitation and expansion of services. Here, an argument can be made that the current situation of PWDs will significantly improve with the successful implementation of these proposed measures. However, specifically, the potential risks and obstacles to the implementation of the action plan have also been identified. These are as follows:

- Lack of financial resources and means;
- Delay in institutional structures and provisions for necessary amendment of acts and regulations, as well as formulation of new laws, policies and regulations;
- Lack of appropriate transparency and responsibility;
- Lack of basic service, human resources, technology development and management; Organization coordination, as well as appropriate mobilization of nongovernmental organizations and civil society;
- Internal conflict and natural disasters in the country;
- Lack of coordination of international assistance and exchange of experience;
- Lack of self-confidence among people with disabilities.

Banskota, (Date?) studied the Nepal disability policy review on the basis of following aspects and specific Plans and programs have been identified in the following areas:

National Coordination, Law/Law-making, Information and Research, Awareness and advocacy, Training and employment, Access, Communication, Transportation, Education , Sports, cultural and recreational activities, Prevention of disability, Medical treatment, Rehabilitation, empowerment and poverty alleviation, Assistance materials and assistance services, Self dependent organizations , Women and disability, International/Regional assistance, Provisions for implementation, monitoring and evaluation, Committees and agencies are involved in preparation of National Policy and Plan of Action on Disability.

Some of the specific policy provisions are as follows Mobility Equipment for the Needs of the disabled (MEND NZ):

Education:

- No fees shall be charged to disabled students.
- The 5% of all the quotas in Government organizations that provide vocational training should be reserved for disabled people.
- NGOs or private organizations that provide education and training for disabled people can ask for assistance from the Government.
- A Disabled Relief Fund can be allocating as scholarships to disabled students.

Health:

- Disabled people are entitled to free medical examination.
- All hospitals with more than 50 beds should allocate two beds for the use of disabled people.
- There should be free treatment for disabled people over the age of 65.

Employment:

- It is prohibited to discriminate against disabled people in relation to their employment
- Individual businesses employing more than 25 people should give 5% of their jobs to disabled people
- There should be income tax exemption for employers who employ disabled people
- There should be no duties on specialist equipment required by disabled employees
- The 5% of jobs in the Civil Service should be allocated to disabled people Self-employment
- The Act directs the Government to provide programs which support disabled people into self-employment.
- It also states that the Disabled Relief Fund should allocate special loans for disabled people to establish them as self-employed.

Transport:

- The Act allows transport companies to permit disabled people to travel at half the regular fare but this can only be undertaken with the agreement of the particular company.

People with mental health difficulties:

- The Act states that special arrangements should be made for the people with a mental disorder while they are being treated either at a hospital or at home.
- It also says that no disabled persons suffering from mental disease, save those against whom proceedings are already being taken or who have been punished in a criminal offence under the prevailing law, they shall be kept in jail.

1.1.5 Disabilities labeling and Positive (Advantages) and Negative (Disadvantages) Aspects

Under the federal Individuals with Disabilities Education Act (IDEA), to receive special education and related service, a child must be identified as having a disability (i.e., labeled) and, in most cases, further classified into one of that state's categories, such as learning disabilities or orthopedic impairments. (IDEA allows children ages 3 to 9 to be identified as developmentally delayed and receive special education services without the use of a specific disability label). In practice, therefore, a student becomes eligible for special education and related services because of membership in a given disability category (Heward, 2013).

Some educators believe that the labels used to identify and classify exceptional children stigmatize them and serve to deny them opportunities in the mainstream (e.g., Harry & Kilingar, 2007; Kliwer, Biklen, & Kasa-Hendrickson, 2006 as cited in Heward, 2013). Others argue that a workable system of classifying exceptional children (or their exceptional learning needs) is a prerequisite to providing needed special educational services and that using more "pleasant" terms minimizes and devalues the individual's situation and need for supports. As Kauffman (2003) noted, the stigma of cancer was not eliminated by referring to those affected as people with prolific cells or challenging tissue.

Labeling and classification are complex issues involving emotional, political and ethical considerations in addition to scientific, fiscal, and educational interests (Florian et al., 2006; McLaughlin et al., 2006 as cited in Heward, 2013). As with most complex issues, valid perspectives and arguments exists on both sides of labeling question. The reasons most often cited for and against the labeling and classification of exceptional children follow (Heward, 2013).

Categorization, labeling and issues on the disabled have been controversial. Needless to say, labeling is inevitable. How would you label yourself? Are you overweight, underweight? Are you a Christian, Buddhist or Muslim? Are you progressive or conservative? Labeling may be positive or negative

depending on situations. Labeling may be permanent like cerebral palsy and temporary like a freshman. Nevertheless, labeling is influential and has bias and makes us expect how people would act (Jung et. al., 2015).

Labeling represents the labeling effect by the official use of psychologists and educators or accidental use of colleagues and works against children in some cases. In early school age, most children just call the names of classmates because they do not know the name of disability. Sometimes, labeling causes prejudice and results in the stigma. Is it reasonable to label to label a specific name? Does such labeling inform the properties of the individual exactly? Is it desirable to focus only on one characteristics of the individual? This labeling may gave a significant effect on how individuals see themselves, how people around them see them etc. Scholars studied on the effects of labeling targeting children with disabilities and their teachers and as a result, unfortunately, the evidence was not clear and it was difficult to draw consistent conclusions (Ysseldyke, Algozzine, & Thurlow, 1992 as cited in Jung et. al., 2015).

The huge problem is that the name of a disability given to the child does not sketch education appropriate for him/her. Labeling itself does not give or guide to information that can teach children effectively or manage their characteristics. Services and support offered to them are provided not based on the labeling of the disability but based on their needs. This point of view is called non category approach. Attention is paid to similar instructional needs rather than the causes of disabilities. However, even though non category approach is conducted. Labeling and categorization are still needed in reality. The advantages and disadvantage of disability labeling and categorization are given below respectively:

Advantages of labeling and classification

- Labeling contributes as a means of funding and administrative support for educational programs.
- Teacher training course is installed based on disabilities.
- Experts can communicate effectively by using labeling.
- Studies are carried out mainly focusing on specific diagnostic categories.
- Labeling allows an individual to be qualified as a service subject.
- Treatment, teaching, support services are provided differently depending on labeling.
- Labeling strongly highlights the unique needs of people with disabilities.

- Labeling is helpful of identifying the statics such as incidence, prevalence and actual conditions of people with disabilities and helpful of planning and delivering services required by the government and agencies.
- Advocacy groups such as societies, parent associations, support groups etc. or special interest groups are interested in supporting particular people with disabilities. (Jung Dae Young et.al, 2015).

Disadvantages of labeling and classification

- Labeling may be a stigma and tend to standardize the subject.
- Labeling tends to focus on weaknesses and limitations instead of and individual's merits and strengths.
- Labeling may be often used as an excuse for ineffective teaching.
- Labeling lowers self-concept drops expectations and lowers self-esteem.
- Labeling is inadequate for instructional purposes and does not reflect educational and therapeutic needs of the individual student exactly.
- Labeling reduces the chance to experience normalization in schools and local social life.
- Labeling may give the wrong impression for disabilities.
- Labeling may give the wrong impression for disabilities.
- Labeling may be often misused as description (Jung Dae Young et.al, 2015).

1.2 Target Group of Special Needs/Inclusive Education

Target group of children (here, in terms of education) are those who are eligible or qualified to receive special/special needs or inclusive education. Such groups of children are deprived from the accessibility of quality education. Since the emergence of the concept of special education, the philosophies and perspectives of education and education receiver (i.e. target groups of children) are continuously adding. The paradigm shifts in the concept of special education from segregation to inclusion, and the eligibility of the students for those special classes are continuously changing. The newly emerged concept of **response to intervention** (RTI) helps assessing the different groups of children at three different levels (tiers) deciding the eligibility of the individual special student placing them in the respective level according to the intensity of disability and capacity of the individual student to grasp learning. In the previous time, disable children were used to be eligible for special education classes but in the present time, inclusive education (a right and equity based education system) is emphasized and the categories of inclusive education receiving students have been widening. Hence, with the development and changing perspectives of special education; the target

groups of children are also increasing. For Learning Diversity and Disability in Inclusive Classroom example, students having disability to transgender or abused or economically vulnerable category of students are adjusted within the target groups. The major categories of the target group students are as follows (Office of the Dean, Faculty of Education, 2017).

1. Physically disable children

Physical disabilities can be either congenital or acquired, and may be accompanied by other conditions. Congenital disabilities refer to those conditions that are present at birth, regardless of their cause. Acquired disabilities are not genetic or due to a birth defect but are caused by illness or accident (Best et al., 2010 as cited in Jung et al., 2018).

Neuromotor Impairments

Cerebral palsy	A disorder of movement and posture caused by damage to the motor control centers of the brain
Neural tube defects	Occur when the neural tube surrounding the spine is exposed to the amniotic fluid during gestation (e.g., spina bifida)
Seizure disorders	Caused by abnormal electrical discharge within the brain that disrupts the brain's normal functioning, may be symptomatic of an underlining problem (e. g., Juvenile myoclonic epilepsy)
Traumatic brain injury (TBI)	Such as severe head injury, the most common acquired disorders within TBI (more than two million each year within the USA)

Degenerative Disease

Muscular dystrophy	An inherited, progressive disorder that affects movement and function of the muscles (e. g., duchenne muscular dystrophy)
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Orthopedic and Musculoskeletal Disorder

Juvenile arthritis	Onset before age 16, causing swelling, stiffness, effusion, pain and tenderness in the joints; can lead to joint deformities, limited use of hands, and mobility problems
Spinal curvatures	Problems with the function of curvature of the spine include scoliosis in which spine forms a "c" or "s" when viewed from behind

Source: Kirk, Gallagher, & Coleman, 2015

In the context of Nepal, Physical disability is the problem that arises in operation of physical parts, use and movement in a person due to problems in nerves, muscles and composition and operation activities of bones and joints. For example: polio, cerebral palsy, absence of body part, effect of leprosy, muscular dystrophy, problem with joints and spinal cord, club feet, rickets, weakness produced due to problem related to bones etc. are physical disability.

2. Gifted and talented

Students, children or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic or leadership capacity or in specific academic fields and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities. (No Child Left Behind Act 2001). Giftedness is defined as those who demonstrate outstanding levels of aptitude or competence in one or more domains. These children perform exceptionally rapid rate of learning, compared to other students of the same age, experience, and environment or in actual achievement in a domain. Many gifted and talented students display the characteristics such as superior memory, observational powers, curiosity, creativity and the ability to learn school related subject matter with a minimum of drill and repetition (Office of the Dean, Faculty of Education, 2017).

Giftedness encompasses a wide range of abilities, skills and traits. They have special educational needs. They may not be outstanding in academics but they may have exceptional abilities in areas such as music, dance, art or leadership. Gifted and talented individuals are found in all gender, culture, economic, linguistic and disability groups. Major characteristics of gifted and talented are:

- acquire, retain and use large amount of information;
- relate one idea to another;
- make good judgments;
- appreciate multiple and opposing points of view;
- acquire and manipulate abstract symbol system;
- Solve problems by reframing the question and creating novel solutions (Office of the Dean, Faculty of Education, 2017).

General intellectual ability refers to scores on IQ tests, and specific academic aptitude refers to high abilities in content-specific areas (most frequently mathematics, science, social studies, reading and writing). Creativity describes students who have numerous, useful and original ideas. Another distinction among the types is what some researchers characterize as gifts versus talents. Intellectual

and academic performances were often referred to as gifts while the others were labeled talents (Office of the Dean, Faculty of Education, 2017).

Researchers attempted to determine if bands of intelligence might have different characteristics and needs. This led to the designation of levels of giftedness:

IQ 130-145: Gifted

IQ 145-160: Highly gifted

Above IQ 160: Profoundly Gifted

Still, many are not pleased with the classification system. They feel that IQ alone is an inadequate measure to accurately classify types of giftedness and that the performance of students at each level is not that dissimilar.

"Gifted" suggests something mystical. However, most of the professional discussions on causality center on inheritance and environment. Most theorists believe that both genetic and environmental factors are important in the development of the intellectual gifts. Giftedness is a predisposed set of inborn abilities that allows a range of developments in the child. Interaction in the environment, guidance and motivation also help boosting the development of the talent. There are some remarkable effects of the socio-economy of communities, schools and families (Office of the Dean, Faculty of Education, 2017).

3. Students with emotional and behavioral disorders

Emotional or behavioral disorders (EBD) are difficult to define. In fact, some think that people are identified as having this disability when adults in authority say so (Hallahan & Kauffman, 2006). In other child's challenging behavior become a major factor in how school team and parents work together to solve behavior problems. The lenses thought which we perceive behavior affects how the child's words, in many cases the application of the definition is subjective. Definitions of this disability, including the one used in IDEA '04, are based on the one developed by Eli Bower (1960, 1982). Let's first look at the federal definition. IDEA 2004 uses the term **emotional disturbance** to describe students with **emotional or behavioral disorders**, which is the special education category under which students whose behavioral or emotional responses are not typical are served.

There are varieties of introduction to emotional behavioral disorder. Psychologically, it is called emotional disorder. Sociologically, it is named as social maladjustment. Educationally, it is supported by behavioral disorder and from the perspective of law it is called juvenile delinquents.

A child with EBD is a child who exhibits one or more of the emotionally based characteristics of sufficient duration, frequency and intensity that interferes significantly with educational performance to the degree that provision of special educational service is necessary. EBD is an emotional disorder characterized by excesses, deficits or disturbances of behavior. The child's difficulty is emotionally based and cannot be adequately explained by intellectual, cultural, sensory general health factors, or other additional exclusionary factors.

Emotional behavior disorder (EBD) is also known as emotional behavioral disability, emotional disturbance (ED) and serious emotional disturbance (SED). EBD is a condition in which individuals have trouble with a persistent unhappy mood as well as inappropriate emotional responses and behavior. The condition can also affect social interaction, communication, and learning.

The IDEA requires that a student must exhibit one or more of the following characteristics over a long duration, and to a marked degree that adversely affect their educational performance, to receive an EBD classification:

- Difficulty to learn that cannot be explained by intellectual, sensory, or health factors.
- Difficulty to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior (acting out against self or others) or feelings (expresses the need to harm self or others, low self-worth, etc.) under normal circumstances.
- A general pervasive mood of unhappiness or depression.

A tendency to develop physical symptoms or fears associated with personal or school problems.

4. Students with Autism Spectrum Disorder

The word "autism" has its origin in the Greek word 'autos', which means "self". Children with Autism Spectrum Disorder (ASD) often are self-absorbed and seem to exist in a private world. 'Autos' is also the root for the word 'automatic' which equated with independent functioning without the need for external input (like and automatic transmission or an automatic dishwasher). Kanner viewed the children as demonstrating little need for interaction with others and viewed them as being self-absorbed and self-satisfied. Therefore, he used the term autism to characterize the children's behaviors (Volkmar, Carter, Grossman, & Klin, 1997 as cited in Helfin, L. J. & Alaimo, D.F.)

Autism is not a new disability. Individuals have demonstrated the characteristics associated with Autism Spectrum Disorders (ASD) for thousands of years. Long ago, children born with autism probably suffered the same fate experienced by babies born with any disability. Infants and children seen as defective were abandoned in remote area and left to die (Kirk, Gallagher, & Anastasiow, 1993). Autism was first brought to our attention by Leo Kanner 1943, a psychiatrist at John Hopkins University. He described a group of children who did not relate to others, had delays in speech development, engaged in repetitive behavior, and were upset by changes in routines (Kirk, Gallagher & Coleman, 2015).

American Psychiatric Association (2013) published diagnostic and statistical manual of mental disorders (DSM-5) published in 2013 indicates that all autism disorders criteria are: (a) Persistent deficits in social communication and interaction across context, not accounted by general developmental delays. (b) Restricted, repetitive patterns of behavior, interest or activities. (c) Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities). (d) Symptoms together limit and impair everyday functioning. As compared to other categories of exceptionality, the prevalence and knowledge of ASD have shown the greatest changes over the past two decades.

In conclusion, we can say that Autism spectrum disorder (ASD) is a complex neurological and developmental disorder that begins early in life and affects how a person acts and interacts with others, communicates, and learns. ASD affects the structure and function of the brain and nervous system. Because it affects development, ASD is called a developmental disorder. ASD can last throughout a person's life. People with this disorder have problems with: Communication and interaction with other people and Restricted interests and repetitive behaviors (DSM-5).

ASD is considered a neuro developmental disability, meaning that it affects the functioning of the brain. At this point in time, there is no medical test to diagnose for ASD. Any diagnosis is based on observable characteristics, that is, the behavior that a person is exhibiting. Because of the nature of symptoms, ASD is sometimes difficult to diagnose at a very early age. Some people with ASD may reach adulthood without ever having been diagnosed (Sicle- Kira, 2014).

Not all people with ASD show same behaviors but most common behaviors are as following:

a) Impairment of Social Communication and Interaction

- As a baby, does not reach out to be held by mother or seek cuddling

- Does not imitate others
- Uses adult as a means to get wanted objects, without interacting with adult as a person
- Does not develop age-appropriate peer relationship
- Lack of spontaneous sharing of interests with others
- Difficulty in mixing with others
- Prefers to be alone
- Has an aloof manner
- Little or no eye contact
- Detached from feelings of others
- Does not develop speech, or develops an alternative method of communication such as pointing and gesturing
- Has speech, then loses it
- Repeats words or phrase instead of using normal language (echolalia)
- Speaks on very narrowly focused topics
- Difficulty in talking about abstract concepts
- Lack of impairment of conversational skills (Sicile-Kira, 2014).

b) Seeking of Sameness

- Inappropriate attachment to objects
- Obsessive odd play with toys or objects (lines up or spins continually)
- Does not like change in routine or environment (going to a difference place, furniture moved in house)
- Will eat only certain foods
- Will use only the same objects (plate or cup, same clothes)
- Repetitive motor movements [rocking, hand flapping] (Sicile-Kira, 2014)

c) Other characteristics

- Peculiar voice characteristics (flat monotone or high pitch)
- Does not reach developmental milestones in neuro typical time frame or sequence
- Low muscle tone
- Uneven fine and gross motor skills
- Covers ears
- Does not respond to noise or name, acts deaf
- Does not react to pain

- Becomes stiff when held, does not like to be touched
- Becomes hyperactive or totally nonresponsive in noisy or very bright environments
- Eats or chews on unusual things
- Puts objects to nose to smell them
- Removes clothes often
- Hits or bites self and others (hits head or slaps thighs or chest)
- Whirls himself like a top
- Has temper tantrums for no apparent reason and is difficult to calm down
- Lacks common sense
- Does not appear to understand simple requests
- Frequent diarrhea, upset stomach, or constipation (Sicile-Kira, 2014)

Each country has its own criteria to classify particular type of disability. It means; classification of disability in one country may not resemble in the other. In Nepal, disability is categorized into seven group namely physical disabilities, visual impairment, hearing impairment, deaf blind, speech disorder, mental disability and multiple disability (Central Bureau of Statistics, 2012), and autism is incorporated within mental disability in Nepal (Curriculum Development Center, 2016; National Center for Educational Development, 2016), which hampers gradual growth of children as per their age. In Nepal, those children who show abnormal reaction, repeat same behavior frequently, do not show any interest in social interaction, and express impulsive reactions are considered as children having autism (NCED, 2016). Nowadays, Nepal Government has introduced autism as a separate disability category with the publication of Inclusive Education Policy, 2017 A.D.

