

## NEPAL DISABLED HUMAN RIGHTS CENTER

GOKARNESHWOR-5, KATHMANDU

# Advocacy Meeting with Government Entities, Media Persons and others related to Inclusive Education under NOREC II



**Reported by**

**Prakriti Bhandari**

**Legal Intern**

**24<sup>th</sup> December 2021**

## Contents

<b>Contents .....</b>	<b>I</b>
<b>ABBREVIATIONS .....</b>	<b>II</b>
<b>1. BACKGROUND .....</b>	<b>3</b>
<b>2. PURPOSE OF THE MEETING .....</b>	<b>3</b>
<b>3. PARTICIPANTS' PROFILE .....</b>	<b>4</b>
<b>4. RESOURCE PERSONS' PROFILE .....</b>	<b>4</b>
<b>5. VENUE AND DATE.....</b>	<b>4</b>
<b>6. PROCEEDINGS.....</b>	<b>4</b>
<b>6.1 OPENING OF MEETING .....</b>	<b>4</b>
<b>6.2 PRESENTATION ON “INCLUSIVE EDUCATION: POLICIES, PRACTICES AND GAPS”     .....</b>	<b>5</b>
<b>6.3 COMMENTS MADE BY PARTICIPANTS.....</b>	<b>6</b>
<b>6.3.1 TEK NATH NEUPANE, TEACHER WITH DISABILITY (DFS-NEPAL).....</b>	<b>6</b>
<b>6.3.2 KRISHNA MAHARJAN, COMMUNICATION ENGINEER (DFS-NEPAL).....</b>	<b>6</b>
<b>6.3.3 SURENDRA BAJRACHARYA, AUTISM CARE NEPAL SOCIETY.....</b>	<b>7</b>
<b>6.3.4 NIRMAN KUMAR NEUPANE, PRINCIPAL SAHAYOHI HSS.....</b>	<b>7</b>
<b>7. CONCLUSION.....</b>	<b>8</b>
<b>8. ANNEXES.....</b>	<b>9</b>
<b>8.1 ANNEX 1: LIST OF ORGANIZATIONS, SCHOOLS, MEDIA AND GOVERNMENT     ENTITIES.....</b>	<b>9</b>
<b>8.2 ANNEX 2: LIST OF PARTICIPANTS .....</b>	<b>10</b>
<b>8.3 ANNEX 3: PICTURES OF ADVOCACY MEETING .....</b>	<b>13</b>
<b>8.4 ANNEX 4: PICTURE OF BANNER.....</b>	<b>14</b>

## **ABBREVIATIONS**

**CEHD:** Center for Education and Human Resources Development

**DHRC-Nepal:** Nepal Disabled Human Rights Center

**FWDN:** Federation of Women with Disability

**HSS:** Higher Secondary School

**IDPD:** International Day of Person with Disabilities

**MOWCSC:** Ministry Of Women, Children and Senior Citizens

**NAB:** Nepal Association of Blind

**NDF:** National Disabled Fund

**NDWA:** Nepal Disabled Women Association

**NFDN-Nepal:** National Federation of the Disabled – Nepal

**NOREC:** Norwegian Agency for Exchange Cooperation

**OPDs:** Organizations of Person with Disabilities

**PwDs:** Persons with Disabilities

**SEE:** Secondary Education Examination

**SWDs:** Students with Disabilities

**UNCRPD:** United Nations Convention on the Rights of Person with Disabilities

## 1. BACKGROUND

NOREC as a funding partner for the project “Disability Inclusion through Mutual Learning” has done partnership with Prochesta, a Bangladeshi organization and DHRC-Nepal. “The goal of the project is disability inclusion in both countries through mutual exchange of staff members along with working approach. The Prochesta has been promoting disability-inclusive education and self-help group’s formation of SWDs to establish their rights in the inclusive society which intends to learn by the DHRC-Nepal. Contrastingly, DHRC-Nepal has been advocating for disability inclusion through media coverage and radio program that will learn by the Prochesta. Through mutual learning, both organizations will be augmented new approaches that will help to make a disability inclusive society<sup>1</sup>.”