Autism care society Nepal and Special School for Disabled and Rehabilitation Center (SSDRC) are the only two institutions advocating in favor of autism and educating to autistic children in Nepal. Different services like counseling, assessment and diagnosis; training to the parents, therapies, teacher training, vocational training to such children has been provided by these two legal organizations. However, the attempts made by these institutions are not enough. Due to this reason, other more or less similar societies and institutions should be run by governmental and non-governmental agencies with an intention of providing effective services to them.

There is no systematic and organized study of Autism in Nepal till date. While considering the world estimation (i.e. 1% of total world population have autism), it is estimated that 250,000 to 300,000 people have autism in Nepal. Existing policy incorporates these children with mental disability and new and separate Act especially in the field of autism is going to be launched soon in the future,

which is one the progress. There are some cases of identifying people having autism at the age of 60 or above, which reflects the poor service delivery in relation to screening, educating, and promoting independence in their social life. The subject of Autism has been kept at bay and the main reason behind it is the lack of national policies and awareness in people. There is a trend in Nepal that the parents suspect the case of autism only when their children are unable to speak as compare to their normal peers. They take long time sometimes even 36 months to confirm the case of autism as our society is extremely judgmental.

Nepal as a third world country has a long way to go. Screening facility at the age 18-24 month to find out ASD is available in USA (IDEA, 2004). Nepal should also provide similar facility to confirm the presence of autism as early as possible. All responsible agencies should join their collaborative hands to work in the field of autism to identify autistic children, managing physical infrastructure for them, providing suitable educational services, etc. as early as possible for their better lives.

As mentioned above, autism is rarely diagnosed in Nepal, few clinicians know anything about it, and it receives little attention in academia. Many parents whose children are autistic have no choice as schools did not accept autistic children due to lacks of plans, policies, and programs of the nation.

5. Street children

Street children are those children who work or live on the streets. They may live permanently on the streets with or without their families because they have no home. They may be children who work on the streets by doing errands or selling items. Street children may spend a lot of time in the streets, but sleep at home.

According to the European Federation for Street Children, "They are an extremely vulnerable group of children living in most severe situations well beyond the usual notion of poverty; they face a gross violation of their human rights, such as violence, sexual exploitation and abuses, chemical addictions and various other human right violations".

Street Children of Nepal

There are more than 5000 children living and working on the streets of Nepal. These children are among the most vulnerable in society, frequently falling victim to some of the worst forms of child labor and exploitation. Street children are misunderstood, negatively viewed and stigmatized by a large portion of society. This social misunderstanding only serves to compound the challenges these children face on a day to day basis.

Street children exist in all of Nepal's major cities and towns. As the population grows, and urban poverty spreads, the number of children living and working on the streets is increasing. Because of the extreme nature of their situations and lack of adult support, many street children are misused and exploited. Ultimately, most of these children remain trapped in the vicious cycle of street life, and often with very limited support.

Due to the current political situation and recent armed conflict, the number of street children has increased. Though there is no current, reliable estimate into the number of children living on the streets, it is clear that numbers are considerably more than they were before the conflict situation escalated – much of this is a result of the large number of displaced people from village areas across Nepal.

There are obviously many hardships that street children face, but one of the greatest challenges is the general misunderstanding by society. Street children are negatively viewed and stigmatized by many people, and often labeled with the derogatory term “Khate.” Ultimately, this social misunderstanding makes it extremely difficult for street children to leave the street and become respected members of the community they live in.

The socioeconomic situation faced by street children is complicated, and it would be inaccurate to suggest all street children have come from similar backgrounds or are in a similar situations.

Of all children on the street, an overwhelming 96% are boys. Girls are far less likely to leave their families than boys, however once girls do leave their homes due to their vulnerability they tend not to live on the street. Instead, the majority of out-of-home girls tend to find themselves as domestic child workers or carpet factory workers. The reality is that girls who leave their home often become exploited in the sex industry from a young age. Sadly, a huge number of these girls are trafficked outside of Nepal for sex work in India.

6. Marginalized

Poor people are often marginalized; but it is not necessary that all poor people are marginalized. Poverty is basically an economic proposition where people lack physical services and suffer from deprivation; but marginalization is the condition of people who experience deprivation and exclusion from cultural, political and other socio-economic activities.

The political and social system pushes certain segment of the society to the edge. They are neglected and not given due space in the social activities. People are not provided the rightful share by the so-

called higher or elite group of society. The children of this group of people are always lacking equitable access to excellent education. They usually have bitter experience in school from their teacher and school administration and hence the quality of their education is questionable. School administration and teacher can alter the situation at least inside the school premises. Teachers should always prompt to hear and deliver the services for them.

7. Ethnic minority group

By ethnic minority, we mean a group of people of particular race or nationality in the country where the majority of the people are of different race or nationalities. Ethnic groups have their own culture, race and tradition. They have own ways of living, and they live in the cluster. They have their own value, norms and language. They practice their own feasts and festivals. They rarely expose them out in the mainstream society. However, they are rich in their own indigenous knowledge and skills. They usually sustain their lives by using their traditional skills.

Because of their own nature and the neglect by the mainstream society, they are getting deprived from the opportunities provided by the state government. Sometimes they have no access to the government agencies and their voices do not reach the political or other authority. Now a days, much awareness has raised and ensuring their rights are being the issues in politics. They are campaigning for their rights. UN charter, ILO conventions and many international treaties, agreement and protocols have been helpful in seeking the rights within the country.

When the whole community is discriminated, neglected or excluded from the mainstream society, we cannot expect that the rights of the children of those societies are ensured. Teachers and the school administrators should make inclusive environment to include them in the educational mainstream.

8. Abused

The literal meaning of abuse is "improper treatment, or usage or application to a wrong, unlawful or bad purpose". Here, "abused" is meant for child abuse. Children used in hard labor, sexual activities and other forceful homebound activities which are not suitable for the children are the examples of child abuse. The problem of child abuse is rampant in the developing countries like Nepal. In Nepal, this problem has arisen because of extreme poverty where the poor parents agree to keep their children in the elite person's house as a house servant. Jhuma, Deuki, Kamaiya, Haliya custom prevalent in Nepal was like taboo where the caregiver or house owner used to abuse the child. There

are so many cases that even the parents, immediate relatives and well known persons may abuse their children.

There are four types of abuse of children in Nepal: (a) **Physical abuse** (forcing the children to do hard labor, beating, and doing other physical assault), (b) **Sexual abuse** (involving them in sexual activities), (c) **Psychological abuse** (threatening, sexual seducing, emotional blackmailing, cheating etc.), (d) **Neglect** (Parents do not take responsibility for their good care, clothing, and nurturing).

In Nepal, major cases of child abuse are coming into the light. Many government and non-government organizations are working for the rights of the children. They are working to save and rehabilitate the children who have been abused or potentially abused. Abused children need first protection and rehabilitation; and they need good care, treatment and positive attitude of the teachers, administrators and caretakers.

9. Third gender

It is the concept in which the individuals are categorized, either by themselves or by society, as neither man nor woman. The term is used to find the orientation of the sex, neither male nor female. They have no definite role in society. They are mostly neglected and have no defined responsibility in the society. Legally their identity is in crisis in many countries. In some countries, the law permits to marry between two third genders and they can get the citizenship and other identifying status. Third gender people are really suppressed in society. They are deprived from many social opportunities. Children are even more vulnerable, confused and feel more discrimination. They usually face difficulties in every step of their lives.

10. Trans-gender

Transgender people are people who have a gender identity, or gender expression, that differs from their assigned sex. Transgender people are sometimes called transsexual if they desire medical assistance to transition from one sex to another. It is an umbrella term; in addition to including people whose gender identity is the opposite of their assigned sex (Trans men and Trans women); it may include people who are not exclusively masculine or feminine.

Transgender are those whose gender identity, gender expression or behavior does not conform to that typically associated with the sex to which they were assigned at birth. **Gender identity** refers to person's internal feeling of being male, female or something else; **gender expression** refers to the way a person communicates gender identity to others through behavior, clothing, hairstyles, and voice or

body characteristics. Other definition of transgender also includes people who belong to a third gender, or conceptualize transgender people as third gender.

Being transgender is independent of sexual orientation. Transgender people may identify as heterosexual, homosexual, bisexual, asexual etc. The term transgender can also be distinguished from intersex, a term that describes people born with physical sex characteristics "that do not fit" typical binary notions of male or female bodies. Many transgender people experience gender dysphoria, and some seek medical treatment such as hormone replacement therapy, sex reassignment surgery, or psychotherapy. Not all transgender people desire these treatments, and some cannot undergo them for financial or medical reasons.

Most transgender people face discrimination at and in access to work, public accommodations and healthcare. They are not legally protected from discrimination in many places.

11. Students at risk (Diabetes, Cystic Fibrosis, Asthma, Epilepsy, HIV and AIDS)

Children at-risk is one who, because of low birth weight, prematurity, or the presence of serious medical complications, has a heightened chance of displaying developmental delays or cognitive or motor deficits (Rossetti, 1986). Researchers have identified three general categories of conditions that put children at risk: genetic disorders, events occurring during pregnancy and birth, and environmental risk (Garwood & Sheehan, 1989).

- **Diabetes:** Diabetes is a group of diseases that affect the body's ability to produce or use insulin, a hormone that allows body to turn glucose into energy. Diabetes can be effectively managed, but potential complications include heart disease, stroke, and kidney damage. There are two main types of diabetes.

Type 1, also known as juvenile diabetes or insulin-dependent diabetes, is an immune system disorder. In Type 1 diabetes, the patient's own immune system attacks the insulin-producing cells in the pancreas, destroying the ability to manufacture insulin. People with Type 1 diabetes must take insulin to live. Most people with Type 1 diabetes are diagnosed as children or young adults.

Type 2 diabetes is mainly related to adults and aged persons. In this sort of diabetes, the pancreas starts off robust in its production of insulin. However, cells that need energy do not respond normally to the usual amount of insulin. The pancreas has to produce much higher levels of the hormone in order to manage blood glucose levels.

Children with diabetes or hemophilia may require regular medication or other medical treatment. Teachers working with these children should be knowledgeable about the medical procedures needed at school, limitations on activities and emergency procedures that may be necessary.

- **Cystic Fibrosis:** It is the most frequently occurring lethal genetic disease in the USA. It causes severe respiratory and digestive problems. It affects major body organs that secrete fluids. The secretions of normal fluid are blocked by the mucus, and it causes the development of cysts, which become surrounded by scar tissue. Students with CF undergo physiotherapy once or twice a day to loosen mucus in their chest. They need to take digestive enzymes or other medications when their digestion affects bowel movements.
- **Asthma:** It is a chronic lung condition which causes difficulty in breathing, wheezing, coughing, excess mucus, sweating and chest constriction. About half of the people who have asthma have an allergic form of the disease and often have other allergies. When a child is having the asthma attack, she is reacting to triggers in the environment. The disease also occurs because of non-allergic conditions, with attacks triggered by cold, dry air or exercise. Asthma is dangerous and potentially life threatening-which can affect student's progress in school. Now a days, this condition is believed to be caused by allergies or other physiological factors. However, there are important interactions between asthma and emotions. Excessive laughing and crying can affect respiration sufficiently to cause asthma attack. There is high chance of the student with asthma to be isolating in the circle and limiting the activities of play and recreation.
- **Epilepsy:** A seizure is an abnormal electrical discharge in the brain. Several different conditions can cause a seizure. Seizures are mainly two types depending on the effects experienced by the victims. They are tonic-clonic seizure also called as grand mal seizure, and febrile seizure (not recurring type).

In contrast to this, epilepsy is a neurological condition that makes people prone to having seizure. With epilepsy, there is an underlying brain abnormality that periodically causes seizures to occur. People in whom the seizure is not accompanied by other conditions like cerebral palsy and intellectual disability, their intellect and physical abilities are normal.

When seizure occurs, it may either originate in a specific part of the brain (this is called partial onset) or involve the whole brain (called generalized onset). Seizures are recognized by observing the form of the seizure taking place. There are three types of seizures: absence

seizure, tonic-clonic seizure, and status epilepticus. Seizures are scary; but dealing with it may become the routine once one occurs. If a student has history of seizure, the teacher has three important roles: assist when the seizure occurs, help to reduce the stress, keep the record and report the seizures.

- **HIV and AIDS:** HIV in its full form is "Human Immune Virus"; hence it is a viral disease and transmitted from person to person in a number of ways. However, it is transmitted by the fluids like semen, infected blood, baby born from the infected mother, etc. The virus destroys the immune system of the person and hence the person is susceptible to be attacked by other diseases. Most children with HIV/AIDS have acquired the condition from their mothers either before they were born, at the time of birth, or as infants through breastfeeding. Generally, when a person becomes infected with the virus, it takes 6 to 12 weeks before the infection becomes detectable through blood tests. But in the infants up to 18 months, detecting the HIV is not sure, or it may be false diagnosis because the baby will have the mother's antibodies to HIV, which may lead to false diagnosis. Hence, even if the baby is HIV free, it may be diagnosed as infected one.

Slow physical growth and little weight gain are often the first indications of HIV in children. Delay may also occur in motor skills and cognitive development. Some children may have neurological problem as shown in difficult to walk and coordination. In school some children with AIDS are classified as having learning disabilities, while others have ADHD and poor language skills. During the final stage of illness, when AIDS occurs, opportunistic infections such as pneumonia, certain type of cancer or other disease attacks the body and cannot be rejected because of an ineffective immune system.

12. Poor

Poor people are those who cannot fulfill their basic needs and are living in the life under certain standard. In Nepal, people are considered poor who cannot earn 1.25 dollar per day; or poor are those whose economic status keeps them under the poverty threshold. Economic condition of a family signifies the poverty and has strong effects on the standard of living. Economic vulnerability is something that restricts the people from enjoying life. There is restriction everywhere.

Twenty one percent of the total population is living under the poverty line in Nepal-which is challenging the prosperity of the country. Children are still more affected by the poverty than any other group of people. Malnutrition, hopelessness, weakness, passiveness, conflict, juvenile delinquencies

etc. are rampant-which are the barriers of the quality education. Poverty is itself a problem and it is also a basic element of so many other problems, diseases, distress and catastrophes.

Target group children have challenges for accessibility in the mainstream of education. They need proper care and opportunity to come to the school, and they also need special arrangement for inclusion in the school system. These are the broad categories of children who may or may not have been the part of mainstream education system. Both of the groups are the target of education-those who could not be part of education system, and those who have been the part of education system but are not getting reasonable quality of education.

Eligibility can be determined for those who deserve special education or special needs education or inclusive education according to their individual needs, their degree of disability, extent of their disadvantages. Screening, diagnosis and referral services are the prerequisite services for their placement.

1.3 Needs and Importance of Special/Inclusive Education in Nepal

Inclusive education systems present a recovered quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. These above features are very necessary for the development of Nepalese education. So, inclusive education is very importance in Nepal.

Similarly, we have known that in inclusive education or classroom, general education teachers and special education teacher work together to meet the needs of students. This type of classroom gives special education students the support they need and allows them to stay in the least restrictive environment. All students can benefit from the additional resources and supportive techniques used in an inclusion classroom. Different studies show that inclusion is beneficial for all students—not just those who receive special education services. Therefore, it is also very essential for Nepal. That's why it is very important in the context of Nepal. The following points will support the need and importance of special/ inclusive education in Nepal.

1. Differentiated Instruction: All students learn differently. This is a principal of inclusive education. One key teaching strategy is to break students into small groups. By using small groups, teaching can be tailored to the way each student learns best. This is known as differentiated instruction. Teachers

meet everyone's needs by presenting lessons in different ways and using Universal Design for Learning (UDL). For example, they may use multisensory instruction. In math, that may mean using visual aids and manipulative like cubes or colored chips to help kids learn new concepts. (See more examples of multisensory math techniques.) Some classrooms may have an interactive whiteboard. On it, kids can use their fingers to write, erase and move images around on the large screen. This teaching tool can also be used to turn students' work into a video, which can be exciting for kids and help keep them engaged.

2. Supportive Teaching Strategies: In an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress. Kids may be given opportunities to move around or use fidgets. And teachers often put positive behavioral interventions and supports (PBIS) in place. These strategies are helpful for all students—not only for students with learning and attention issues.

3. Reduced Stigma/disgrace: Inclusive classrooms are filled with diverse learners. That lets kids talk about how everyone learns in their own way. They may find that they have more in common with other kids than they thought. This can go a long way in reducing stigma for kids with learning and attention issues. It can also help kids build and maintain friendships.

4. Effective Use of Resources: In more traditional special education settings, many kids are “pulled out” for related services, like speech therapy or for other specialized instruction. An inclusion class often brings speech therapists, reading specialists and other service providers into the classroom. These professionals can provide information and suggestions to help all students. If your child isn't eligible for special education, but still needs some extra support, it can provide him with some informal support.

5. High Expectations for All: If your child has an Individualized Education Program (IEP), his goals should be based on the academic standards for your state. Those standards lay out what all students are expected to learn in math, reading, science and other subjects by the end of the school year. Differentiated instruction and co-teaching in a general education classroom make it easier for students with standards-based IEPs to be taught the same material as their classmates. In some schools, only certain classrooms are inclusion classes. In that case, schools may assign general education students randomly to inclusive or non-inclusive classes. Other schools may choose students who benefit from the emphasis on meeting the needs of all learners at all ability levels (<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/5-benefits-of-inclusion-classrooms>).

Over the years, the benefits of providing an inclusive education to all children have been shown. Inclusive education (when practiced well) is very important because:

- All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults.
- It provides better opportunities for learning. Children with varying abilities are often better motivated when they learn in classes surrounded by other children.
- The expectations of all the children are higher. Successful inclusion attempts to develop an individual's strengths and gifts.
- It allows children to work on individual goals while being with other students their own age.
- It encourages the involvement of parents in the education of their children and the activities of their local schools.
- It fosters a culture of respect and belonging. It also provides the opportunity to learn about and accept individual differences.
- It provides all children with opportunities to develop friendships with one another. Friendships provide role models and opportunities for growth.

Summary

- Generally, disabilities define as persons who are mentally or physically unable or incompetent to lead a normal life.
- Persons with disabilities in Nepal are doubly marginalized- first by poverty, and then by social and economic exclusion. Negative social attitudes and prejudice towards disability have ensured relatively low prioritization of national resources towards disability intervention and full extreme exclusion for the average individual with disability.
- On the basis of onset period, time and course of development, disabilities are broadly categorized into three kinds. According to Central Bureau of Statistics, 2012, there are 1.94 % or 513,321 people out of total population have different types of disabilities in Nepal.
- Mild disability (White Identity Card): ability to perform daily activities and participate in social life if barrier free environment is provided.
- Moderate disability (Yellow Identity Card): ability to perform daily activities and participate in social life if barrier free environment, appropriate training and education are provided.
- Severe disability (Blue Identity Card): inability to perform daily individual or social activities without the help of others.

- Profound disability (Red Identity Card): difficulty to perform daily activities even with the help of others.
- Labeling and classification are complex issues involving emotional, political and ethical considerations in addition to scientific, fiscal, and educational. Categorization, labeling and issues on the disabled have been controversial. Needless to say, labeling is inevitable.
- The paradigm shifts in the concept of special education from segregation to inclusion, and the eligibility of the students for those special classes are continuously changing. The newly emerged concept of response to intervention (RTI) helps assessing the different groups of children at three different levels (tiers) deciding the eligibility of the individual special student placing them in the respective level according to the intensity of disability and capacity of the individual student to grasp learning.
- All students can benefit from the additional resources and supportive techniques used in an inclusion classroom. Different studies show that inclusion is beneficial for all students—not just those who receive special education services. Therefore, it is also very essential for Nepal. That's why it is very important in the context of Nepal.

Unit II

Conceptual Development of Special Needs/Inclusive Education in Nepal

We know that the Government of Nepal has ratified different regional and international convention regarding education and committed to internalize international policy provisions into national policies. As a cosignatory of Salamanca Conference, the Government of Nepal has attempted to increase the access in education as well as to promote quality education. In order to ensure the right of education to every child, inclusive education has adopted as an approach to promote inclusion in education system (Regmi, 2017).

The focus of inclusive education in Nepal is to provide educational opportunities to those children at national and local level who are in the risk of being deprived of education and in risk of dropping out from the school due to lack of essential support and appropriate environment. The inclusive education is therefore aimed to encourage school to follow a child centered teaching and learning to fulfill socio-cultural and individual needs of all children. Department of Education (DOE) of the Ministry of Education defines inclusive education as" a process of developing educational system that ensures the opportunity for receiving education in a nondiscriminatory environment in their own community by respecting the multicultural differences. Inclusive education believes on the principle that all children can learn if they are given appropriate environment and support to address their needs and recognizes the importance of the ownership of the community in schools "(DoE, 2011). This definition highlights the reform in overall education system by increasing access, assuring equal opportunities, and promoting quality education. Therefore, Nepal has agreed to inclusive education as an approach to promote education system in line with education for all to ensure right of education to every child.

DoE has also identified the target groups for inclusive education as: girl child and women, children with disability, dalit children, minority ethnic groups, street children, children affected by conflict, children affected by trafficking and sexual abuse, children severely affected by poverty, children of bonded laborers, children in jail, children infected and affected by HIV/AIDS, and child laborers (DoE, 2011 as cited in Regm, 2017).

As a result, inclusive education is a coping strategy against exclusion in education. It has attempted to identify the barriers in education and primarily focuses in access, participation, and educational discrimination. It has aim to extend participation, reduce learning barriers, and provide equal opportunities to all students. The holistic goal of inclusive education in Nepal is to mainstreaming those who dispossessed from educational opportunities and ensuring equity in quality education without any discrimination in school. The official definition of inclusive education made by Government of Nepal clearly articulated the fundamental principles of inclusive education which are accepted and adopted internationally.

2.1 Special Education

Special education means specially designed instruction that the unusual needs of an exceptional student and that might require special materials, teaching techniques, or equipment and /or facilities. Students with visual impairments might require reading materials in large print or braille; students with hearing impairments might require hearing aids and/ or instruction in sign language; those with physical disabilities might need special equipment; those with emotional or behavioral disorders might need smaller and more highly structured classes; and students with special gifts or talents might require access to working professionals. Related services- special transportation, psychological assessment, physical and occupational therapy, medical treatment, and counseling might be necessary if special education is to be effective. The single most important goal of special education is finding and capitalizing on exceptional students' abilities (Hallahan, Kauffman & Pullen, 2012).

The best general education cannot replace special education. Special education is more precisely controlled in pace or rate, intensity, relentlessness, structure, reinforcement, teacher pupil ratio, curriculum, and monitoring or assessment (Kauffman & Hallahan, 2005; Kauffman & Landrum, 2007 as cited in Hallahan et. al., 2012). It is true that general education does not and cannot replace special education for those students at the extremes of the range of disabilities.

In conclusion, special education is the vehicle through which children who have disabilities are guaranteed to receive, within the public education system, an education specifically designed to help them reach their learning potential. Special education teachers often have significant responsibility for this specially designed instruction, but general education teachers, paraeducators, specialist, and other professionals also may provide special education (Friend, 2011). We should have known that special education has three parts: specially designed instruction that meets the need of students with disabilities, related services, and supplementary aids and services. Therefore, it is individually planed, specialized, intensive, goal-directed instruction. When practiced most effectively and ethically, special

education uses research based teaching methods and is guided by direct and frequent measures of student performance. Today's special education is the conclusion of efforts by researchers, professionals, parents and legislators. Special education is characterized by inclusive practices, accountable and accessible instruction, positive behavior supports, and collaboration.

2.2 Special Needs Education

'Special education' or 'special needs education' are synonymous terms which refer to the practice of providing education to the children with special needs. 'Children with special needs' refer to those children who differ from the norm physically or intellectually. As the needs of such students cannot be fulfilled in an ordinary classroom environment, some special education program is designed for them. According to the Individuals with Disabilities Education Act (IDEA), Special Education is "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability". IDEA has categorized the various disabilities as Autism Spectrum Disorder (ASD), multiple disabilities, Traumatic Brain Injury (TBI), Speech/language impairment, Intellectual Disability (also known as "Mental Retardation"), Deaf/ Hearing Impairment, Visual Impairment/ Blindness, Deaf-Blindness, Developmental Delay, Emotional Disturbance, Specific Learning Disability, Orthopedic Impairment and other health impairments. Any child who is identified as having a disability is deemed eligible to receive special education (Office of the Dean, Faculty of Education, 2017).

Special Needs Education is such type of education which is essential for students with disabilities, in consideration of their individual educational needs, which aims at full development of their capabilities and at their independence and social participation. Special Needs Education is carried out in various forms, including in resource rooms, in special classes (both are in regular schools), and in special schools named "Schools for Special Needs Education".

There are 200 million children who are deprived of access to education throughout the world, a significant number have special educational needs. In the earlier period, special education was defined in terms of children with a range of physical, sensory, intellectual or emotional difficulties. For the period of the last 15 to 20 years, it has become plain that the concept of special needs education has to be widened to include all children who, for whatever reason, are failing to benefit from school. In addition to children with impairments and disabilities who are prevented from attending their local school, there are millions more who are:

- experiencing difficulties in school, whether temporarily or permanently lacking interest and motivation in learning

- only able to complete one or two years of primary education
- forced to repeat grades forced to work living on the streets
- living too far from any school
- living in severe poverty or suffering from chronic malnutrition
- victims of war and armed conflict
- suffering continuing physical, emotional and sexual abuse,
- or simply not attending school, whatever may be the reason (UNESCO, 1994).

At one level, special need education is an important part of society's response to the needs of exceptional children and the right of individuals with disabilities- a response brought about by parent advocacy, litigation, legislation, and increasingly, self-advocacy by people with disabilities. At another level, special need education is a profession with its own history, cultural practices, tools, and research base focused on the learning needs of exceptional children and adults. Special education is not general education, and efforts to "blur" the identity of special education are not in the best interest of children with disabilities who need specially designed instruction. General education and special education are different (Heward, 2013).

Dimensions and defining features of special education instruction

Dimension	Defining Features
Individually Planned	<p>Learning goals and objectives selected for each student based on assessment results and input from parents and student</p> <p>Teaching methods and instructional materials selected and/or adapted for each student</p> <p>Setting(s) where instruction will occur determined relative to opportunities for student to learn and use targeted skills</p>
Specialized	<p>Sometimes involves unique or adapted teaching procedures seldom used in general education (e.g., constant time delay, token reinforcement, self-monitoring)</p> <p>Incorporates a variety of instructional materials and support-both natural and contrived-to help student acquire and use targeted learning objectives</p> <p>Related services (e.g., audiology, physical therapy) provide as needed</p> <p>Assistive technology (e.g., adapted cup holder, head-operated switch to select communication symbols) provided as needed</p>

Intensive	<p>Instruction presented with attention to detail, precision, structure, clarity, and repeated practice</p> <p>"Relentless, urgent" instruction</p> <p>Efforts made to provide incidental, naturalistic opportunities for student to use targeted knowledge and skills</p>
Goal-Directed	<p>Purposeful instruction intended to help student achieve the greatest possible personal self-sufficiency and success in present and future environments</p> <p>Value/goodness of instruction determined by student's attainment of learning outcomes</p>
Research-Based	<p>Recognition that not all teaching approaches are equally effective</p> <p>Instructional programs and teaching procedures selected on basis research support</p>
Guided by student performance	<p>Systematic, ongoing monitoring of student progress</p> <p>Results of frequent and direct measures of student learning used to inform modifications</p>

Source: Heward, 2013

2.3 Integrated Education

Integrated schools/education educates children in an environment where self-esteem and independence are developed as priorities. Self-respect and respect for others are strongly encouraged. The integrated ethos is nurtured to ensure inclusion of people from different religions, cultures, genders, abilities and socio-economic backgrounds. Integrated education encourages open-minded attitudes among pupils as well as building the confidence and ability to question, observe, listen and make informed decisions. Integrated education recognizes the value of parents and so parental involvement in all aspects of school life is actively encouraged. Parents are encouraged to take an active role in the governance of the school and the Parent's Council.

When students with disabilities are educated with their peers without disabilities, they learn age-appropriate social skills by imitating students without disabilities in the environments where they are needed. Integrated settings provide a challenging environment for students with disabilities.

The concept of integration emerged in the 1980s, as an alternative to segregated special needs curricula and school models, with the objective of placing students defined as having special needs in mainstream schools. The restructuring and improvement of physical facilities, the increase in numbers of special classrooms and special education teachers in mainstream buildings, the 'integration' of

learners with special needs into regular classes, and the provision of learning materials were, and still are, some of the main components for the application of integration models. Mainly focused on students with mild impairments, integration can risk becoming a rhetorical device rather than a reality in practice; it can become more about a spatial change of school classrooms than a change of curricular content and pedagogy relevant to children's learning needs (UNESCO, 2008).

After the 1990s, the scope, objectives, contents and implications of inclusive education in relation to integration were considerably changed. This was principally due to the recognition that integration models solely based on closing special schools and 'inserting' students into mainstream schools and curricula do not respond to the diversities of learners' expectations and needs. Such an understanding prompts revision of educational policies dealing with integration issues by questioning the relevance of the curriculum and school models that are the same for all students, regardless of their differences. According to such models, students must adapt to the existing norms, styles, routines and practices of the education system. Moreover, drop-out rates may increase among students with special needs when integrated into mainstream schools that have not undertaken a comprehensive set of institutional, curricular and pedagogical changes.

IE is generally bringing together, in one united process, more than one element, subject, method or stream in the educational process. For example, if we mix history and geography, chemistry and biology, formal and informal education, or theoretical and practical education, we are implementing integrated education. In the same manner, holistic education can be delivered in an integrated education. Therefore, integration means involving the students having various disabilities, or carrying differences (race, gender, class etc.) in a regular class for co-learning, developing or educating together.

There are many reasons to provide opportunities for students with disabilities to learn and interact with their peers without disabilities. Integrating students can be beneficial for both groups of students, as well as for their parents, teachers, and program administrators which are described below in brief:

1. Students without disabilities

Students without disabilities progress in social cognition and develop a greater understanding and acceptance of students with disabilities and diversity as a whole, as a result of experiencing inclusive programming. Students without disabilities also experience increased self-esteem and improved self-concept.

2. Students with disabilities

When students with disabilities are educated with their peers without disabilities, they learn age-appropriate social skills by imitating students without disabilities in the environments where they are needed. Integrated settings provide a challenging environment for students with disabilities. Therefore, these students learn to be more independent and acquire developmentally advanced skills. Also, they may develop friendships and a more positive self-image by having the opportunity to do what other students do.

3. Teachers

Both general education and special education teachers can learn by teaching in integrated settings. General education teachers have the opportunity to learn about disabilities and special education. Special education teachers have frequent contact with normally developing students and, therefore, have more realistic expectations for the students they teach. In addition, both groups of teachers are able to exchange information about instructional activities and teaching strategies, thus expanding their skills.

4. Families of students with and without disabilities

When students attend integrated programs, parents of children with disabilities have the opportunity to see that many of their children's behaviors are typical of most students. By seeing their children accepted by others and successful in integrated settings, parents may feel better about themselves and their children. Parents of children with disabilities also have the chance to become acquainted with other parents and participate in the same activities. Providing positive experiences in integrated settings allows children without disabilities and their parents to learn about disabilities and develop positive attitudes about people with disabilities. Integration can expand and enhance the personal experiences of children, parents, and teachers.

5. Administrators

Educating students with and without disabilities together can facilitate major change and transformation of general education to better address the needs of all students. In addition, staff skills may improve through in-service and modeling opportunities. Everyone benefits from having increased classroom and staff resources. Families and IEP teams may be able to choose between a greater number of service delivery options for students with disabilities.

2.4 Inclusive Education

Generally, inclusion means educating students with disabilities in general education classroom. The term inclusion has many different meanings. As a social philosophy inclusion means fostering acceptance, belonging, and community in schools and other social institution for a diversity of students, families, educators, and community members. Research has also proved that students with disabilities in inclusive classroom actually made greater gains than the achievement secured from special classroom. Inclusive program is a place where everyone belongs, is accepted, and is supported by her/his peers and other members of the community by attaining her/his educational needs and preferences (Niure, Shrestha & Pandey, 2017).

Inclusive education means that all students with special needs attend in general classroom with same age peers, they are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is both a vision and a practice of welcoming, valuing, empowering, and supporting the diverse academic, social, and cultural learning of all students in shared environment (Villa & Thousand, 2016). Thus, inclusive education is not only for the children with special needs but the children without special characteristics can also get benefit from it. For a long time, children with disabilities were educated in separate classes or in separate schools. Now we know that when children are educated together, positive academic and social outcomes occur for all the children involved. Inclusive education is schooling for the vast majority of children within a mainstream system, where all children - including those with disabilities – are given the opportunity and support to learn together in the same classroom.

We also know that simply placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment. Inclusive education is a form of social justice in education. It seeks fair and equitable educational practices for all students by breaking discrimination and prejudice based on specific differences (Zelta, 2016). Inclusion in the above statements is enshrined within the principles of social justice. Phrases such as 'join fully', 'take part', 'equal partners', 'enforceable civil rights', 'all pupils' and 'participation' create an image of an inclusion process which truly values and welcomes all into mainstream schools. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and wellbeing of every young person matter. Effective schools are educationally inclusive schools, these shows, not only in their performance but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties.

This does not mean treating all pupils the same way. Rather it involves taking account of pupils' varied life experiences and needs.

In Nepal, inclusive education is defined as a process of developing educational system that ensures the opportunity for receiving education in a non-discriminatory environment in their own community by respecting the multicultural differences (Curriculum Development Center, 2007). Considering the basic premises, Nepal Government has been making a number of attempts for last five decades (CERID, 2004), but such attempts are not enough to meet the diverse needs of children with disabilities (Niure et.al, 2017).

Inclusive education is a philosophy, a concept, and human right which is based on equal footing equity, access and participation. It is right based and value based education system providing education to the children involved in the mainstream education system despite of their backgrounds they come from. This education system is all about developing and exposing out their innate capacity of the children in the fullest.

Inclusion means educating students with disabilities in general education classrooms; the LRE principle requires that students with disabilities be educated in settings as close to the regular class as possible in which an appropriate program can be provided and the child can make satisfactory educational progress (Heward, 2012).

UNESCO (2008) defines Inclusive education as a process that involves the transformation of schools and other centers of learning so as to cater for all children— including boys and girls, students from ethnic minorities, those affected by HIV and AIDS, and those with disabilities and learning difficulties. Education takes place in many contexts, both formal and non-formal, and within families and the wider community. As a result, inclusive education is not a marginal issue, but is central to the achievement of high-quality education for all learners and the development of more inclusive societies.

The EFA Declaration agreed in Jomtien (1990) sets out an overall vision: universalizing access to all children, youth and adults, and promoting equity. It is about being proactive in identifying the barriers some groups encounter in attempting to access educational opportunities. It is also about identifying all the resources available at national and community level and bringing them to bear on overcoming those barriers. This was the foundation for inclusive education.

There are three basic elements of inclusive education. They are given below:

- Use of teaching assistants or specialists: Staffs have the potential to be inclusive or divisive. For instance, a specialist who helps teachers address the needs of all students is working inclusively. A specialist who pulls students out of class to work with them individually on a regular basis is not.
- Inclusive curriculum: An inclusive curriculum includes locally relevant themes and contributions by marginalized and minority groups. It avoids binary narratives of good and bad, and allows adapting the curriculum to the learning styles of children with special education needs.
- Parental involvement: Most schools strive for some level of parental involvement, but it is often limited to emails home and occasional parent–teacher conferences. In a diverse school system, inclusion means thinking about multiple ways to reach out to parents on their own terms.

That's why, the Inclusive Education is the newly emerged right-based system of education which intends to include all the children within the mainstream of education and works for the development of their abilities in the fullest ensuring their access, and participation in every aspects of educational activities by eliminating all type of barriers through the use of flexible, and inclusive curriculum.

Key Features of Inclusive Education

Generally, inclusive education will be successful if these important features and practices are followed:

- Accepting unconditionally all children into regular classes and the life of the school.
- Providing as much support to children, teachers and classrooms as necessary to ensure that all children can participate in their schools and classes.
- Looking at all children at what they can do rather than what they cannot do.
- Teachers and parents have high expectations of all children.
- Developing education goals according to each child's abilities. This means that children do not need to have the same education goals in order to learn together in regular classes.
- Designing schools and classes in ways that help children learn and achieve to their fullest potential (for example, by developing class time tables for allowing more individual attention for all students).
- Having strong leadership for inclusion from school principals and other administrators.
- Having teachers who have knowledge about different ways of teaching so that children with various abilities and strengths can learn together.