In the regard of promoting inclusive education in the community schools in the Gokarneshwor Municipality, the meeting conducted is the part of advocacy in inclusive education organized by DHRC-Nepal under NOREC Project for enlightening and deepening knowledge in inclusive education and exchanging views and issues of inclusive education, especially in case of SWDs in practicality. The meeting was chaired by Mrs. Jamuna Mishra, Deputy Secretary of MOWCSC and Head of Disability Rights Promotion Branch in MOWCSC and the Chief Guest of the meeting was Mr. Narad Dhamala, Section Officer in Inclusive Division Branch, CEHD. The aim was to discuss how schools, media, relevant government entities and OPDs can contribute in increasing the school enrollment of SWDs in schools and advocacy in inclusive education. The groups also discussed ways of achieving more structured interactions in the meeting between government entities, OPDs, media and schools. A list of 37 participants from different organizations and government entities participated in the meeting. **(See Annex 1 of List of Organizations, Schools, Media and Government entities)**

## 2. PURPOSE OF THE MEETING

Keeping in the view of the initiatives made by Government entities and community schools in Gokarneshwor Municipality, DHRC-Nepal in partnership with NOREC decided to organize advocacy meeting and bring together multiple parties together who have significant role in initiating, encouraging and implementing inclusive education especially, SWDs in the classrooms in the community schools. The purpose of the meeting was two-fold, at one hand it aimed to promote awareness about the significance of inclusive education in increasing school enrollment of SWDs in schools. On the other hand, it provided opportunities of the critical views on gaps between government policies and practicality in the theme of disability with the ultimate objective to suggest improvements taking into account the live realities of SWDs in schools and overall status of inclusive education in the community schools in Gokarneshwor Municipality.

---

<sup>1</sup> <https://www.norec.no/prosjekt/disability-inclusion-through-mutual-learning/>

### **3. PARTICIPANTS' PROFILE**

The training participants included staff members of organizing partner, members from different organizations for persons with disabilities, representatives of 6 community schools in Gokarneshwor Municipality, teachers with disability, 9 representatives from media and 5 representatives from Government entities. Total number of participants were 37. (Male: 24 and female: 13) (See Annex 2 for the list of participants).

### **4. RESOURCE PERSONS' PROFILE**

Mr. Narad Dhamala, Section Officer in Inclusive Division Branch, CEHD took a session with a presentation on “Inclusive Education: Policies, Practices and Gaps”.

### **5. VENUE AND DATE**

The training was organized at Hotel Hardik, Bagbazar in 10 December, 2021.

### **6. PROCEEDINGS**

#### **6.1 OPENING OF MEETING**

Mr. Jagadish Prasad Adhikari, Executive Director at DHRC-Nepal, welcomed all the participants to the Advocacy Meeting with Government Entities, Media Persons and others entities related to Inclusive Education. He said that the meeting was the part of an effort of DHRC-Nepal in bringing together government entities, representatives of community schools, media and OPDs in order to address the gaps between government policies, its implementation in practicality and to address the unaddressed issues in inclusive education in the community schools in Gokarneshwor Municipality with the theme of disability.

Mr. Adhikari said that the meeting would focus on how government entities, media, schools and OPDs can contribute to increase school enrollment of SWDs in schools and encouraging inclusive education in four areas: advocacy, community action, inclusive education policies and encouraging schools to implement policies in community schools.

Mr. Adhikari then introduced Mrs. Jamuna Mishra, Mr. Narad Dhamala, Mr. Tekendra Prasad Dhakal and Mr. Ramesh Lama from various government agencies and invited all the participants to introduce themselves, giving their affiliations.

Mrs. Jamuna Mishra, Deputy Secretary of MOWCSC and Head of Disability Rights Promotion Branch in MOWCSC was invited for the opening speech where she elaborated on the present efforts made by the government in the policy level to encourage inclusive education especially

SWDs in schools and increase their school enrollment. Mrs. Mishra thanked all the participants participating in the meeting.

## **6.2 PRESENTATION ON “INCLUSIVE EDUCATION: POLICIES, PRACTICES AND GAPS”**

Mr. Narad Dhamala took the lead by making in-depth presentation regarding “Inclusion Education: Policies, Practices and Gaps”.

He opened his presentation by sharing works that has been ongoing in Inclusive Division Branch of CEHD for SWDs in schools. He stated that it is very significant to internalize three factors by the fundamental education system **“ACCEPTING, WELCOMING AND SUPPORTING”** SWDs in schools in order to create disability friendly environment in school. Furthermore, he elaborated on the prevalent policy related provisions in inclusive education in Nepal focused in SWDs in school. The principles of inclusive education should focus on accessibility, meaningful participation and respect for diversity. He apprised that the status of inclusive education focusing SWDs in Nepal is still progressing and there is huge space to fill in. He stated that even relevant people are still unaware of uttering disability friendly words.

The presentation revolved around three topics: educational status, major policy arrangements for inclusive education and programmes of inclusive education. Under educational status, he informed that according to latest study, the total number of SWDs in Nepal is 62031 out of 7021622 from class 1 to 12. There are 380 resource classes, 33 special education schools and 23 integrated education schools.

Under major policy arrangements for inclusive education, he enlightened and elaborated the relevant laws from Constitution of Nepal 2072, Equality Strategy 2071, Education Act and Regulation, Teacher Service Commission Regulation, Act Related to PwDs 2072, Act Related to Compulsory and Free Education 2075, Disability Identification Card Distribution Procedure and National Education Policy 2076. Policies related to inclusive education focusing disability in Nepal has embraced UNCRPD and UNCRPD has specifically mentioned in Article 24(1)<sup>2</sup> regarding inclusive education.

Mr. Dhamala illustrated works of CEHD in the sector of inclusive education for SWDs and others.

---

<sup>2</sup> Article 24: Education 1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- c. Enabling persons with disabilities to participate effectively in a free society.

- ❖ Provision is made for Children Audit Center in every district
- ❖ Allocation of budget for conducting resource classes
- ❖ Provision of free of cost braille textbooks
- ❖ Residential facility for students due to distant schools, disability and others
- ❖ Provision of relevant learning materials such as slate, radio, audio-visual and others
- ❖ Scholarship programme for access to education
- ❖ Preparation of proper human resources in education by providing training
- ❖ Scholarship for girls and students from endangered community

### **6.3 COMMENTS MADE BY PARTICIPANTS**

The representatives from schools and media raised the issues and problems in implementing policies of inclusive education. The issues regarding the government's lack of effort and support to community schools regarding resources that are necessary in inclusive education for SWDs implementation.

The following issues were raised by the representatives of community schools in the meeting.

#### **6.3.1 TEK NATH NEUPANE, TEACHER WITH DISABILITY (DFS-NEPAL)**

Mr. Neupane took the opportunity to bring in attention of Government entities present in the meeting that the policies that have been made concerning inclusive education in case of disability has been addressed adequately. However, the implementation part is very weak. After the introduction three tier administration system by Constitution of Nepal 2072 has been effective, education is in the jurisdiction of the local level. Still, there is lack of experts in special education for SWDs. It is very important to pool human resources in order to implement inclusive education in schools.

He recounted his experiences while visiting to different schools in his own working capacity where he found that even though the government has made provisions for inclusive education in SWDs and allocated financial as well as human resources, it only seemed that SWDs are not embraced in the school for their holistic development and not taken as equals as other students in the school. These are the reasons which results in the increase of dropout of SWDs from school. He stated that SWDs in schools should have technological resources and assisting devices for the ease in learning.

He stated that the policies in inclusive education seems adequate and sufficient while the monitoring by concerned authorities and implementation in schools seems very weak. He also appealed the teachers present in the meeting to treat SWDs as equals with other students and maintain a healthy learning environment in school.

#### **6.3.2 KRISHNA MAHARJAN, COMMUNICATION ENGINEER (DFS-NEPAL)**

Mr. Maharjan recounted his experience on his research on the accessibility of SWDs to internet and web and took the opportunity to bring attention of the Government entities present in the meeting that the measurement of accessibility, portability and usability of available technological resources such as online portals and others to SWDs is essential for technology friendly learning environment for SWDs. He apprised that there is provision of establishing Local Disability Audit



Committee which is not implemented yet and he is acquainted of above since he is working in the organization which closely coordinates with local level government entities. Furthermore, the local authorities has been unable to allocate human resources for disability assessment.

He imparted the significance of measuring accessibility, portability and usability of the technological resources to be made for SWDs in order to ensure the optimum utilization of technology and to create technology friendly learning environment for SWDs in schools.

### **6.3.3 SURENDRA BAJRACHARYA, AUTISM CARE NEPAL SOCIETY**

Mr. Surendra has been facilitator to teachers' training related to disability and has been encountered with diverse questions which he has unable to find or give proper answers to. So, he made this meeting as an opportunity to seek answers from government entities. His questions were, as he said:

- 1. Recently, a student with autism passed fortunately SEE with passed marks and he was good in English but weak in Nepali. However, in the education system of Nepal it is mandatory to pass every subject to be able to graduate. So, especially for SWDs why is it not possible to upgrade them on the basis of the subject they are good at or on the basis of their strength in particular subject?*
- 2. Regarding universal education in education system, there are wide range of technology from high to low. There is higher level of technology in places of better accessibility and vice versa. How is it possible to implement one door system?*

### **6.3.4 NIRMAN KUMAR NEUPANE, PRINCIPAL SAHAYOHI HSS**

Mr. Nirman recounted involving in different teachers' programme organized by DHRC-Nepal which has assisted in being familiar with disability friendly words and different types of disability such as intellectual disability, autism and so on. Being highly motivated and excited, in his leadership he constructed ramp in his school hoping they will not have to send back any PwDs, being unable to enroll them due to disability unfriendly infrastructure. He recounted that later on they realized that there are various other resources such as braille relevant to different types of disability that are necessary for being accessible to learning environment in schools by SWDs. So, he elucidated that schools in general are unable to include SWDs of wide range due to inadequate financial, human and educational resources that can be managed under government's policy and budget.