- Having principals, teachers, parents and others work together to determine the most effective ways of providing a quality education in an inclusive environment.

(<https://nbacl.nb.ca/module-pages/inclusive-education-and-its-benefits/>)

Differences between integrative and inclusive practices

Integrative Practice	Inclusive Practice
<ul style="list-style-type: none"> • Integration of children with special needs in the mainstream school • Differentiating system depending on the type of disability • Two-group-theory (disabled – not disabled; with or without special needs) • Reception of disabled children • Theoretical approach centered on the individual • Resources for labeled children • Special support for disabled children • One individual curriculum for one child • Individual projects for disabled children • Special teacher supporting children with special needs • Special education influencing mainstream school methods • Controlled by experts 	<ul style="list-style-type: none"> • Living and learning together (all children at the mainstream school) • Inclusive system for everybody • Theory of heterogeneous group (different minorities and majorities) • Changing of the schooling idea • Consideration of all levels (emotional, social, educational) • Resources for the entire school • Common and individual learning • One individualized curriculum for every child • Engagement into reflection and planning of all participants • Special teacher supporting teachers, classes and schools • Changing all educational practices (mainstream and special practices) • Teamwork

Inclusion Maximizes Individual Growth and Builds a Sense of Community

For students with disabilities, inclusion...	For all students, inclusion...	For teachers, inclusion...	For society, inclusion...
<ul style="list-style-type: none"> • affords a sense of belonging to the diverse human family • provides a diverse 	<ul style="list-style-type: none"> • provides opportunities to experience diversity of society on a small 	<ul style="list-style-type: none"> • helps teachers appreciate the diversity of the human family • helps teachers 	<ul style="list-style-type: none"> • promotes the civil rights of all individuals • supports the social

<p>stimulating environment in which to grow and learn</p> <ul style="list-style-type: none"> • evolves in feelings of being a member of a diverse community <ul style="list-style-type: none"> • enables development of friendships • provides opportunities to develop neighborhood friends • enhances self respect • provides affirmations of individuality • provides peer models • provides opportunities to be educated with same-age peers 	<p>scale in a classroom</p> <ul style="list-style-type: none"> • develops an appreciation that everyone has unique characteristics and abilities • develops respect for others with diverse characteristics and sensitivity toward others' limitations • develops feelings of empowerment and the ability to make a difference • increases abilities to help and teach all classmates • develops empathetic skills • provides opportunities to vicariously put their feet in another child's shoes • enhances appreciation for the diversity of the human family 	<p>recognize that all students have strengths</p> <ul style="list-style-type: none"> • creates an awareness of the importance of direct individualized instruction • increases ways of creatively addressing challenges • teaches collaborative problem solving skills • develops teamwork skills • acquires different ways of perceiving challenges as a result of being on a multi-disciplinary team • enhances accountability skills • combats monotony 	<p>value of equality</p> <ul style="list-style-type: none"> • teaches socialization and collaborative skills • builds supportiveness and interdependence • maximizes social peace • provides children a miniature model of the democratic process
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Adapted from: Raschke, D., & Bronson, J. (1999). Creative educators at work: All children including those with disabilities can play traditional classroom games. Retrieved from <http://www.uni.edu/coe/inclusion/philosophy/benefits.html>

History and Development of Special, Special Needs, Integrated and Inclusive Education Practice in Nepal

The modern education system in Nepal started in 1950. Since then, the Government of Nepal has formed different educational commission from time to time to review and reform educational system of the country. In the series of educational commission, Nepal National Educational Planning Commission, 1956 (NNEPC) was first and most important of all other education commission. The commission has suggested Government to ensure universal and free primary education. The commission has further recommended that, primary education should be made compulsory along with schools' infrastructure development and ensures the supply of teacher in schools (MoE, 1956). Although the commission has described about inequalities in participation in school based on gender, caste, and language, it did not suggested any special provision to address this inequalities.

After ten years, All Round National Education Committee (ARNEC) was formed in 1966. This commission has recommended the enactment of the Education Act in order to provide adequate legal base to the emerging national education system. This commission had opened the direct discussion of special education by including specialized teaching of crippled, blind, deaf and dumb. Additionally, it has concerned to the miserable situation of delinquent children and urged to work collectively to reforms to the condition of such children. The report of the commission suggested to establishment of social education center in each development regions and made the provision of training and certification in order to entrust these trained people with the responsibility of working with the disabled children in the country (Kafle, 2002 as cited Regmi, 2017).

The National Educational System Plan (NESP, 1971-76), like other previous plan has categorically described the role of the Government in the extension of special need education in the country by recognizing both its need and importance (Kale, 2002 as cited in Regmi 2017). The NESP created special need education council as an apex body for running special education program. The plan has also suggested establishing a uniform national education system by incorporating all components and level of education with respect to the development of special education. In addition, the plan mentioned that education should also be provided to those who are physically disabled (the deaf, the dumb and the blind). The plan has also stated that, although it may not possible to provide for such special education all over the country steps should be taken immediately to make a start in the densely populated areas like Kathmandu (Kafle, 2002 as cited in Rgmi, 2017).

In order to evaluate the higher education system of the country and to suggest changes that were necessary to put the system on the right track, Royal Commission on Higher Education was set up in

1981. As the commission solely delineated various aspects of higher education without going down to the level of secondary and elementary education, nothing specific was mentioned about special education except that some financial incentives were suggested for the education of students coming from remote and disadvantaged community and difficult situation (Kafle, 2002 as cited in Regmi, 2017).

After the restoration of multiparty democracy in 1990, the Government of Nepal has formed the National Education Commission (NEC) in 1992. This plan has mandated to review the existing education system as a whole in order to suggest changes to address the demands of the country and people in the changed context (MoE, 1992). This commission has considered the importance of linguistic and cultural diversity and suggested that primary education should be taught in mother tongue. The commission identified caste and gender disparities in education and suggested special provisions for women, physically and mentally disabled people, and economically and socially disadvantaged communities. The commission has also recommended the Government to make arrangements such as encouragements and priority to women at all levels of education, initiation of appropriate steps for educating the handicapped children to the highest level, educational provision and training for the backward communities, provision of special education for the disabled children and orphans and expansion of education in geographically disadvantaged areas (MoE, 1992).

Similarly, High Level National Education Commission (HLNEC) was formed in 1998. HLNEC has demonstrated its strong support to many recommendations of the previous commissions with urging the Government of Nepal to ensure effective implementation. The commission has requested the Government to move along with the principle of inclusion in special education, and empower the oppressed and economically disadvantaged people. The High Level National Education Commission has also recommended to avoid gender and caste based discrimination as well as to promote language, ethnicity and cultural diversity of the country (Kafle, 2002 as cited in Regmi, 2017).

As discussed above, we have known that most of the education commissions of Nepal directly and indirectly mentioned the important of inclusion in education and has recommended the different intervention regarding inclusive education. However, these commissions did not explore the discussion of educational exclusion in the classroom and to recommend appropriate measures to overcome this problem. The recommendations of different educational commissions mostly focused on designing and implementing strategic intervention to increase the access and participation in education. Similarly, the discussion of inclusive education in Nepal previously was influenced from special need education. The Government's efforts were focused to promote the access in education

and establish education as human right. More recently, the Government of Nepal has changed the focus from policy to practice and specially emphasized to quality education with mainstreaming to those who are deprived from educational right and children with disabilities (Regmi, 2017).

Most importantly, like an international ideological shift on educational discourse, the discourse of special need education was initially started in Nepal. As a result, some special schools for the children with disabilities were established, introduced special need education council, provided training to the special need education teacher and extended policy focus on development of special need education. When segregation was started to criticized internationally, Nepal has also started the integration of children with disabilities through the provision of resource class which were still running in regular school. The integration was also criticized as it is failed to support social assimilation of children with disabilities and inclusion of children with disabilities were encouraged to admit general classroom. But in the context of Nepal, still the focus was found in integration. Therefore, the Government of Nepal needs to focus on inclusion rather than integration through the overall change in educational system.

Differences among Special/Special Need, Integrated and Inclusive Education

Special or Special need Education	Integrated Education	Inclusive Education
High Cost	Cost not so High the child is seen as a problem and not the system	Is all about effective learning by all children including children with disability
Charity Oriented	S/he is considered to be different from others	Based on the social model of disability
Teacher Effectiveness limited to the group	S/he cannot learn it is her/his problem	Emphasizes quality of education
May have low Self-esteem	Based on the medical model of disability	Not mere placement in education
Special Educator	Views a child with disability with clinical blinders needing remedy	Considers that if the child is not learning then the system needs to be blamed
Special Curriculum	Selected Regular School	Child Remains as She is, Rights Recognized and Actualized
Special methodology	Regular Resource Teacher, Specialist	Equal Opportunities for Participation

Limited Opportunities for Participation	Curriculum and Methodology Subject Centered	Teacher Effectiveness in Including all in the Learning process
Special School	Teacher Effectiveness Unchanged – Limited to other Children	Curriculum and Methodology Child Centered Constructivist
	Rights Recognized not Realized	Teacher Effectiveness in Including all in the Learning Process
For Special Children like the Visually Impaired	Selected Regular Child Brought near Normal School	School – She would naturally go to the Neighborhood

(http://manovikas.co.in/DB/DEd_Study_Material/Paper_11/Diffrence_between.pdf).

Summary

- Special education means specially designed instruction that the unusual needs of an exceptional student and that might require special materials, teaching techniques, or equipment and /or facilities.
- ‘Special education’ or ‘special needs education’ are synonymous terms which refer to the practice of providing education to the children with special needs. ‘Children with special needs’ refer to those children who differ from the norm physically or intellectually.
- The concept of integration emerged in the 1980s, as an alternative to segregated special needs curricula and school models, with the objective of placing students defined as having special needs in mainstream schools.
- There are many reasons to provide opportunities for students with disabilities to learn and interact with their peers without disabilities. Integrating students can be beneficial for both groups of students, as well as for their parents, teachers, and program administrators.
- The Inclusive Education is the newly emerged right-based system of education which intends to include all the children within the mainstream of education and works for the development of their abilities in the fullest ensuring their access, and participation in every aspects of educational activities by eliminating all type of barriers through the use of flexible, and inclusive curriculum.

Unit - III

Legal Provision for Children with Special Needs/Inclusive Education

3.1 Different Constitutions since 1991

The Constitutions of the Kingdom of Nepal 1991

The constitution of Kingdom of Nepal 1991, In part II, Article (3) state that- The State shall not discriminate citizens among citizens on grounds of religion, race, sex, caste, tribe or ideological conviction or any of these.

Provided that special provisions may be made by law for the protection and advancement of the interests of women, children, the aged or those who are physically or mentally incapacitated or those who belong to a class which is economically, socially or educationally backward.

Similarly, in part III (Fundamental Rights) article 18 advocating the Cultural and Educational Right, in this section, the following provision are given below

1. Each community residing within the Kingdom of Nepal shall have the right to preserve and promote its language, script and culture.
2. Each community shall have the right to operate schools up to the primary level in its own mother tongue for imparting education to its children.

Constitution of Nepal, 2015

The Constitution of Nepal strongly protects the human rights on the grounds of religion, race, caste, sex, place of birth and disability. The constitution also ensured the right of education for all without any discrimination. The article 31 of the Constitution of Nepal mentioned that:

- a) Every citizen shall have the right of access to basic education
- b) Each citizen shall have the right to compulsory and free basic education and free education up to the secondary level

- c) The physically impaired and citizens who are economically very poor shall have the right to free higher education as provided for in law
- d) The visually impaired shall have the right to free education with the medium of brail script and citizens with hearing impairment and speech impairment shall have the right to free education with the use of sign language
- e) Every community living in Nepal shall have the right to acquire education in its mother tongue up to the secondary level, and the right to open and run schools and educational institutions as provided by law. Similarly, Article 39 ensured the right of children with stating that every child shall have the right to education, health care, nurturing, appropriate upbringing, sports, recreation and personality development from family and the state (GoN, 2015 as cited in Régmi, 2017).

Right to Equality (18)

No discrimination shall be made in the application of general laws on grounds of origin, religion, race, caste, tribe, sex, physical condition, condition of health, marital status pregnancy, economic condition, language or region, ideology or on similar other grounds (SN/IE Master Plan, 2017-2030).

Right relating to education (31)

Every citizen shall have the right to get compulsory and free education up to the basic level and free education up to the secondary level from the State. (3) The citizens with disabilities and the economically indigent citizens shall have the right to get free higher education accordance with law. (4) The visually impaired citizens shall have the right to get free education through brail script and the citizens with hearing or speaking impairment, to get free education through sign language, in accordance with law. (5) Every Nepalese community residing in Nepal shall have the right to get education in its mother tongue and, for that purpose, to open and operate schools and educational institutes, in accordance with law (SN/IE Master Plan, 2017-2030).

Rights of child (39)

The child who is helpless, orphan, with disabilities, conflict victim, displaced or shall have the right to special protection and facilities from the State (SN/IE Master Plan, 2017-2030).

Right to social justice (42)

The economically, socially or educationally women, Dalit, indigenous nationalities vulnerable Madheis, Tharu, Muslims, backward classes, minorities, marginalized communities, persons with disabilities, gender and sexual minorities, farmers, laborers, oppressed or citizens of backward regions and indigent Khas, Arya shall have the right to participate in the State bodies the basis of principle of have the right to live with dignity and honor, with the identity of their diversity, and have equal access to public services and facilities (SN/IE Master Plan, 2017-2030).

Right to social security (43)

The indigent citizens, incapacitated and helpless citizens, helpless single women, citizens with disabilities, children, citizens who cannot take care themselves citizens belonging to the tribes on the verge of extinction shall have the right to social security, in accordance with law (SN/IE Master Plan, 2017-2030).

3.2 Education Act - 1971

Education Act, 1971 has made the provision of special need education. In the article 6 (A) of the act, it is stated that the operating of special school education shall be as good as general education and the terms, conditions of services and the provision of the staff members and teachers working at present or to appoint to run special education shall be as prescribed.

Similarly, Article 7 ensured the right of education through mother language with stating that “the education up to primary level may be imparted in the mother language” (GoN, 1971).

Likewise, Education Rules, 2002 further specified different structural mechanism to implement special need education. The chapter eleven of the rules has made various provisions related to special need education as:

- special education may be provided to blind, deaf, mentally retarded or physically handicapped children,
- in order to formulate policy relating to special education and to manage it, there shall be a special education council under the chairmanship of Minister of Education,
- provision of appointment, and terms and conditions of service and facilities of the teachers and other staff working in special education institution shall be as prescribed in statute or rules of the same institution,

- school may be opened for providing special education, and
- facilities as specified by Government of Nepal shall be granted to institutions providing special education (GoN, 2002).

3.2.1 Disabled Protection and Welfare Act, 1982 (the "DPW Act")

The first and foremost legislation regarding the rights of Nepalese citizens with disability was the Disabled Protection and Welfare Act (1982). Its rules, in materializing the act in practice, were however formulated only after 12 years, in 1994. Some legal provisions enshrined in national legislations are mentioned below:

Education

- No fees shall be charged to disabled students.
- Five percent of places in Government organizations providing vocational training should be reserved for disabled people. Living Conditions Study in Nepal |31
- NGOs or private organizations that provide education and training for disabled people can ask for assistance from the Government. The Disability Relief Fund (established in 1981) can allocate scholarships to disabled students.

Health

- Disabled people are entitled to free medical examination.
- All hospitals with more than 50 beds should allocate two beds for the use of disabled people.
- There should be free treatment for disabled people over the age of 65.

Employment and Self-employment

- It is prohibited to discriminate against disabled people in relation to employment.
- Individual businesses employing more than 25 people should give 5 % of their jobs to disabled people.
- There should be income tax exemption for employers who employ disabled people.
- There should be no duties on specialist equipment required by disabled employees
- Five percent of jobs in the Civil Service should be allocated to disabled people
- The Act directs the Government to provide programs which support disabled people into self-employment.

- The Disability Relief Fund should allocate loans of between NPR 5000 and NPR 20000 in order for disabled people to establish themselves as self-employed.

Social Welfare

- The Act allows for disability allowance to be paid to disabled people, but this is a 'power' rather than a 'duty' and is qualified by a statement that this is subject to available resources.

Transport

- The Act allows for transport companies to allow disabled people to travel at half the regular fare - but this can only be undertaken with the agreement of the particular company. At the present time all transport in Nepal is privately owned.

According to "DPW Act" the definitions of disability are given below:

- a) "Disabled person" means a Nepalese citizen who is physically or mentally unable or handicapped to do normal daily lifework. The expression also include a blind ,one eyed, deaf, dumb, dull, crippled, limb, lame handicapped with one leg broken, handicapped with one hand broken or a feeble minded person.
- b) "Helpless disabled persons "mean a disabled person who does not have any assets or any person to attend and serve him and who cannot earn his living by doing a job himself.
- c) "Disabled Person Home" means a house arranged also for the subsistence of the helpless disabled persons.

With reference to people with disabilities, one of the comprehensive legislation is the Protection and Welfare of Disabled Persons' Act, 1982. It has aimed to protect and promote the right of persons with disabilities in Nepal. Article 6 of this Act has made the special provision for education and training to the persons with disability with stating that a) in case any disabled person is to get admission to any educational institute to pursue education, he shall not be required to pay fees at such educational institute b) special arrangement of the teacher shall be made to teach the blind and deaf people. c) There may be made special arrangements for the education to the blind, deaf and feeble minded persons. The Disabled Person Protection and Welfare Rule, 1994 mandates accessibility to buildings, transportation, employment, education, and other state services.

This Act also talked about the case of Determination of disability is as following:

1. The definition of the disabled person shall be on the basis of the generally accepted principles of the medicine and the criteria set in the context of the Kingdom of Nepal.
2. With regard to the matter whether any person is a disabled one or not under subsection 1, the decision of the doctor or committee designated or consulted by His Majesty's Government for this purpose shall be authentic.

Similarly, this Act advocating the Right to Equality of disabilities people, which are given below:

1. No disabled person shall only on the basis of their disability, be denied entry into on the basis of their disability be denied entry into any association or club or community or function providing education or training or launching social or cultural program within the Kingdom of Nepal.
2. No disabled persons shall be deprived of such political rights and the right to economic and social security, to spend life with dignity, employment to have humanitarian dignity to engage in any useful, productive and meaningful occupation as other are entitled thereto.
3. No discrimination shall be made against any disabled person in the appointment of Government service or any other public service, and there shall not be deprived the disabled persons of being appointed for any post or promoted or upgraded or having equal treatment, merely on the ground of their disability.