## **7. CONCLUSION**

The meeting was finally concluded by Mr. Narad Dhamala by addressing the issues and problems raised by the schools and media persons. He initiated addressing issues by affirming that the experts that are essential in inclusive education especially in disability sector are not adequately available, not only in local level but in federal level and relevant government entities as well. Even in the divisions within the offices of federal level which requires the human resources to be well trained on the disability issues, it is found that the officials are neither experts nor are adequately trained. Mr. Dhamala recounted that he was not well informed or trained on disability related issues before being appointed in Inclusive Education Branch in CEHD. The knowledge and information he has now are the recollection of his working experiences after getting appointed in the branch and his own self-motivation.

Mr. Dhamala further apprised that as the goals within inclusive education can only be progressively realized and it is important to understand that the local level authorities and community schools should work in the way that the available resources are optimally utilized. Resources are always under limitations which should be optimally utilized by the concerned authorities and they should focus their work to meet the ends for the better future of the nation which can only be secured by quality education.

Finally, he made a generic request to remain encouraged in their works and efforts despite of limitations. He finally made his commitment by taking consideration of the recommendations and issues raised in the meeting in his further works in capacity of Government officer.

## **8. ANNEXES**

### **8.1 ANNEX 1: LIST OF ORGANIZATIONS, SCHOOLS, MEDIA AND GOVERNMENT ENTITIES**

#### **Community Schools in Gokarneshwor Municipality**

1. Khagendra Navajeevan Special Education Secondary School
2. Shree Suntakhan Secondary School
3. Sahayogi Higher Secondary School
4. Shree Chamunda Secondary School
5. Shree Ishwori Basic School

#### **Media**

1. Gorkhapatra Daily
2. Apaangata Aawaj (DHRC-Nepal)
3. Samaya Samaj
4. Aalochan.news
5. Onlinekhabar.com
6. SEJ
7. NPC
8. RSS

#### **OPDs**

1. Autism Care Nepal Society
2. DFS-Nepal
3. DHRC-Nepal
4. FWDN
5. NAB
6. NDWA
7. NFDN
8. NPC

#### **Government Entities**

1. CEHD
2. Office of Gokarneshwor Municipality
3. MOWCSC
4. NDF

## 8.2 ANNEX 2: LIST OF PARTICIPANTS

S.N.	Name of Participants	Sex		Organization	Disability	Contact no	Email Address
		M	F				
1.	Kalpana Basnet	F		Khagendra Navajeevan Special Education Secondary School	NA	9849054333	basnetkalpana361@gmail.com
2.	Jhalak Prasad Adhikari	M		Shree Suntakhan Secondary School	NA	9843045630	jhalakanupam111@gmail.com
3.	Prakash Silwal	M		SEJ	NA	9851157655	silwal.prakash@gmail.com
4.	Sharad Sharma	M		RSS	NA	9851177843	sharad.help@gmail.com
5.	Nirmala Dhital	F		Chairperson, FWDN	Physical	9851108387	<a href="mailto:fwdn2020@gmail.com">fwdn2020@gmail.com</a>
6.	Usha Shrestha	F		NFDN	Physical	9841181999	
7.	Jagadish Prasad Adhikari	M		DHRC-Nepal	Physical	9851079661	dhrcnepal56@gmail.com
8.	Khem Raj Khanal	M		NFDN	Physical	987029650	<a href="mailto:khemthenovice@gmail.com">khemthenovice@gmail.com</a>
9.	Chanda Shrestha	F		DHRC-Nepal	NA	9841012837	<a href="mailto:chanda.shrestha37@gmail.com">chanda.shrestha37@gmail.com</a>
10.	Nabaraj Soti	M		Apaangataa Aawaj	Physical	9840278326	sotinabaraj250@gmail.com
11.	Sushant Adhikari	M		DHRC-Nepal	NA	9865417196	
12.	Suresh Chandra Neupane	M		NAB	Low Vision	9841764686	<a href="mailto:central.nabnepal@gmail.com">central.nabnepal@gmail.com</a>
13.	Surendra Bajracharya	M		Autism Care Nepal Society	NA	9841850571	<a href="mailto:info@autismnepal.org">info@autismnepal.org</a>
14.	Tekendra Prasad Dhakal	M		Office of Gokarneshwor Municipality	NA	9851082020	<a href="mailto:iamtekendra@gmail.com">iamtekendra@gmail.com</a>

15.	Shesh Kanta Pandit	M	Gorkhapatra Daily	NA	9841234407	<a href="mailto:sheshkantapandit@gmail.com">sheshkantapandit@gmail.com</a>
16.	Jamuna Mishra	F	MOWCSC	NA	9841585045	<a href="mailto:jamunangel@gmail.com">jamunangel@gmail.com</a>
17.	Sashi Shrestha	F	DHRC-Nepal	NA	9849902114	<a href="mailto:shresthasashi64@gmail.com">shresthasashi64@gmail.com</a>
18.	Prakriti Bhandari	F	DHRC-Nepal	NA	9869388683	<a href="mailto:prakriti.kusl@gmail.com">prakriti.kusl@gmail.com</a>
19.	Shiva Tamang	F	Gorkhapatra Daily	NA	9841877891	<a href="mailto:tamangshiba@gmail.com">tamangshiba@gmail.com</a>
20.	Pratik Raj Karki	M	Samaya Samaj	NA	9861775884	<a href="mailto:photopratik77@gmail.com">photopratik77@gmail.com</a>
21.	Krishna Prasad Chapagain	M	Sahayogi Higher Secondary School	NA	9841472311	<a href="mailto:chapkrish@gmail.com">chapkrish@gmail.com</a>
22.	Menuka Karki	F	Aalochan.news	NA	9844350683	<a href="mailto:menukakarki220@gmail.com">menukakarki220@gmail.com</a>
23.	Nirman Kumar Neupane	M	Sahayogi Higher Secondary School	NA	9841315324	<a href="mailto:nneupane63@gmail.com">nneupane63@gmail.com</a>
24.	Tek Nath Neupane	M	DFS-Nepal	Blind	9841582727	<a href="mailto:tek.neupane@gmail.com">tek.neupane@gmail.com</a>
25.	Krishna Maharjan	M	DFS-Nepal	PID	9849873070	
26.	Roma Neupane	F	Artist	Physical	98415069001	<a href="mailto:romaneupan@gamil.com">romaneupan@gamil.com</a>
27.	Deepak Koirala	M	NPC	Low Vision	9851166271	<a href="mailto:koirala.deepak@gmail.com">koirala.deepak@gmail.com</a>
28.	Nunuta Rai	F	Onlinekhabar.com	NA	9842172995	<a href="mailto:rainunuta@gmail.com">rainunuta@gmail.com</a>
29.	Madhav Phuyal	M	Ishwori Basic School	NA	9841870130	<a href="mailto:madhavphuyal9841@gmail.com">madhavphuyal9841@gmail.com</a>
30.	Yadab Prasad Poudel	M	Shree Chamunda Secondary School	NA	9841313264	<a href="mailto:poudelyadav123@gmail.com">poudelyadav123@gmail.com</a>
31.	Ramesh Lama	M	NDF	Physical	9851099124	
32.	Narad Dhamala	M	Center for Education and Human Resource Development	NA	9851161392	
33.	Meena Paudel	F	NDWA	Physical	9851185351	

34.	Ramila Gautam	F	DHRC-Nepal	Physical	9843014548	ramilagautam002@gmail.com
35.	Loknath Dahal	F	DHRC-Nepal	NA	9841714970	
36.	Badri Sapkota	M	DHRC-Nepal	Physical	9843295773	
37.	Taranidhi Pyakurel	M	DHRC-Nepal	NA	9841520642	



OPDs



Government Entities



Media



Community Schools

### 8.3 ANNEX 3: PICTURES OF ADVOCACY MEETING



*Mr. Jagdish Prasad Adhikari, Executive Director at DHRC-Nepal opening advocacy meeting*



*Participants of meeting; at left Mrs. Kalpana Basnet, teacher at Khagendra Navajeevan and Mr. Tekendra Pd. Dhakal, official at Gokarneshwor Municipality*



*Mr. Narad Dhamala, Section Officer in Inclusive Education at CEHD making presentation on "Inclusive Education: Policies, Practices and Gaps"*



*Mr. Nirman Kumar Neupane, Principal at Sahayogi HSS stating the challenges at community schools related to SWDs in front of government officials*



*Participants of the advocacy meeting from community schools, OPDs and media*



*From left Mrs. Nirjala Dhital, Mr. Ramesh Lama, Mr. Narad Dhamala, Mrs. Jamuna Mishra and Mr. Jagdish Prasad Adhikari*