With regarding to provision for health and medical treatment, this Act stat that following criterion which are given below:

1. His Majesty's Government may make necessary arrangements to prevent and abolish the disability which is preventable or abolishable, and to find out the factors leading to disability and to prevent, abolish, control do away with and cure it.
2. His Majesty's Government may make necessary arrangements to provide health check up and health service so as to reduce different adverse impacts to be occurred from the disability, as much as possible.
3. In order to abolish, as far as possible, the conditions may also make necessary arrangements for the increase in nutritious food, the control or abolition of viral diseases and prevention of accidents.

Likewise, this Article emphasize on the regards on Priority of disabled person, while providing the facilities and concessions, which are provided for in this act and other available ones, such facilities

and concessions may be provided in consideration of the condition of those who are more disabled than other disabled persons.

3.2.2 Disabled Protection and Welfare Regulation, 1994

In 1994, the Disabled Protection and Welfare Regulation (the "DPW Regulation") was framed to implement the DPW Act. Nepal signed the Convention on the Rights of Persons with Disabilities (the "CRPD") and the Optional Protocol to the Convention on the Rights of Persons with Disabilities (the "Optional Protocol") on 3 January 2008, and also ratified them on 27 December 2009. The CRPD and Optional Protocol came into its strength for Nepal on 6 June 2010. However, the important changes have been only initiated after 2006, following the decade long conflict that has forced Nepal to provide political high priority to social inclusion and human rights, including those of PWDs (Bsnskota, Date?).

In article no 15, Disabled Protection and Welfare Regulation, 1994, arrangements for education and training, which are given below:

1. In case any association operated in non-governmental or private level is to arrange education as well as training to the disabled persons, the Ministry may provide necessary assistance to such association.
2. The Ministry shall make arrangements for free education up to a certain level to in minimum of two descendants of a disabled person.
3. The Ministry may establish and operate the school providing special education in a required number in the Kingdom of Nepal, to provide education to such disabled persons according to the nature and type of the disability.
4. The provision with respect to the operation of the schools established under sub-rule 3) and the remuneration, terms of service and facilities of the teachers and staff working in such schools shall be a provided for in the education Rules, 2049 (1992).
5. In case the technical and vocational trainings to be provided by His Majesty's Government and any corporate body under full or majority ownership of His Majesty's Government shall be useful for the disabled person, 5% seats shall be reserved for them in such training: and no fees in any form shall be collected from the disabled persons for such trainings.

3.3 Disability Rights Act, 2017

On 6th Aug. 2017 the legislative-parliament of Nepal has passed the Disability Rights Bill, after several hurdles and challenges. This act has been formulated in the leadership of the Ministry of Women,

Children and Social Welfare and in close cooperation with the Disabled Peoples' Organizations including the umbrella organization, through a long process of consultations with Disability partner Organizations (DPOs), disability related services providers, other disability rights organizations and relevant government agencies. The act is an important milestone for the implementation of UNCRPD and disability related constitutional provisions to improve the life of Nepalese persons with disabilities. When effectively implemented, the Act is expected to improve access of persons with disabilities to basic services and facilities, human rights, opportunities including health, education and employment, rehabilitation, accessibility, justice on an equal basis to that of other persons. To oversee the provision, promotion and utilization of rights by the persons with disabilities, this act has provisioned a National Disability Direction Committee at the Central level that is inclusive of all disability categories while there is also provision of establishing a Disability Coordination Committee for the same in each municipality/rural municipality. This act has also helped to broaden and nuance the definition of mental disabilities. With this act being effective, the disability movement is now moving into a new era in Nepal.

Key features of Disability Right Act, 2017

- It is guided by the rights based approach.
- It is formulated in line with the UNCRPD and the disability related to provisions endured in the constitution of Nepal.
- The classification of disability has been amended.
- It prohibits all kinds of discrimination on the basis of disability with the provision of actions and punishment against it.
- It has provision of equal access to education, health, employment, public physical infrastructure, transportation and information and communication.
- It is developed in accordance to the federation system (NFD-N, 2017).

Summary

- The constitution of Kingdom of Nepal 1991, In part II, Article (3) state that- The State shall not discriminate citizens among citizens on grounds of religion, race, sex, caste, tribe or ideological conviction or any of these.
- Education Act, 1971 has made the provision of special need education. In the article 6 (A) of the act, it is stated that the operating of special school education shall be as good as general

education and the terms, conditions of services and the provision of the staff members and teachers working at present or to appoint to run special education shall be as prescribed.

- The first and foremost legislation regarding the rights of Nepalese citizens with disability was the Disabled Protection and Welfare Act (1982).
- On 6th Aug. 2017 the legislative-parliament of Nepal has passed the Disability Rights Bill, after several hurdles and challenges. This act has been formulated in the leadership of the Ministry of Women, Children and Social Welfare and in close cooperation with the Disabled Peoples' Organizations including the umbrella organization, through a long process of consultations with Disability partner Organizations (DPOs), disability related services providers, other disability rights organizations and relevant government agencies.

Unit-IV

Special Needs/Inclusive Education Policies and Programs in Nepal

The term policy refers to a country's developmental course of actions prepared by the Government and submitted as a legislative document stating what has to be done and by whom regarding a major change in social behavior (Gale, 2006). Policies are viewed as blueprints that are in place prior to an actual implementation and which are to be implemented through a guided process (Souto- Otero, 2011). The Government of Nepal has ratified many international and regional conventions regarding education including Salamanca Declaration (1994). As these international instruments appealed to all party members to make domestic legal and policy provisions for improving universal access in education, Nepal has focused to developed policy with specific reference to inclusive education. The Government has adopted different legal and policy instruments to address the current issues and problems regarding access, participation and opportunities to education (Regmi, 2017).

4.1 The Plan Period of Special Needs/Inclusive Education

There has been a long effort in the development of education in Nepal. There were many commissions, task forces and education research groups held to reform the education system in the country. The major effort of reform in school education was made during Panchayat system. Even during Rana regime, there were number of schools opened in different parts of the country. Before the government formally started special education in the country, some special and integrated schools were opened in the country.

Laboratory School Kirtipur, School for the Deaf, Naxal, Nirmal Bal Bikash School for mentally retarded, Bhimsengola etc. were being opened which made great contribution for the present development of special education in Nepal. However, education for the disabled people was started after 2030 BS. National Education System Plan (NESP, 1971) first formulated policy putting the provision of education for disabled children. Here, we discuss some policies that came to change the education system of Nepal: The major and important plan period of special needs/inclusive education are described briefly:

4.1.1 National Education System Plan (NESP) 1971-76

a) National Education System Plan, NESP (1971-74)

It came during Panchayat system as National Education System Plan (2028-2032 BS) to reform the overall education system in Nepal. It was called "New Education System" and it could reform the education system drastically in Nepal. It was the plan which initiated education in the favor of disabled people. Its major objectives were as mentioned below:

- It was the first formal document to mention the national educational objectives.
- Reformation of curriculum
- To develop and adopt new instructional methods
- Provide teacher training
- Increase the access to education
- Reformation of education system
- Provision of school supervision, scholarship
- Education for disabled people
- Organization of education system in new form
- Formation of National Education Committee
- Managing human resource in education sector

(Office of the Dean, Faculty of Education, 2017)

4.1.2 National Education Commission - 1992

Although two decades have elapsed since the introduction of special education in Nepal, it has not yet struck deep roots. Even now disabilities, which are caused by factors like poverty, malnutrition, morbidity, sexually transmitted diseases, and accident, are misunderstood and ascribed to the sins of the past life. On the other hand, it is viewed at both the governmental and non-governmental level as an act of charity, best left to voluntary organizations. So far no attempt has been made to categorize the degree of disability, although 5.2 per cent of the population suffers from one kind of impairment or the other. There are no curricula, text-books, educational materials and equipments, tailored to meet their special needs, nor is there any provision of trained manpower, teaching programs or physical infra-structures. For want of proper attention and insufficiency of financial resources, the condition of special education at the moment is pitiable indeed. Since FY 1991/92, His Majesty's Government has started bearing the cost of 26 special education schools and 14 integrated schools. It is essential that

greater impetus be given to special education, only after accepting the fact that it should be imparted in an integrated form, and that special education schools should be opened only where integration is not possible. For this purpose, a scale of disability should, first of all, be laid down.

The following recommendations are made to give practical shape to the policies and principles inherent in Nepal's national commitment to basic education, its open support at the international level of the principle of education for all, its concurrence with the right of the child at the call of the United Nations, and its Constitutional pledge to make special arrangement for the education, health and social security in order to protect the interest of the orphans, the helpless, the women, the old, the disabled, and the weak:

1. The aim of special education should be to impart education and skill to the disabled in order to advance the cause of their social integration and self-reliance.
2. There should be a policy commitment on the part of the government to expand the scope of special education and raise its standards. Rules should be framed under the Disabled (Amendment) Act, 1982, to give legal form to this policy commitment.
3. Special education should form an inseparable part of the basic education and education-for-all programs. For this purpose the main curriculum of the national education system may be modified to the necessary extent, and the amended curriculum should be recognized as having the same force as the original curriculum.
4. It is desirable to educate the disabled through integrated schools by setting up a small unit within the general schools. Special schools should be set up for extremely disabled persons only, such as the stone deaf and the mentally retarded. However, it being desirable to keep the number of special schools to the minimum, they will be opened at the rate of one in each development region. His Majesty's Government should bear the full cost of such schools including their physical infra-structures and hostel facilities. Attention should be focused on popular participation to meet part of the operational costs.
5. Special education should be free of cost. There should be no charges even for hostel facilities, reading materials, and physical equipments.
6. As the success of special education is to be measured by how much they have induced self-reliance among the disabled, the logical thing to do would be to make it skill-centered, and it should be divided into four categories: low-level, middle-level, higher-level and highest-level. All of them should be impacted by activating technical schools, Cottage and Handicraft Training Centers, training centers under the Ministry of Labor and Social Welfare, and the training centers under the management of various societies for the disabled.

7. Emphasis should be laid on the institutionalized development of special teacher training and other related programmes for the continuous diffusion and standardization of special education. For the present the special education teacher training programme under the Faculty of Pedagogy should be increased in strength, widened in scope, and enriched in resources. In future attempts should be directed towards setting up a National Special Education and Rehabilitation Centre.
8. The job of a special education teacher and his associates is not an easy one, and, because of the extraordinary mental make-up of the handicapped persons, it has its own complexities. Not anyone, however trained he may be, can be expected to produce results or make it meaningful. What it requires is a teacher who has the right frame of mind or attitude, or, who has, more importantly, the spirit of service. Hence, his terms of service should be more attractive than those of his other colleagues in the teaching profession or administrative officials of the same level.
9. The Special Education Council should be activated to issue policy directives, to formulate programs, and to coordinate and evaluate them.
10. The disabled should be encouraged to take part in extra-curricular activities so that they can get the opportunity to compete in local, national and international meets. That may help raise their morale.
11. The original curricula may have to be modified to meet the special needs of the disabled, with the help of a task force, consisting of curriculum specialists, and special education experts.
12. Experts and special education specialists should be associated with the preparation of special text-books for the blind and the hearing impaired, and Janak Education Material Centre should be associated with their publication. All text-books for the disabled should be made available free of cost.
13. Inclusion of disabled-centered health education will be useful in the long run, as some of the initial symptoms of impairment may be eradicated by proper and timely treatment. Emphasis should be placed on its early diagnosis and prevention. Arrangement should be made to draw the attention of the curriculum experts concerned on this aspect of the question.
14. In the integrated schools for the disabled special libraries or reading-rooms should be provided with reading materials that answer their special needs. As for the special schools for the disabled, they should be equipped with separate Braille libraries or reading-rooms.
15. For the implementation of special education programs grants from His Majesty's Government, and funds, made available by national and international donor agencies and charitable individuals should be utilized. School education alone does not meet the needs of the

disabled. Equally important is the consultancy service for them and their families along with community rehabilitation services. Hence, attention should be given to providing such services through the medium of the special education teachers, social workers, and benevolent organizations.

16. 'National honors, awards and the like should be conferred on organizations and individuals for their outstanding contributions to special education.
17. As curricula, text-books and teaching should match the nature of disabilities, arrangement should be made to take a 'census', showing the number of the disabled, their sex and age, and the causes of their impairment.
18. Special ' education will have no future, until the wrong notions and beliefs about the disabled, so widely prevalent among the general public for religious, cultural and ethnic reasons, are removed root and branch. Special education should, therefore, be taken up as a campaign, with the involvement of the Ministries of Education, Health, and Labor and Social Well fare, educational institutions, industrial undertakings, political parties, youth power, and different social organizations.
19. Non-governmental organizations, associated with the welfare of the disabled and other bodies, should be activated and made responsible for the provision of special education, physical facilities and scholarships (The national education commission, 1992).

4.1.3 Different Developmental Plans (7th Plan onwards)

The Government of Nepal has adopted periodic development plan over the country. The focus of development plans in education sector have been based on Government's vision reflected on education commissions reports and recommendations, international commitments including MDGs, EFA as well as perspective plans in education sector. Each development plan sets objectives, policies and strategies to achieve national educational goals. From the first development plan in 1958, education has been taken as one of the important sectors for the Government's investment. However, inclusion in education as special need education came in to priority from seventh development plan.

The seventh plan (1985-1990) was not very specific about Government's commitment towards inclusive education but it had marked the initiation of child development component with the statement of facilities for the physical, mental and social development of children shall be provided.

The Eight Plan (1992-1997) has realized the importance of education in development and made the provision of integrated development process over the country (Kafle, 2002 as cited in Regmi, 2017).

Similarly, the ninth plan (1997-2002) has clearly emphasized educational provisions for people with disabilities in order to bring them in to the national mainstream. It has made an attempt to develop special education as an integral part of the education system which is heavily occupied with the motto of ensuring equitable access.

The tenth plan (2002-2007) at the first time introduced the term inclusive/integrated education. The plan has aimed to increase the access of education and envisioned the strategy of inclusive and integrated education system according to the concept of special education. The plan had target of increasing access to education of children with special learning needs. The plan had also conducted different program for the disadvantaged, deprived and excluded population to ensure the educational access (NPC, 2002 as cited in Regmi, 2017).

Likewise, the eleventh three year interim plan (2007-2010) (TYIP) had set the objective to make equitable and inclusive education at all levels. The plan has focused to gender discrimination and adopted gender mainstreaming as common educational approach to enhance gender equity/equality in education. The plan has also focused in the participation of Janajati, Dalit, Madhesi, disabled, conflict victim and disadvantaged group in education.

On the other hand, the twelfth plan (2010-2013) has focused to ensure quality education. The plan has made the provision of compulsory and free basic education (from grade 1 to 8) to all children and has committed to expand equitable access to secondary (from grade 9 to 12) and higher education (NPC, 2011 as cited in Regmi, 2017).

The ongoing 13th three year development plan has committed to the extension of equal access in all level and to develop inclusive and equitable education system. The plan has introduced two key strategies to reach its goals. These are a) free and compulsory education, and b) target programme to increase the access of poor, marginalized and disable people to education. This plan has clearly mentioned the inclusive education as core strategy to ensure quality and equitable education. It has made the special provision for marginal and deprived community (NPC, 2013b as cited in Regmi, 2017).

Similarly, Ministry of Education has developed School Sector Reform Plan (SSRP) as one of the core documents for restructuring of education system in the country. This plan used the term inclusion in education first time under the intervention of early childhood education and development with a view to ensuring all children's access and participation, particularly girls' children with special needs and the populations who are facing multiple exclusions. The plan has promoted a community based early

childhood education development (ECED) as a prime approach to combat exclusion in education. The plan has made the provision of following strategies to reform over all school education over the country:

- Ensuring students' learning, recognizing their cultural identity,
- Equitable allocation of resources to securing participation, retention and success of the excluded population,
- Differentiated approach to pedagogical practices catering to diverse needs,
- Introduction of multi-lingual education (MLE) for social inclusion,
- Targeted intervention with local level flexibility to respond to diverse needs, and
- Differentiated treatment for facilitating the process of integration of the disadvantaged groups, in particular, the people living with HIV/AIDS, IDPs, extremely marginalized communities, differently able persons e.g. sign-language users (MoE, 2009 as cited in Regmi, 2017).

In the same way, SSRP has made the special provisions to the students in *Karnali Zone*, students from Dalit communities and students with disabilities across the country paying special attention to girls. These provisions include free alternative education to disadvantaged children, special incentive package to promote access, participation and completion of secondary education, classroom construction, improving school environment, and promoting equity and social inclusion (MoE, 2009 as cited in Regmi, 2017).

4.1.4 The Primary Education Project

This project was designed as a pilot project during the 1980s right after the implementation of Seti Project. The main objectives of this project were as follows:

- Low cost qualitative improvement in primary education
- Strengthening administrative capability in education sector
- Provide assistance to about 700 schools in 6 districts
- Provide in-service teacher training and maintain follow up supervision
- Improve physical facilities and teaching materials
- Making resource centers and clustering schools to maintain economic viability and easy school supervision
- Provide technical assistance to develop and improve curriculum, textbooks and supervision work.

- Make reforms in the examination system (Office of the dean, faculty of education, TU, 2017).

4.1.5 The BPEP Program (1992-2004)

Basic and Primary Education Project (1992-2001) was started in the support of UNDP, IDA and ADB. It was started after Seti Project and Primary Education Project (PEP). The project had the following objectives:

- Improving the quality of basic and primary education
- Increasing access and participation
- Enhancing efficiency systematically in terms of reducing students' failure, dropout and repetition
- Enhancing the relevance of basic primary education through improved curriculum, text books and educational materials.

The first phase of BPEP was from 1992 to 1996. There were some reforms and changes brought about by the first phase. There was a mid-term evaluation of the project in 1996. After a thorough review of the project, second phase 1997 to 2002 was introduced. This phase was comprehensive in nature and was like program rather than project. It had the following objectives:

- To enhance the relevance of primary education
- To improve efficiency of basic and primary education through training, liberal promotion and improving overall system
- Improving quality through teacher training, continuous assessment system,
- Improving physical and learning environment
- Improving access and participation through basic and non-formal education
- Increasing the amount and type of scholarship
- Increasing the ratio of female teachers by 19%
- Promoting access and participation
- Developing community reading centers
- Teacher licensing system, SMC re-organization, recruiting local teachers, etc (Office of the dean, faculty of education, TU, 2017).

4.1.6 The EFA (2004-2009)

It is "Education for All"; a goal of education envisaged by Dakar Framework for Action 2000 with the theme of "meeting the collective commitment". It was adopted in Nepal with the hope of supporting the Basic and Primary Education Project in its 3rd phase. It had three strategies: Immediate strategy (2001-2005), medium-term strategy (2005-2012) and long-term strategy (2012-2015). To continue the spirits and objectives of EFA implementation, National Plan of Action (NPA) has been formed recently. Its goal was to make a child inquisitive to learn and equip him with the worldwide relevant quality education like other children.