#### 8.4 ANNEX 4: PICTURE OF BANNER





**NEPAL DISABLED HUMAN RIGHTS CENTER**  
**GOKARNESHWOR-5, KATHMANDU**

**A Report on**  
**Stakeholder Workshop on Inclusive Education and**  
**Media Coverage**

**Prepared by**  
**Prakriti Bhandari**  
**Legal Officer**

## **Contents**

ABBREVIATIONS .....	3
1. BACKGROUND .....	4
2. PURPOSE OF THE WORKSHOP .....	4
3. PARTICIPANTS' PROFILE .....	5
4. RESOURCE PERSONS' PROFILE .....	5
5. VENUE AND DATE .....	5
6. PROCEEDINGS.....	5
6.1 OPENING OF THE WORKSHOP .....	5
6.2 PRESENTATION ON INCLUSIVE EDUCATION .....	6
6.3 PRESENTATION ON INCLUSIVE EDUCATION: POLICIES, PRACTICES AND GAPS.....	7
7. CONCERNS OF PARTICIPANTS .....	8
8. CONCLUSION.....	8
9. ANNEX.....	9
9.1 LIST OF PARTICIPANTS.....	9

## **ABBREVIATIONS**

CEHRD: Center for Education and Human Resource Development

DHRC-Nepal: Nepal Disabled Human Rights Center

HIV/AIDS: Human Immuno Deficiency Virus/ Acquired Immuno Deficiency Syndrome

NOREC: Norwegian Agency for Exchange Cooperation

OPDs: Organization of Persons with Disabilities

PwDs: Persons with Disabilities

SWDs: Student with Disabilities

UNCRPD: United Nations Convention on the Rights of Persons with Disabilities

## **1. BACKGROUND**

NOREC as a funding partner for the project “Disability Inclusion Through Mutual Learning” has done partnership with Prochesta, a Bangladeshi organization and DHRC-Nepal. “The goal of the project of disability inclusion in both countries through mutual exchange of staff members along with working approach. The Prochesta has been promoting disability-inclusive education and self-help group’s formation of PwDs to establish their rights in inclusive society which intends to learn by DHRC. Contrastingly, DHRC has been advocating for disability inclusion through media coverage and radio program that will learn by the Prochesta. Through mutual learning, both organizations will be augmented new approaches that will help to make a disability inclusive society<sup>1</sup>.

To promote inclusive education in the community schools in Gokarneshwor Municipality, the workshop was conducted as a part of learning and sharing session in inclusive education organized by DHRC-Nepal under NOREC Project for making the participants realize the essence of inclusive education especially in case of PwDs. The workshop was led by Mr. Narad Dhamala, Section Officer in Inclusive Education Branch at CEHRD. The main purpose was to discuss the issues and concerns of stakeholders in inclusive education concerning PwDs: teachers with disability, government agencies, and teachers in community schools, media persons and OPDs. A list of 19 participants participated in the workshop.

## **2. PURPOSE OF THE WORKSHOP**

Considering the importance of the role of stakeholders in inclusive education and their part in it, DHRC-Nepal in partnership with NOREC decided to organize workshop and bring together the stakeholders with the purpose of initiating, encouraging and implementing inclusive education. The purpose of the workshop are to promote awareness on the importance of inclusive education and providing platform to the stakeholders to put their critical views on gaps between government policies and their implementation part in the theme of disability. The workshop tend to bring the government agencies and stakeholder in order to suggest recommendations to overcome challenges of PwDs with

---

<sup>1</sup> <https://www.norec.no/prosjekt/disability-inclusion-through-mutual-learning/>

regard to learning in schools and its overall status of inclusive education in the community schools in Gokarneshwor Municipality.

### **3. PARTICIPANTS' PROFILE**

The training participants included staff members of organizing partner, members from different organizations for PwDs, representatives of 6 community schools in Gokarneshwor Municipality, teachers with disability, 2 representatives from media and 3 representatives from Government entities. Total number of participants were 19.

### **4. RESOURCE PERSONS' PROFILE**

Mr. Narad Dhamal, Section Officer in Inclusive Education Branch at CEHRD took session on Inclusive Education: Policies, Practices and Gaps and Mrs. Chanda Shrestha, Program Manager at DHRC-Nepal took session on Inclusive Education.

### **5. VENUE AND DATE**

The workshop was organized at Khagendra Navajeevan Special Education Secondary School in 17<sup>th</sup> January 2022.

### **6. PROCEEDINGS**

#### **6.1 OPENING OF THE WORKSHOP**

Mr. Jagadish Prasad Adhikari, Executive Director at DHRC-Nepal, welcomed all the participants to Stakeholder Workshop on Inclusive Education and Media Coverage. He stated that the meeting was part of an effort by DHRC-Nepal to bring together government entities, representatives of community



schools, media, and OPDs in order to address the gaps between government policies, their practical implementation, and unaddressed issues in inclusive education in the community schools in Gokarneshwor Municipality with the theme of disability.

Mr. Adhikari stated that the meeting would focus on how government entities, the media, schools, and OPDs can contribute to increasing SWD school enrollment and encouraging inclusive education in four areas: advocacy, community action, inclusive education policies, and encouraging schools to implement policies in community schools.

Mr. Adhikari then introduced Mr. Narad Dhamala and other participants from government entities. All the participants then introduced themselves turn by turn.

## 6.2 PRESENTATION ON INCLUSIVE EDUCATION

Mrs. Chanda Shrestha, Program Manager at DHRC-Nepal made a presentation on Inclusive Education. She started by distinguishing about the concept of exclusion, segregation, integration and inclusion. She stated that “inclusion involves the process of systematic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirement and preference.”

Mrs. Shrestha then elaborated on the scope of inclusion education. As she explained it included not only PwDs but others such as children in remote tribal areas, street children, working children, girls living under difficult circumstances, children of migrant labour and children with HIV/AIDS and other chronic illness.

Mrs. Shrestha further elaborated on the objectives of Inclusive Education. Then she enlightened the participants on the nine golden rules in dealing with the children with special needs. She further



elaborated on activities that revolves around implementing inclusive education. She ended her presentation on explaining role of classmates and other students and teachers in inclusive education.

### **6.3 PRESENTATION ON INCLUSIVE EDUCATION: POLICIES, PRACTICES AND GAPS**

Mr. Narad Dhamala took the lead by making in-depth presentation regarding “Inclusion Education: Policies, Practices and Gaps”. He opened his presentation by sharing work that has been ongoing in Inclusive Division Branch of CEHD for SWDs in schools. He stated that it is very significant to internalize three factors by the fundamental education system “ACCEPTING, WELCOMING AND SUPPORTING” SWDs in schools in order to create disability friendly environment in school.



Furthermore, he elaborated on the prevalent policy related provisions in inclusive education in Nepal focused in SWDs in school. The principles of inclusive education should focus on accessibility, meaningful participation and respect for diversity. He apprised that the status of inclusive education focusing SWDs in Nepal is still progressing and

there is huge space to fill in. He stated that even relevant people are still unaware of uttering disability friendly words. The presentation revolved around three topics: educational status, major policy arrangements for inclusive education and programmes of inclusive education. Under educational status, he informed that according to latest study, the total number of SWDs in Nepal is 62031 out of 7021622 from class 1 to 12. There are 380 resource classes, 33 special education schools and 23 integrated education schools. Under major policy arrangements for inclusive education, he enlightened and elaborated the relevant laws from Constitution of Nepal 2072, Equality Strategy 2071, Education Act and Regulation, Teacher Service Commission Regulation, Act Related to PwDs 2072, Act Related to Compulsory and Free Education 2075, Disability Identification Card Distribution Procedure and National Education Policy 2076. Policies related to inclusive education focusing disability in Nepal has embraced UNCRPD and UNCRPD has specifically mentioned in Article 24(1)2 regarding inclusive education.



## **7. CONCERNS OF PARTICIPANTS**

The participants including the various stakeholders of ensuring inclusive education in the community schools such as teachers, teachers with disabilities, OPDs, media persons and government entities put forward their concerns in the way of implementation of the policies that have been formulated by the government. In gist, the participants raised the issues and problems that they are facing while implementing the policies inclusive education. Moreover, they brought the attention of the government entities regarding the lack of effort and support in their part to the community schools regarding resources that are necessary in inclusive education in community schools in Gokarneshwor Municipality.

## **8. CONCLUSION**

The meeting was finally concluded by Mrs. Goma Prasain, Head of Women Development in the Office of Gokarneshwor Municipality by addressing the issues and problems that are raised by the participants. She started by stating the importance of Disability Identification Card and the efforts they are making to provide right level of Disability Identification to right kind of disability in order to ensure that the privileges that are provided by the Government is received by the right person with disabilities.

Mrs. Prasain further apprised that the goals of the inclusive education is progressively realized and the local government has special part in ensuring the development since the Constitution of Nepal 2072 has provisioned education under the jurisdiction of local level government. She provided assurance to the participants to implement the policies of inclusive education optimally specially for the persons with disabilities.