Mainly it consists of 6 point programs that include:

- Extension of child development program
- Increasing access in the primary education for all children
- Fulfilling the educational demands of all children
- Reducing adult illiteracy rate
- Eliminating gender and social discrimination
- Improving all the aspects of education for the enhancement of quality education (Office of the dean, faculty of education, T.U, 2017).

4.1.7 SSRP (2009-2015)

School Sector Reform Plan (SSRP) is a long-term strategy to achieve the goals and objectives of basic and secondary education envisioned for the 2009/2010-2013/2014. It is the continuation of EFA, Secondary Education Support Program (SESP), Community School Support Program (CSSP) and Teacher Education Project (TEP). It contains about ten educational goals and their objectives. The SSRP has its roots in the EFA National Plan of Action 2001-15, the Three-Year Interim Plan and the SSR Core Document. The plan provides a strategic framework for the Annual Strategic Implementation Plans (ASIP) and Annual Work Plan and Budget (AWPB). Within the SSRP framework, the ASIP/ AWPB will articulate the strategies into an annual operational rolling plan.

It consists of the following ten chapters emphasizing various areas to strengthen school education for improvement in quality and accessibility:

1. Introduction of SSRP,
2. Early childhood education and development,

3. Basic and secondary education,
4. Literacy and lifelong learning,
5. Technical and vocational learning,
6. Teacher professional development,
7. Capacity development,
8. Monitoring and evaluation,
9. Financing,
10. Aid management.

It is a comprehensive plan for the overall development of school education system in Nepal that provides theme-wise goals and objectives, policy directions, strategic instructions, indicative cost and implementation arrangements with implementation matrix. It has also emphasized access, efficiency and effective delivery of services in the education sector. This program has also focused childhood education and development, basic and secondary education (ensuring equitable access to quality education), help students to explore varieties of educational career, technical and vocational education, teacher professional development, capacity development, and monitoring and evaluation (Office of the Dean, faculty of education, TU, 2017).

Ministry of Education has developed School Sector Reform Plan (SSRP) as one of the core documents for restructuring of education system in the country. This plan used the term inclusion in education first time under the intervention of early childhood education and development with a view to ensuring all children's access and participation, particularly girls' children with special needs and the populations who are facing multiple exclusions. The plan has promoted a community based early childhood education development (ECED) as a prime approach to combat exclusion in education. The plan has made the provision of following strategies to reform over all school education over the country:

- Ensuring students' learning, recognizing their cultural identity,
- Equitable allocation of resources to securing participation, retention and success of the excluded population,
- Differentiated approach to pedagogical practices catering to diverse needs,
- Introduction of multi-lingual education (MLE) for social inclusion,
- Targeted intervention with local level flexibility to respond to diverse needs, and

- Differentiated treatment for facilitating the process of integration of the disadvantaged groups, in particular, the people living with HIV/AIDS, IDPs, extremely marginalized communities, differently able persons e.g. sign-language users (MoE, 2009 as cited in Regmi, 2017).

4.1.8 SSDP (2016-2023)

The Government of Nepal has prepared an education sector plan covering the period 2016-2023, called the School Sector Development Plan (SSDP). The Government of Nepal has developed the School Sector Development Plan (SSDP) for the July 2016 to July 2023 period to continue its efforts to ensure equitable access to quality education for all. A program has been developed for the first five years (2016-2021) of this seven-year plan. The SSDP was developed through a participatory process led by the Ministry of Education, and is in line with the country's vision of graduating from the status of a Least Developed Country by 2022. Furthermore, the SSDP is considered an important vessel to enable Nepal to achieve the Sustainable Development Goals and to reach the goal of becoming a middle-income country by 2030. The main drivers of the plan's content are the achievements, lessons learned and unfinished agenda of the Education For All program (EFA) (2004-2009) and the School Sector Reform Plan (SSRP) (2009– 2016) under the Education For All National Plan of Action (2001– 2015).

The SSDP's theory of change is based on strengthening the school education sector in its core dimensions, through a number of key result areas within and across these dimensions, in order for the SSDP to achieve its goal, these dimensions are: Equity: To ensure that the education system is inclusive and equitable in terms of access, participation and learning outcomes, with a special focus on reducing disparities among and between groups having the lowest levels of access, participation and learning outcomes. Quality: To increase students' learning through enhancing the relevance and quality of the learning environment, the curriculum, teaching and learning materials (including textbooks), teaching methods, assessment and examinations. Efficiency: To strengthen and reorient governance and management systems in the education sector to make them robust and accountable to local governments while assuring agreed overall minimum standards in teaching and learning processes and the learning environment. Governance and management: To accommodate the political and administrative restructuring of the education sector in line with the identified needs and the federal context and to ensure sustainable financing and strong financial management by introducing a cost-sharing modality between central, provincial, and local governments. vi Resilience: To mainstream comprehensive school safety and disaster risk reduction in the education sector by

strengthening school-level disaster management and resilience amongst schools, students and communities and to ensure that schools are protected from conflict.

Children with disabilities suffer from by far the largest challenges in terms of access, participation and learning outcomes in the education sector. But there is only limited data on education outcomes for this group to inform targeted interventions. It is very important to strengthen diagnostic and referral mechanisms and the collection and analysis of more disaggregated data on this area within EMIS.

Nepal has a very diverse population. During the past two decades, there has been an emphasis on increasing access to education in Nepal, and girls' education has been given a high priority. As a result, there has been significant progress on strengthening equity, and there is now gender parity on a number of basic and secondary education indicators. However, many differences remain with children receiving inequitable access to quality education due to gender, socioeconomic status, language, ethnicity, caste, geographical location and differing abilities. Although efforts are being made to include children with various forms of disability in mainstream classrooms, the enrolment and meaningful participation of children with disabilities (CwDs) in regular classrooms remains low. CwDs tend either to be not enrolled in school or to be placed in special schools or special classes with little interaction with other children. Education can be a tool to change perceptions and address inequities, but there are still many challenges to address if it is to bring about transformative change in classrooms, in schools and in society at large.

4.1.9 The SDGs Goal Four

In September 2015, at the United Nations Sustainable Development Summit, Member States formally adopted the 2030 Agenda for Sustainable Development in New York. The agenda contains 17 goals including a new global education goal (SDG 4). SDG 4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and has seven targets and three means of implementation. Sustainable Development Goal 4 has 10 targets encompassing many different aspects of education. There are seven targets which are expected outcomes and three targets which are means of achieving these targets. Among them, goal no (e) has been advocating the gender equity and inclusion. The total goals and targets are given below:

a) Universal primary and secondary education: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

b) Early childhood development and universal pre-primary education: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

c) Equal access to technical/vocational and higher education: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

d) Relevant skills for decent work: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

e) Gender equality and inclusion: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children with vulnerable situation.

f) Universal youth literacy: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

g) Education for sustainable development and global citizenship: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Three means of implementation

a) Effective learning environments: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

b) Scholarships: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small Island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

- c) **Teachers and educators:** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States.

4.2 SN/IE Master Plan (2018-2030)

SN/IE Master Plan is most important document in the field of special need or inclusive education in Nepal. This plan has been played vital role for develop and expand the concept, vision, mission, goals and objectives of special/inclusive education in Nepal. The constitution of Nepal has announced peace, non-violence and non-discriminatory rights as fundamental right. Inclusive education policy, 2016 has stated child friendly environment to address the different needs of children but living conditions among people with disability in Nepal are in poor state. NLSS, 2016 says some children with disabilities felt humiliated, ignored and discriminated within the school premises by either friends or teachers, whereas half of them experienced some kind of difficulties due to inaccessible environment for easy movement and to get access to education. Inclusive education institutions do have little appropriate environment to welcome children with disability, mostly intellectual, autism, deaf blind and multiple disability. Nor have they established a comprehensive evaluation mechanism to identify and feed on students' learning achievements (SN/IE Master Plan, 2017-2030).

The disability rights activists and other stakeholders, therefore, are facing so many challenges in ensuring access to educational institutions and ensuring quality education for children with diverse nature of disabilities. Lack of parental awareness on rights to education, prevailing poverty in most of the communities, inadequately trained teachers and educational personnel, and inaccessible infrastructure including means of transportation and roads, are observed as the main problems for improving educational status of people with disabilities. Inappropriate inclusive classroom environment, lack of disability friendly curriculum and teaching materials, insufficient assistive devices, little use of modern technology in classrooms, and negative attitudes on the capability of children with disabilities, are also some of the significant factors that have eventually resulted in low school enrolment and high dropout rates among children with disability in Nepal.

According to Master Plan, the concept of inclusion is both a philosophy and a strategy. Philosophically, inclusion believes in accepting, recognizing and respecting the rights of all irrespective of the differences, difficulties and disadvantages one has to live with. Strategically, it breaks the barriers to inclusion by ensuring equitable access to available opportunities for all despite the differences.

Inclusion is basically a rights based approach to opportunities where people share them to benefit from and use them to empower themselves to fight against the evils and injustice created by the society. It therefore moves through a myriad of active presence of people to access to the opportunity, their active and voiced participation in sharing the opportunity, enablement and emancipation from the ills of the unjust society.

Educationally speaking, inclusion is all about re-adjusting the rigid structure of the education system so as to make it functional enough to welcome and celebrate the diversity of people from varying background, needs and interest. Structurally, the systemic structure is to be revisited even from legal perspective to make it flexible enough to accommodate the differences and difficulties. Functionally, educational practices ranging from curricular adjustment to classroom management and instructional delivery to assessment system are to be adjusted to respond to the differences and diversities. The principles of inclusion are therefore embedded in the practices of equity with focus on gender equity, equality, full participation, freedom, dignity and overall, welcoming attitude toward differences, difficulties, and disadvantages. In education it is viewed as education for all to address the difficulties of people caused by different factors including the unequal treatment of people.

Key Issues, Challenges and Prospects

The plan has outlined key issues and challenges along with some prospects of SN/IE in Nepal.

Key Issues

- Definitional issue in IEP 2016 (Identification of people with different types of disabilities which is on the increase)
- Family and community awareness (guidance and counseling services)
- Resource allocation issue for SNE program
- Teacher induction program
- Capacity building of local level educational personnel (e.g. district assessment coordinator, resource teachers, resource persons, community leaders, parents... ..)
- No focused intervention at ECE level
- Teacher preparation and placement (SN/IE teaching license) including service conditions
- Disability friendly infrastructural facilities in schools and campuses
- Support services and materials
- Curriculum adjustment: disability friendly content adjustment, illustrations, exercises, curricular materials

- Students' assessment: test papers, writing assistants, time allotment
- Representative school management (involvement of parents of children with disabilities)
- Addressing the needs of girls and women with disabilities
- TVET programs for youths and adults with disabilities Transition management: from world of schools to world of work and school and cottage industries/small enterprises relations

Challenges

- Changing attitudes (from top to bottom)
- TVET opportunities (little): On the job training and employability
- Funding mechanism for dealing different types of SN/IE schools
- Teacher service conditions and continuous professional development
- Orientation to management of schools
- Problems of retention of students with disabilities at school level
- Receptivity to SN/IE program at higher education level: Low enrollment of students in spite of provision of scholarship
- Provision of home schooling for children with severe and multiple disability and their rehabilitation
- Independent living
- Parental attitude
- Involvement of development partners
- Disability-specific disaggregated database from school to higher education
- Inclusion of SN/IE planning at local level development plan

Prospects

- Nepal's commitment toward Equity Strategy, SSDP, SDG goal 4, Higher Education Policy, Inclusive Education Policy, Disability Rights: there is prospect of SN/IE master plan and separate teacher training and management in SSDP
- TVET Policy: Employability and independent living
- Constitutional provision: Free education up to higher education level, teaching using braille and sign language
- Political tone of inclusive democracy
- Growing awareness among parents towards disability
- DPOs and parental organizations

- Hundreds of NGOs working in the field of disability with the prospect of creating the linkage with national and international organizations
- Structural provisions such as inclusive education council (special education council), inclusive education section at DoE, CDC and NCED
- Initiative taken by CDC for curriculum adjustment
- Federated structure with all levels of government: opportunity to develop and implement SN/IE program
- School Development Plan (former SIP) with a prospect of including SN/IE agenda for overall school development
- Opportunity to expand existing TPD training with inclusion of SN/IE component
- SN/IE responsive budget
- Including SN/IE component/units in general teacher education programs of different universities
- Expansion of SN/IE teacher preparation program at higher education level (Far-western University and Mid-western University)
- Collaborative effort with foreign universities such as JAMK University, Changwon National University, Daegu University
- Growing and strong international movement for the cause of inclusion

Rationale of Developing the SNE/IE Master Plan

Ministry of Education, Universities, National Planning Commission, Ministry of Women, Children and Social Welfare, and SNE/IE service providers are providing SNE services to children with special needs in their own ways. In order to strengthen and streamline those services in a coordinated way, a comprehensive plan for adopting broader perspectives toward inclusion is deemed necessary. Further, a plan of this type will ensure inter-agency coordination among SNE/IE service providers to avoid duplication of efforts. This has, therefore, addressed the need to include the excluded so that no child is left behind.

Similarly, this plan seeks to project the need of trained human resources for a period of 6 years by adopting integrated intervention strategies and contributing the overall national development plan to include SNE/IE as an overarching issue. This master plan has been developed with belief in ensuring equitable access to quality education, constitutional provision of providing free education to all children including children with disabilities and special needs, right-based approach to education, coexistence together, and freedom and dignity. In addition, this plan seeks to emphasize

Individualized Education Plan for addressing the individual needs of the learners with focus on children with special needs. This plan intends to promote voiced participation of disadvantaged children so as to help enact 'nothing for us without us' as essential part of their empowerment.

This plan has, therefore, been based on Theory of Inclusion: Active presence, voiced participation, enablement, empowerment, equity and social justice.

- This plan is prepared as per the mandate of Equity Strategy 2014, SSDP 2016-2023, Inclusive Education Policy for Persons with Disability 2016 and Disability Rights Act 2017 in particular and the intents of UNCRPD 2006 and other related international conventions in general. The equity strategy intends to identify and develop a series of interventions and programs to best ensure the overall objectives of increasing equity in education for Nepal. These include: designing, implementing and increased working with communities, schools, and parents in order to strengthen the access and retention of the students amongst disadvantaged groups, girls, and disadvantaged ethnic and religious groups, children with disabilities and vulnerable children.
- Similarly, the Disability Rights Act 2017 has defined ten types of disabilities at four levels of intensity based on their prevalence. In its preface, it has stated that it will act against the discrimination of the people with disability in order to ensure their civil, political, economic, social and cultural rights. It further states that people with disability will be empowered through their involvement in the policy formulation and development process in order to create an independent and dignified living environment.
- This master plan has also made an attempt to reflect the intents of both Equity Strategy and Disability Rights Act.

The plan would be supportive to strengthening the regular educational plans, programs and interventions with the extent of developing institutional capacity of the MoE to provide inclusive education for children with disabilities and special needs and establishing partnerships with non-state actors and other relevant line ministries to respond to the needs of persons with disabilities.

Scope of Master Plan

Inclusion has been taken as the umbrella term in education. Specifically this plan addresses inclusion, diversity, vulnerability, curriculum adjustment, assessment strategies, support materials, infrastructures, human resource preparation and development, braille and sign language, support facilities, emotional, social, physical, cognitive, moral development of children with special needs. It,

broadly, covers school education, higher education, technical and vocational education and training, literacy and life-long learning for the persons with special needs. The plan also focuses on screening and assessment of CwDs and preparation of children, parents, families, teachers, schools and communities for the development process of inclusion. In addition, disability friendly environment and infrastructure, and legal and structural arrangements have been considered as the key enabling factors for implementing the plan.

This plan envisions a long term strategy to address the needs of the persons with disabilities in line with the spirit of SDGs. This master plan, therefore, supplements the SSDP, Higher Education Reform Plan, and TVET plans.

Vision, Mission, Goals, Objectives

Vision

Contribution to creation and sustenance of justice, inclusive and equitable society through the adoption of strategic measures that ensure the recognition and respect of the rights and services of all children with special needs.

Mission

To develop an evidence-based SNE/IE planning and programming to contribute to promote the status of children with special needs.

Goal

To ensure equitable access to quality education for children with special needs in order to develop and sustain their dignified life.

Objectives

Reflecting the intents and provisions of the Constitution of Nepal, SSDP, Inclusive Education Policy and SDGs, the following objectives are stated:

- a) To establish a structure of the SNE/IE system at the Federal, Provincial and Local levels.
- b) To develop systems of evidence-based SNE/IE planning and programming.
- c) To develop and strengthen the SNE/IE human resources capacity including policy makers, teachers, professionals, planners, managers and members of SNE/IE committees.

- d) To develop need-based curriculum and textbooks, teaching-learning materials and instructional technologies.
- e) To establish integrated system of services and facilities of SNE/IE through interagency coordination.

COMPONENTS OF MASTER PLAN

a) Early Childhood Education (ECE)

i) ECE Framework

Early childhood development in Nepal draws the care and attention of all with the focus on concerned line ministries such as Ministry of Federal Affairs and Local Development, Ministry of Women, Children and Social Welfares, Ministry of Education and Ministry of Health. Specifically this plan addresses inclusion, diversity, disadvantaged, vulnerability curriculum, assessment, support materials, infrastructures, human resource preparation and development, language, support facilities, emotional, social, physical, cognitive, moral, ...In tune with the national Early Childhood Learning and Development Standard, this SNE framework addresses the following themes:

ii) Early Identification and Referral System

Each school will assign at least one SNE focal point (resource teacher/specialized person), who is responsible for early screening and detection and maintaining portfolio of all the enrolled students. The local level governments will have at least one assessment center with the specialized team comprised of health specialist, education officer and SNE teacher. With the recommendation of the center, referrals will be made to the children for their placement and further medical treatments. Each province will have an SNE Coordination Committee comprising of ministry/department of education, psychologist, counselor, medical doctor, and educationist. The committee develops SNE policies and directives. SNE resource center will be established at least one in each province.

iii) Support Service

The overall development of the children entails the cognitive, psychological, social, emotional, behavioural, linguistic and creative aspects of child development. The ECE is the foundation of these development processes. These facets of development will be supported by the need-based services as health services, counseling services, nutritional services assistive devices services, play/stimulating material services, therapeutic services, caring plan services, pre-academic services

and other need-based support services. The local governments will be accountable to deliver the support services mentioned above.

iv) Human Resource Preparation

SNE focal including Aaya will be equipped to provide need-based support services at point (resource teacher/specialized person), assessors, ECE teachers, support staff

b) School Education

i) Access and Retention

As per the constitutional provisions (article 31) and inclusive education policy, each child has equal right to access to education. The local level governments will develop a mechanism of collecting integrated VEMIS/MEMIS with focus on disaggregated data. The assessment centers will use the data for early identification and for referral services. All schools shall admit to children with special needs in their catchment area. The local governments shall provide opportunities to all special needs children to make choice of schools: mainstreaming general schools, special schools and integrated resource class-based schools. Depending on the severity of cases, home-based education or alternative mode of education will be provided to them. Scholarships, Mid-day meal, assistive devices, conducive and stimulating environment, child friendly learning environment, minimum enabling conditions (MEC) and need-based support services will be ensured to retain those children in school education.

ii) Curriculum and Textbooks

National Curriculum Framework (NCF) will be reviewed and readjusted. The NCF will reflect the needs of children with special needs/disabilities. The differentiated curriculum encompasses the elaborating objectives, standards of proficiency, selection and organization of content, of the psychological environment of learning, taking into account the possibilities of students' skills, their personality and dealing with information. All inclusive curricula should be based on the four pillars of education for the 21st century- leaning to know, to do, to be and to live together (UNESCO 2004). Curriculum and instruction should be accessible and usable by learners with different background and abilities. They serve as the keys to creating schools for all. The equality in education in relation to inclusive education means to recognize and respect the differences concerning the capacity and the potential of the students. The equality of the access to education refers to teaching-learning process adjusted to the competence possibilities and needs. The paradigm of differentiated and personalized

education is based on the philosophy of change. The inclusive curricula will be designed and developed by curriculum development centre in collaboration with PTC and PRDC.

iii) Teaching-learning materials and instructional technologies

Teaching-learning materials Resource center with brail, sign language dictionary, books and reference materials on brail and sign language, training packages, pictorial book, tips for teachers, therapeutic reading materials (10-12 therapy for Autistic children), Audio material for visually impaired and visual for deaf and audio-visual for physically disabled, Easy textbooks: Easy textbooks are meant for children with special needs, and will be developed in collaboration with curriculum centre PTC, RPDC.

Instructional Technology: Translator; mobile based translator, software for mobiles for reading sms and email; total service for motorbike based transportation based on mobile aps optical character recognition (OCR) program- aps based; computers with special programs :

Instructional Strategies:

- Differentiated instruction
- Heterogeneous flexible group arrangements
- Cooperative learning
- Peer group interaction to used by teachers to support all learners
- Scaffolding (modeling support in the leaning)
- Special remedial programme when necessary
- Emphasizing self-selected activities
- Encouraging children to engage in tasks (motivation)
- Emphasizing group projects.
- Using concrete instead of abstract materials
- Evaluation and assessment systems (Adjusted evaluation)
- teacher observation with check lists
- teacher-designed tasks/tests
- projects
- home assignment
- Assessment tools/Battery
- Individualized education Plan (IEP)

iv) Teacher Development

- Pre-service teacher preparation
- Special needs education courses (major/minor)
- Teaching subjects (minor/ major)
- Review and content adjustment
- In-service Teacher Preparation
- Modules for:
 - SNE focal point
 - Resource teachers
 - Modules for Preparing teachers for Children with
 1. Physical disabilities
 2. Visual disabilities
 3. Hearing disabilities
 4. Deaf-Blind
 5. Voice and speech disorder
 6. Mental or psychosocial
 7. Intellectual disability (mild to moderate)
 8. Genetic bleeding disorder (hemophilia)
 9. Autism and
 10. Multiple disabilities.
- Technical and professional support
- School based supervision and feedback
- Instructional material and equipment support
- Need based support system (coordination center)
- Resource center
- Program and logistics support for action research

v) SNE/IE Teaching Licensing System

System and program to be developed for ECD, Basic School (grade 1-8); Secondary (grade 9-12); Technical and vocational education; Higher education

Eligibility criteria (ECD): Basic qualification for Facilitator with short term training, at least 1 month; B.Ed. in SNE or Basic school teaching certification + at least 1 month SNE training; Secondary Master

in teaching area + M.Ed in SNE; B.Ed in SNE for grade 9 and 10; TEVT teacher + SNE training (at least 1 month); teachers (of universities and campuses) with M.Ed. in SNE. National framework for certification prepared and implemented respectively for school level, technical voc education and higher education by Teacher Service Commission; CTEVT; University/UGC. Professionals (Teacher trainer, supervisor, assessment experts, and planners/managers (Government officials, Personnel of PRC, RPDC, Principals/HT of SNRS).

Need based training modules

Modules prepared and implemented by Professional Technical Committee (PTC), Provincial Resource Centre (PRC), Research and Research and Professional Development Centre (RPDC) and Special Needs Support Centre (SNSC)

- Policy makers and members of SNE/IE committees
- Orientation package for policy makers and members of SNE/IE committees by RPDC and SNSC

vi) Governance and Management

Basically all levels of the government are made responsible for the governance and management of the inclusive education master plan. The program and the activities under the master plan will be implemented with taking the support of all governments. There will be inclusive education council at the federal level for overall policy guidance and coordination in inclusive education sector. The Ministry of Education/Department of Education will be mobilized at the secretariat of that council, In the federal level there will be a Research and Professional Development Centre (RPDC) also for the professional and technical support in inclusive education sector. Similarly, the provincial level government will be engaged in policy and program development and their implementation. Moreover, provincial level government will take the support from professional technical committee of the concerning provinces for technical input and support on the particular area of inclusive education sector However the local governments are responsible for planning, budgeting, and management of overall inclusive education services in schools within their judiciary.

The schools and assessment centres at the local level, Provincial Resource Centres at the provincial level and the Special Needs Support Centres at the university level are also involved in the management and the governance functions to implement the educational activities. The School Management Committees are also made responsible for the coordination and management of the

inclusive education activities within the school level. Every institutions and governments can set the targets as per the need, capacity in terms of human, financial, technological and informational resources and they can develop the activities and bring it to the implementation. A multidisciplinary teams, units, and educational institutions can be formed for the effective committees in consequent level or the implementation of all activities.

Resource centers in the school level, special schools, and assessment centers will be supported by local governments. Each unit will have a management committees comprising from different disciplines to run educational activities. Provincial level resource center will be supported by provincial level government and will be regulated by a management committee. Similarly, Special Needs Support Centers in universities will be governed and managed by the management committees and supported by the federal government. A clear TOR of these units with management committees will be specified and made responsible to report concerning government. Every school will be responsible to collect the primary data of the students with disability those who are enrolled in the schools and the local government will collect the detail data of the disable children who are out of school. Both school and local government will responsible for the reporting of disaggregated data on disability

Similarly, provincial government and department of education will be involved to collect, analyzed and disseminate the information related to the disability type. National level data will be identified, analyzed against achievement and disseminated by the federal level government. Monitoring and reporting framework will be developed as the means that contains the strategies for the monitoring, indicators, and responsible agencies as per the level of the government. Under the framework, the input, process and output will be evaluated and provide the feedback for the implementation of all programs and activities. The monitoring report will be taken as a tool for the development of annual work plan and budget. Monitoring of school level activities will be carried out by assessment centers, school and support centers according to their need

vii) Service Delivery

Schools will be responsible for the assessing and referring in the coordination with assessment centers, educating the children with disability with training. Community Learning Centers (CLCs) will be engaged in lifelong learning for the people with disabilities in their vicinities in the coordination with local government and schools. In every CLC, a social mobilizer will be involved to collect People with Disabilities data and facilitate lifelong learning. CLCs will be managed by the management committees and supported by local government. In every schools, focal teachers or resource teachers with minimum qualification, training and license will be mobilized to make more responsible for the

education and services of the students with disabilities. Focal teachers or resource teachers will also be accountable to develop school level plan for the development of appropriate educational activities and periodic reporting to schools and parents.

There will be an assessment center in specified area with the function of identification, screening, assessing and referral purpose technically supported by Multidisciplinary Team (MDT). It also will have the clear linkage with hospital for these activities. Assessment center also will be supported by local level government but technically reinforced by Provincial level Resource Centers. Inclusive Education teachers will be trained by ETCs under NCED in general and PTCs in particular. A trained IE teacher will be developed for all schools of the country. There will be the connection between schools, assessment centers, training centers and rehabilitation centers with special service providers to perform technical activities strengthening public private partnership within the legal perimeter. Rehabilitation centers will run in public as well as private sectors. Major function of the rehabilitation center is to restore some or all of the student's physical, sensory, and mental capabilities that were lost due to injury, illness, or disease including assisting the students to compensate for deficits that cannot be reversed medically.

- Ministries, departments (Province Levels)
- Inclusive Education Council, Line Ministries (Federal Level)
- DPOs, CBOs, NGOs, DPs

Technical and Vocational Education and Training

On the basis of the conditions and capacity of the CwDs, skill-based education and job ready technical and vocational education and training will be provided to the interested CwDs during their school education period. To address the school to job transition issue, an intensive job ready technical-vocational training program will be made available to CwDs with free of cost through SNRS focusing to developmental disabilities. A home-based skill education service will also be offered for those who are suffering from severe cases linking with their parents. The technical and vocational education and training curricula will be revised as per the need and category of the disabilities. Possible vocational skills areas will be identified and documented by developing a directory in order to address the needs of the PwDs. An integrated approach of skills-based education will be adopted for the developmental disabilities in order to achieve skills and education simultaneously.

Higher Education

Special admission criteria in higher education will be adopted to ensure equal access to all on the basis of merit and aptitude of the SwDs. Higher educational institutions will be strengthened in terms of the infrastructure, environment and readiness for SwDs transition to higher education. The delivery of higher education will be made flexible enough to meet the requirements of the SwDs. Higher education curricula and their evaluation systems will be reviewed and developed into ICT supported accessible formats in order to make SwDs scholars to join and complete the higher education. Higher educational institutes will be responsible for ensuring SwDs enrolment, teacher orientation and teacher development programs. SwDs support centres will be setup in all higher education institutions. These centres will be made responsible to ensure the need-based learning materials and devices. Higher educational institutes will be encouraged to carry out research programs and to establish institutional linkages in order to address the issues and challenges related to SwDs. The university-based Special Needs Support Centre (SNSC) will provide the required services to SwDs. The SNSC will also be made responsible for developing and disseminating the information related to SwDs to the concerned higher education institutions and campuses.

Life-long and Continuous Learning

With regard to the SDG-Goal 4, 'ensuring equitable and inclusive quality education and promoting lifelong learning opportunities for all', the master plan builds on the achievements obtained from the previous education sector plans and ensures access and increased retention and efficiency into learning outcomes of all CwDs/PwDs linking with tertiary education. Partnerships with CLCs, CBOs, PDOs and parental organizations will be adopted in order to engage all CwDs/PwDs in learning on the basis of the framework developed for the lifelong and continuous learning. Income generation programs will also be tied with the program of lifelong and continuous learning programs. Local governments will mobilize community learning centres (CLCs) to help deliver skill education and lifelong learning programs including doubly disadvantaged people.

Monitoring and Evaluation

A research and result-based monitoring and evaluation framework will be developed. On the basis of this framework, NPC, MoE, MoF, MoFALD, MoWCSW, MoH, DoE, Provincial and Local governments and others related independent agencies. Overall monitoring and evaluation mechanism will be mobilized by the Inclusive Education Council. Provincial and Local governments and other related independent agencies. Inclusive education focal teacher will be responsible to make disability friendly

evaluation system in their school. Local level assessment centre will be made responsible for developing and disseminating evaluation indicators.

Organizational Structured and Legal Arrangements

The organizational structure into the context of the federal structure of Nepal involves designing the organizational structure at federal, provincial and fulfilling the required legal requirements. The overall structure of the education systems including Education Policy Committee and National Education Council will have the main responsibility for ensuring the education of all CwDs/SwDs/PwDs. In addition to this, the Inclusive Education Council (ICE), as an apex body under the Ministry of Education provides guidance to the governments on the policy issues of CwDs/SwDs/PwDs. The ICE will have two functional agencies: (a) IEC Secretariat and (b) Professional Technical Committee (PTC). A permanent Research and Professional Development Center (RPDC) will be established under the PTC in order to carry-out SNE/IE related researches and to provide required professional support to the implementing agencies. Each Province will establish Provincial Professional Technical Committee (PPTC) to guide and direct to the Provincial Resource Center (PRC). The PRC will be made responsible to review the referred cases to be received from SNE/IE Residential Schools (SNRS) and Assessment Centers. The SNRS will be governed by the Management Committee (MC) and the governance of the Assessment Centers will be relied on Local governments. Each Province will establish at least one university-based Special Needs Support Centre (SNSC) for developing and disseminating the information related to SwDs to the concerned higher education institutions and campuses.

Local governments will establish at least one Assessment Center in each local level unit. The Assessment Centers will be made responsible for providing referral services to the CwDs including developmental disabilities and for ensuring their placement and further support. Local level Assessment Centers will also be supported by the DPOs. Each school will assign one teacher as the focal person/teacher, who will be made responsible to facilitate the SNE/TE related issues of the school.

All three levels of governments shall ensure necessary coordination mechanisms in order to harmonize the programs and resources to be mobilized through intergovernmental and non-governmental agencies. SNE/E organizational set ups will be tied up with the legal vision for making compulsory and free basic education and free secondary education as a pro basic federal government's responsibility. The potential risks, for example; resource crunch, political interest and

division of legal as well as financial responsibilities will be addressed through the compliance of the legal provisions.

Financing and Resource Management

The master plan is guided by the principle that the cost of schooling children with special needs is lesser than the cost of non-schooling children with disability. Financing structure depends on demographic scenarios. The plan seeks to ensure minimum quality standards to all inclusive educational institutions. Flexible approaches to be adopted to address the diverse needs and context, for example; per-capita funding modality will be one of the strategies of the financing CwDs. Cost sharing approach among federal, provincial and local levels will be introduced. However, the federal government will be entirely responsible for ensuring required SNE/TE budget. The federal government allocates its budget on the basis of the resource bearing and sharing capacity of the local levels. Partnership mechanisms will also be adopted with I/NGOs/CBOs/DPOs/Parental Organizations in order to meet the resource demands. In addition, PPP model will be developed in order to involve private sectors to implement the inclusive education master plan. The moral resources, cultural resources, social resources and human resources will be pooled to ensure the collective commitments from all the governments, parental organizations, DPOs and CBOs in order to guarantee the needed resources for implementing the Master Plan.

Implementation Strategy

The implementation of the Master Plan will be led by MoE/Federal Government. The MoE along with PCC and IEC will be responsible for oversight, financial management, monitoring, evaluation and reporting arrangements of the plan. The DoE and the IEC Secretariat will be the main implementing agencies tasked with preparing annual strategic implementation plans (ASIPs) and Annual Work Plan and Budgets (AWPBs) and for carrying out programme activities with the support of PTTC. The Provincial Governments will mobilize and execute the programme at the respective province with the support of PRC and SNRS. The Provincial Governments will report to IEC Secretariat or DoE. At the local level, local governments execute the Assessment Centers. SNEIE school focal teacher will be mobilized by each school.

4.3 Special Education Policy, 1996

Special education policy, 1996 stated that special need education means the teaching, learning and teaching arrangement made through special method to meet the need of education of various types of

disabled children as the other normal children in conformity with their disability. The special need education policy intended to place disabled in the national mainstream by making an arrangement of different types of grants to conduct special schools, creating environment to raise public awareness for socialization of various types of disabled persons and making proper arrangement of education in conformity with disability to make them independent and self-reliant (MoE, 1996 as cited in Regmi, 2017).

Nepal has enforced many policies related to special education in the country and these policies are formulated to ensure the educational rights of the disabled, marginalized, poor and disadvantaged children. on the basis of previous Education Act and many more recommendation of Education Commissions Nepal government formulated the Special Education policy 1996 for According to this policy, special education means the teaching, learning and training arrangement made through special method to meet the needs of education of various types of disabled children as the other normal children in conformity with their disability. Arrangements have been made of specially the special school and integrated school for providing special education in Nepal. Special school arrangement teaches only to the particular types of disabled persons by making arrangement of separate school as per the type of disability. Integrated school arrangement of teaching through teachers who have received training related to special education by making arrangement of resource class and necessary materials keeping almost light and medium disabled and blinds in the regular school. The policy defines disability as physical, mental and sensitive defect in any person, which causes difficulty to perform the daily business.

Furthermore, the policy classified the disability in seven categories namely physical disabled, mentally retarded, deaf and hearing impaired, blind or poor eyesight, teaching difficulty (inability), problem in voice, language and communication skill and multi-disability. In the case of multidisability the policy, define the situation of mixture of any kind of two or more than two disability. For instance, deaf and physical disability and blind, blind and slow mental retardation, slow mental condition and deaf. Keeping in mind the widespread prevalence of the people with disability in the country, the government of Nepal took initiation to formulate the Special Education Policy (1996) to place disabled people in the national mainstream by making arrangement of education in conformity the National Education Policy. The special education policy (1996) defined disability and classified its types also made necessary provisions to conduct a detailed survey to find out the condition of the disabled children. Besides, it also envisioned to ensure legal provision for safe school environment for the children with disability and provide them free education both in school and university level. In addition, the policy also ensured to produce curriculum, educational materials and textbooks for children with

disability and provide necessary training to the teachers to teach such children. Different modes of evaluation systems based on the types of disability were introduced to help the disable children perform as per their condition. It aimed to provide concession to import materials such as wheel chair, crutch, white cane, hearing aid, etc. This policy was as a shift in special education in Nepal in many ways as it was the first of its kind in the field of special education.

4.4 National Policy and Plan of Action on Disability, 2006

National Policy and Plan of Action on Disability, 2006 has made the policy provisions as a) the Government shall increase the access to education to the children with disability b) the Government shall make the provision of free quality education from primary to higher education to the children with disability, and c) emphasize shall be given to inclusive education. The Policy and Plan of Action also introduced different programs regarding the promotion of status of people with disabilities such as identification of disability situation and counseling services, free and quality education, barrier free environment in school, increasing access in higher education to disable people, and inclusive teacher training to the school teacher (GoN, 2006 as cited in Regmi, 2017).

Since it was necessary to prepare and implement a timely national policy and action plan based on the Extended Asian and Pacific Decade of Disabled Persons (2003-2012) and the Biwako Millennium Framework of Action, Mandates for Action, the National Policy and Plan of Action on Disability (2063 B.S.) was prepared by including the opinion and suggestions of various ministries and associated bodies, the civil society, people with disability and their organizations. Some of the provisions are as follows:

- A policy for construction standards will be adopted that allows easy access of people with disability to physical infrastructure of public importance (large buildings, cinema halls, banks, schools, hospitals, offices, streets, pavements, traffic signs, bus etc.).
- The current policy of providing free fare, concessions, and seat reservations will be implemented in public transportation vehicles for people with disability and their assistants.
- Education will be provided to children with disability in a manner that is easily accessible and favourable for disability. A policy will be adopted to provide quality and free education from pre-primary to higher level for people with disability. Infrastructure of a medium school (integrated, inclusive or special) with residential facilities will gradually be developed in each district for such children. Textbooks will be reviewed and contents that develop positive attitudes to people with disability will be included.

- Provision of free basic health treatment in every government hospital and health center will be made by amending current acts and regulations in order to ensure the rights of people with disability for medical treatment. Services will be provided by providing separate beds in central, regional and district level hospitals. Special provision will be made in health policy, program preparation and budgeting, for free treatment and medical investigation. Appropriate resources and means, in addition to policy measures, will be managed in order to provide medical treatment discounts in private and institutional health centers and nursing homes.
- Rehabilitation programs based on communities will be expanded for people with disability. In this regard, a policy will be adopted to expand and develop human resources. A policy related to rehabilitation of people with disability will be provided and effectively implemented by amending the Disability Protection and Welfare Act, 2039, and Regulation, 2051. For the empowerment of people with disability, provisions will be made for technical and vocational training by providing loans with concessional rates for machine, equipment, and infrastructure development. Appropriate programs for empowerment of people with disability (social, economic and political) will be determined and effectively implemented. A fund will be established at the national level for social security and economic uplifting of people with disability.
- Assistive devices will be constructed by utilizing local resources and means, and appropriate mechanisms will be developed for improvement and research in this regard. Provisions will be made for free production and distribution of assistance materials needed for people with disability. Orthopedic workshops will be established in affiliated hospitals. A program will be carried out for strengthening those institutions in the five development regions that produce and distribute assistive devices (SINTEF, 2016).

4.5 Consolidate Equity Strategy, 2014

The most recent educational policy Consolidate Equity Strategy, 2014 has committed to strengthen equity across all levels and subsectors within the school education sector in Nepal. It has realized that inclusive education enable to achieve quality of life and contribute to establishing an equitable and inclusive society that values diversity. The prime objectives of the strategy were set as: a) achieving equity in access, identifying the most marginalized groups of learner that have so far remained unable to access education and thereby able to overcome their barriers in accessing education b) strengthening of equity in participation, retention and inclusion, identifying learners that are currently dropping out of education and addressing their specific barriers both school and non-school based, and c) strengthening the equity in learning outcomes, reducing inequitable learning outcomes and

addressing root causes of these discrepancies through targeted interventions focused on removal barriers for learners and catering specific needs (MoE, 2014b as cited in Regmi, 2017).

4.6 Inclusive Education Policy for the Persons with Disability, 2017

Nepal government has recently introduced new inclusive policy for disabled people for the development of inclusive education in Nepal in 2017 that replaced the policy formulated in the year 1996. The Special Education Policy 1996 is considered a significant step for the development of inclusive education policy for people with disabled. The new policy has been approved by the government of Nepal but is under implementation in the recent days. The new inclusive education policy is the most recent and revised document in the field of special education in the Nepal. The policy has classified the disability in eleven categories namely multiple disability, Down syndrome, cerebral palsy, autism, intellectual disability, hemophilia, deaf and hard of hearing, blind, and deaf with visual impairment, physical disability, speech disorder and learning disability. The vision of new policy is to provide quality education for disable person with empowerment, make independent and helps to spend their life easily.

The policy aims to (a) ensure the quality education for disable children with equitable assess; (b) provide opportunity of need based, life skills, skills based and employment based quality education for disable person; and (c) ensure the provision of lifelong education for disable people. The policy encompasses many strategies to meet these objectives such as to enroll the disabled students in the schools and university and enhance their learning based on scientific and functional assessment processes.

Regarding the context of curriculum and curricular activities of inclusive education from early childhood to higher level, the policy ensures the provision of subject selection based on accessible format considering the needs and nature of disability. Likewise, the examination and evaluation system is adjusted to accessible format based on the nature and needs of disability. In addition, the policy also ensures the violence free inclusive culture in all educational institutions for disabled children. The existing policy further ensures the visual support with simple curricular materials for intellectual disability, Down syndrome and autistic children as well. Moreover, the current inclusive education policy also emphasizes individual learning and teaching plan based on specific needs of disable children.

According to this policy, inclusive education council is supposed to form on the chair of education minister for the development of inclusive education in Nepal. There is a provision to establish the

inclusive education unit with focal person in the Ministry of Education, Department of Education, and even for the local level. In addition to this, new policy advocates new structure developing alternative mode of inclusive education for disabled people based on their specific needs in Nepalese contexts.

The educational scenario of the world is shifting towards the inclusive education from special education to cover the diversity of the children in the wider context. From the perspectives of human right concept, and increasing trend in inclusionary practice in education has been acting as the push factor to change the states to adjust their educational policies advocating for inclusive education. Nepal being no more exception for this, and has been changed its special education policy to inclusive education policy. The existing Inclusive Education Policy 2017 is the result of this paradigm shift in ideology of special education .This policy made some significant changes in the special education in Nepal. It categorized the people with disability in eleven different categories and made the nature of disability more specific. It incorporated the concept of inclusiveness as mentioned by the Salamanca Declaration 1994 in line with the UN Charter related to rights of people with disability.

4.7 Role of Tribhuvan University (TU) in the development of SN/IE in Nepal

In the field of higher education Dr. Trailokya Nath Upreti is renowned in Nepal. He was the Ambassador of Nepal to Thailand in 2067 B.S. In the field of educational planning in Nepal Dr. H.B. Wood was respected and he was the NNEPC planner. Dr. Trailokya Nath Upreti and Dr. H.B. Wood discussed about starting SNE in Nepal. The first and oldest university of Nepal TU was selected by Dr. H.B. Wood to start SNE with the support of American Nepal Education Foundation. Due to the lack of skilled manpower in the field of SNE there was a three party joint agreement between TU, American Nepal Education Foundation and University of Oregon Ugin. The points discussed in the agreement are as follows:

- TU will provide teachers with paid leave for studying MS in SNE in university of Oregon.
- University Oregon will provide tuition fee for students from Nepal.
- American Nepal Education Foundation will support living and food expenses for the students from Nepal.

After the joint agreement between the three parties namely TU, American Nepal Education Foundation and University of Oregon Ugin, Harsha Narayan Dhaubadel, Janak Nandani Pandey and Narayan Joshi went to study in University of Oregon in 2038 B.S. Chandra Raman Parajuli, Krishna Ram Khatri and Surya Bilash Bajracharya went in the second lot in 2039 B.S. In the third and final lot Basu Dev Kafle went there in 2040/41 B.S.

Around the year 2040/41 B.S. six of the students who returned to Nepal after completing their studies established one year Bachelor program of SNE in the Central Department of Education of TU. The Department Head for SNE were Harsha Narayan Dhaubadel from 2040 to 2048 B.S., Janak Nandani Pandey from 2049 to 2057 B.S., Chandra Raman Parajuli from 2058 to 2065 B.S. and Basu Dev Kafle from 2066 to 2072 B.S. After the creation of a quota for professors in SNE Harsha Narayan Dhaubadel, Janak Nandani Pandey and Chandra Raman Parajuli were granted the position of professors.

In conclusion we can say that TU has played a very important role in the development and expansion of SNE in Nepal. Since 2040 B.S. TU has been actively involved in creating skilled manpower in the field of SNE with the help of different donor agencies as well as their own initiatives. Furthermore, since October 8, 2014 the partnership between CWNU and TU has played a vital role in the further development of SNE in Nepal. Therefore, it is an undeniable fact that TU has played a crucial role to develop SNE in Nepal.

The contributions of TU in the field of SNE in Nepal are the following:

- Since 2040 B.S. skilled manpower has been produced through one year B.Ed. program in SNE, four year B.Ed. program (as major and minor subject), M.Ed. as well as M.phil and PhD.
- Various programs have been organized to create awareness regarding SNE.
- In service and pre service teacher training program for SNE is being conducted with more focus being given to pre service training.
- Short term (7 days) workshops and seminar have been organized.

4.8 TU and Kangnam University (KU) Institutional Linkage Program

In 2053/54 B.S. a partnership was established between Kangnam University of South Korea and TU in order to develop SNE in a relevant manner. Dr. Kim from the Kangnam University met with the members of Ministry of Education, Department of Education and TU and expressed his commitment to developing SNE in Nepal. The main objectives of the linkage program between these two universities were as follows:

- To assist in the development of SNE in Nepal,
- To assist in the development of physical facilities in TU,
- To conduct student and teacher exchange programs,
- To give a scholarship of NPR 20000 per student per year for SNE in TU,
- To provide the latest books related to SNE every year,
- To conduct short term (7 days) workshop and seminar.

Through the student and teacher exchange program 20 to 25 students from Kangnam University were sent by Prof Kang to TU but only three teachers visited Korea during the project period and only one student (Ram Chandra Giri) received scholarship to study M.Ed. in SNE in Korea. The Ex-professor of SNE in TU stated that even though the agreement between the universities was to have exchanges equally however it was not implemented effectively. The ex-professors of SNE in TU said that KU's main objective was to promote Christianity rather than develop SNE. Therefore, this project did not last long.

4.9 One Year B.Ed. Program

Since 2040 B.S. TU has been providing pre-service and in-service training and creating skilled manpower in this field. The one year B.Ed. program has been continuing since then. When KU had been providing scholarship of NPR 20000/- per student per year there was a large influx of students. Thus we can see that SNE started Nepal through the One Year B.Ed. program. After the establishment of M.Ed. in SNE in TU there has been increase in the number of students applying for the one year B.Ed. program because students from non-educational background must take the one year B.Ed. course.

4.10 In-service Teacher Training Program

After six teachers returned to Nepal after completing their studies with the support of American Nepal Education Foundation SNE department was established in Central Department of Education in TU. The main goal of SNE department in TU is to produce skilled manpower in the field of SNE. Since the beginning of the one year B.Ed. program, taking into consideration the need for in service teacher training from 2042/43 B.S. an in service teacher training program was started. After producing four batches of students this program could not gain continuation and was thus discontinued.

4.11 TU and Changwon National University (CWNU): LUPIC

Changwon National University (CWNU) through mutual cooperation with Tribhuvan University has been implementing Leading University Project for International Cooperation (LUPIC), which is a 4 year project (June, 2014- May, 2018) and funded by National Research Foundation (NRF). The Project is scheduled for 4 years it starts from June 1st 2014 and ends in May 31st 2018. After mid-term evaluation, it was decided the project will be continued to the May 31 1st 2019. This project goals are following:

1. Producing human resources/special education teachers by establishing special needs education Master and Bachelor program.

2. Capacity building for instructor and students by providing various training in Korea as well as Nepal.
3. System improvement in the area of SNE.

Contributions of the Project

The major contributions of this project are as given below:

1. Establishment of SNE Department: This project has been stated M. Ed. program in Central Department of Education, T. U., Kirtipur from Mar. 2015 and B. Ed. Program in Sanothimi Campus from Feb. 2016.

2. Development of curricula and learning materials: All required Curricula and learning materials were developed during the project period.

3. Establishment of educational environment: Providing ICT facilities at Kirtipur and Sanothimi (including computers, laptops, tablets PCs, and solar system)

- a) Providing learning materials (SNE related devices, DVDs, Books, etc.)
- b) Providing ICT Education
- c) Establishment EMIS system and Web-site
- d) Conduct ICT related seminars

4. Capacity Building Programs:

- a) SNE Students: Intensive lecturers and short-term training, providing sign language and braille classes, Korean language class, ICT education
- b) Instructors and the Govt officials: Various seminars and workshops in Nepal, Exposure visit to Korea (6 times for TU and govt officials), Long term academic programs for Master and PhD program for 8 students
- c) School Teachers: Various short-term training more than 172 teachers, providing learning materials
- d) Distribution of books (SNE related) at TU library, National Library, Others Major libraries and Special schools

5. System Development:

- a) Regular meeting with the govt (MoE, DoE, NCED, TSC, etc.)

- b) Seminars and workshops with govt
- c) Advocacy and awareness programs
- d) Supporting for policy making, esp. for the establishment of Master Plan for Inclusive Education/Special Education
- e) Organizing Special School Principal's Association of Nepal
- f) Operation of Model school program at 3 special schools

6. Support for basic education:

- a) After school classes
- b) Basic education workshops for teachers
- c) ICT and U-learning workshop for teachers
- d) Health and hygiene education program

Achievements of the project

The main achievements of the project are as follows:

1. Support for Policy Making

- a) SSDP (School Sector Development Plan, 2016/17 ~2022/23): Establish Long-term Inclusive Education/Special Education Plan- Rationale for establishing Inclusive education/Special education Master Plan
- b) MoE has ownership for this
- c) Technical and partial budget support by LUPIC
- d) In the process of Formation of Task Force Team for Master Plan

2. Support of KOICA

- a) CWNU LUPIC is highly appreciated by KOICA
- b) Dispatching KOICA volunteers to Sanothimi Campus: Physio therapist, Korean Language teacher, Special education teacher

3. Support of Korean Embassy

- a) The embassy recognizes this project as one of the best cases which promotes Korea's image among Nepalese since it is almost the only ODA in the area of SNE

- b) Embassy led promotion of the project to the media
- c) Providing 1 quota out of 3 Korean Government Scholarship Program (KGSP) for Special Education

4. Old academic program

- a) Prior to the LUPIC, TU was running one-year B.Ed. in SNE in which students study only two SNE courses
 - b) Graduates not useful either for schools nor for non-governmental organizations
6. Acute shortage of SNE human resources who work for assessment centers, resource centers, special schools and integrated schools running under MoE/Nepal
 7. Launching of Two-year M.Ed. and Four-year B.Ed. in SNE fulfills this shortage by producing competent human resources: Great achievement of LUPIC
 8. Strengthened Department of Special Needs Education at Kirtipur and establishment of Special Needs Education in the next campus by installing ICT labs
 9. Use of ICT in teaching-learning of SNE
 10. Provision of two lecturers in TU service commission's advertisement for staffing Department of Special Needs Education
 11. Immediate utilization of Ph.D. holders graduated from Korean Universities
 - a. TU itself lack of high level human resources
 - b. LUPIC utilized Ph.D. graduates of Korean Universities for course development as well as teaching
 12. Human resource development in CWNU (PhD and M. Ed. In SNE)
 13. Strengthen relation between TU and MOE/Nepal

(i) Bachelor's Degree Program in Sanothimi Campus

On 1st June 2014, an agreement was signed between CWNU: LUPIC and TU to develop and expand SNE in Nepal. Since then the Sanothimi Campus branch of TU has been conducting B.Ed. Currently a

four years B.Ed. program in SNE as a major subject is being developed along with related curriculum development and teaching materials. For the development of SNE seven days visited to Korea was organized for some students and the Campus Chief of Sanothimi. The main aim of this visit was to provide information about SNE in Korea and to encourage Nepal to follow this model for the development of SNE. In this context two teachers from the campus were sent to Korea for a six month teacher training program. For four months the teachers were taken to various SNE centers and schools to gain firsthand knowledge and experience about the real practices in Korea. Similarly, the some experts from CWNU have visited Nepal on a number of occasions to share their expertise and knowledge.

(ii) Master's Degree Program in Tribhuvan University

After the establishment of an agreement between TU and CWNU: LUPIC a semester based M.Ed. program in SNE is being run and the first batches of students have already graduated. Moreover to increase the skilled manpower in the field of SNE some teachers of TU are being provided scholarship to study Master and PhD in SNE. Six teachers will return to Nepal after graduating in August 2019.

In this way, construction of M.Ed. level curriculum and development of teaching materials as well as various trainings and workshops have been organized in the field of SNE. Additionally a seven days visit to Korea was organized for the Head of the Central Department of Education, Vice Chancellor, Dean and some students of TU. The main purpose was to provide knowledge about Korean SNE and help in the development of SNE in Nepal.

Summary

- Nepal does not have a long history of special education. Nepal had no special education policy for three decades after the advent of democracy. However, some efforts had been made to conduct special and integrated type of schools during the Panchayat Era.
- The importance of education for disabled people was realized and reflected for the first time in the National Education System Plan 1971-1976. It was the formal start of special education by the government in the name of disability education.
- The awareness about the importance of education, fundamental human rights, and many international declarations, conventions, agreements, and other provisions on providing education and ensuring child rights during 1990s created thrust to formulate special education policies in the countries of the world.

- Nepal endorsed many such international provisions resulting into the formation of Special Education Policy 1996 being the backbone for conducting special education activities for almost two decades.
- However, the efforts made for the development of special education were not sufficient to provide access and quality of education to the disabled people.
- The policies formulated for the last three decades have seen to be instrumental in shaping the programs conducted by governmental and non-governmental organizations in the country.
- The policy contributed much in main-streaming special education in the national education system; still there are many loop holes are realized to have existed seen in the policy. Hence, the policy demands many reforms in the existing provisions so that it could have room for solving all the problems seen in the present changing contexts of the nation. Inclusion of Students with Special Needs.
- There has been a long effort in the development of education in Nepal. There were many commissions, task forces and education research groups held to reform the education system in the country.
- It came during Panchayat system as National Education System Plan (2028-2032 BS) to reform the overall education system in Nepal. It was called "New Education System" and it could reform the education system drastically in Nepal.
- The Government of Nepal has adopted periodic development plan over the country. The focus of development plans in education sector have been based on Government's vision reflected on education commissions reports and recommendations, international commitments including MDGs, EFA as well as perspective plans in education sector.
- School Sector Reform Plan (SSRP) is a long-term strategy to achieve the goals and objectives of basic and secondary education envisioned for the 2009/2010-2013/2014.
- In September 2015, at the United Nations Sustainable Development Summit, Member States formally adopted the 2030 Agenda for Sustainable Development in New York.
- SN/IE Master Plan is most important document in the field of special need or inclusive education in Nepal. This plan has been played vital role for develop and expand the concept, vision, mission, goals and objectives of special/inclusive education in Nepal.
- Special education policy, 1996 stated that special need education means the teaching, learning and teaching arrangement made through special method to meet the need of education of various types of disabled children as the other normal children in conformity with their disability.
- National Policy and Plan of Action on Disability, 2006 has made the policy provisions as a) the Government shall increase the access to education to the children with disability b) the Government shall make the provision of free quality education from primary to higher education to the children with disability, and c) emphasize shall be given to inclusive education.

- The most recent educational policy Consolidate Equity Strategy, 2014 has committed to strengthen equity across all levels and subsectors within the school education sector in Nepal.
- Nepal government has recently introduced new inclusive policy for disabled people for the development of inclusive education in Nepal in 2017 that replaced the policy formulated in the year 1996. The Special Education Policy 1996 is considered a significant step for the development of inclusive education policy for people with disabled. The new policy has been approved by the government of Nepal but is under implementation in the recent days.
- Changwon National University (CWNU) through mutual cooperation with Tribhuvan University has been implementing Leading University Project for International Cooperation (LUPIC), which is a 4 year project (June, 2014- May, 2018) and funded by National Research Foundation (NRF).

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