## 9. ANNEX

### 9.1 LIST OF PARTICIPANTS

#### Nepal Disabled Human Rights Center (DHRC-Nepal)

Gokarneshwor-05, NayaBasti, Kathmandu

Phone / Fax: 01-4911092/ 4911069

#### Attendance of Participants of Program

Program Name: Stakeholder Workshop on Inclusive Education and Media Coverage

Project Name: NOREC

Program Date: 17/January /2022

S.N	Name of Participants	Sex		Organization	Disability	Contact no.	Email Address	Signature
		M	F					
1.	Ramesh Karki	M		Sahayogi nvi		9851146543	Karkiramesh77@gmail.com	4=f
2.	Deepak Koirala	M		Bal Sawa ma vi	Blind	9851166271	koirala.deepak@outlook.com	200
3.	Puspa Raj Bhandari	M		Gokarna Secondary School		9851186256	pbrajbhandari@gmail.com	+f
4.	Madhav Pd. Phuyal	M		Ishwori Basic School		9841870130	madhavphuyal9841@gmail.com	mot
5.	Devi Pd Neupane	M		Khajendra School		9845336135	dneupane359@gmail.com	slf
6.	Nandan Pd. Sapkota	M		Khajendra New Life 470. Edu. S.S. Jyoti		9841844743	saputanandan26@gmail.com	leap
7.	Raghab Pd. Dawadi	M		Ichagendra NewLife Special Education School	Phy.	9851011812	raghabdawadi@gmail.com	James

S.N	Name of participant	Sex		Organization	Disability	Contact no.	Email Address	signature
		M	F					
8	Kalpna Basnet		F	Khajendra NewLife School		9849059333	basnet kalpa 361@gmail.com	basnet
9	Sunil Man Singh	M		BYAN	Visually impaired	9851159532	bibastunil@gmail.com	+
10	Ashmita Rai		F	BYAN		9860376805	ashmitarai698@gmail.com	Ashmita
11	Nirman Neupane	✓		Sahayogi School		9841315324	nneupane63@gmail.com	Nirman
12	Kirbadnur Limbu	✓		NAB		9851068419	center-NAB nepal@gmail.com	Limbu
13	Shree Kumar Rai	✓		NAB		9849160286		Shree
14	Narad Prasad Bhandari	✓		CEAS		9851121332	naradbhandari@gmail.com	Bhandari
15	Gana prabhu		✓	Gokarneshwor municipality		9843027840	Sai 2073 Sanyu@gmail.com	Gana
16	Bhuma Thapa		✓	"		9849445839	bhumathapa117@gmail.com	Thapa
17	Nabaraj Soti	✓		Apangata Adaz				
18	Jagadish Pd. Adhikari	✓		DHRC-Nepal				
19	Loknath Dahal	✓		Apangata Adaz-Canceration				



## NEPAL DISABLED HUMAN RIGHTS CENTER

GOKARNESHWOR-5, KATHMANDU

# Field Visit to Community Schools under NOREC Project II



Reported by  
**Prakriti Bhandari**  
Legal Intern  
3<sup>rd</sup> December 2021

## Contents

Contents .....	I
ABBREVIATIONS.....	II
1. BACKGROUND .....	1
2. PURPOSE OF THE VISIT .....	1
3. MAIN ACTIVITIES DURING VISIT .....	2
4. VISIT TO THREE COMMUNITY SCHOOLS .....	2
4.1 ISHWORI BASIC SCHOOL.....	2
4.2 SHREE GOKARNA HIGHER SECONDARY SCHOOL .....	3
4.3 SHREE SUNTAKHAN SECONDARY SCHOOL .....	3
5. KEY OBSERVATIONS AND FINDINGS FROM VISIT .....	4
5.1 OBSERVATIONS.....	4
5.2 FINDINGS.....	4
6. CONCLUSION .....	5
7. ANNEXES .....	6
7.1 ANNEX 1: LIST OF VISITING TEAM.....	6
7.2 ANNEX 2: KEY PERSONS' LIST.....	7
7.3 ANNEX 3: DETAILS OF PwDs IN ISHWORI BASIC SCHOOL .....	8
7.4 ANNEX 4: DETAILS OF PwDs IN SHREE GOKARNA HIGHER SECONDARY SCHOOL .....	9
7.5 ANNEX 5: DETAILS OF PwDs IN SHREE SUNTAKHAN SECONDARY SCHOOL.....	10
7.6 ANNEX 6: PICTURES OF ISHWORI BASIC SCHOOL.....	11
7.7 ANNEX 7: PICTURES OF SHREE GOKARNA HIGHER SECONDARY SCHOOL .....	12
7.8 ANNEX 8: PICTURES OF SHREE SUNTAKHAN SECONDARY SCHOOL .....	13

## **ABBREVIATIONS**

**DHRC-Nepal:** Nepal Disabled Human Rights Center

**IDPD:** International Day of Person with Disabilities

**NOREC:** Norwegian Agency for Exchange Cooperation

**PwDs:** Persons with Disabilities



## 1. BACKGROUND

NOREC as a funding partner for the project “Disability Inclusion through Mutual Learning” has done partnership with Prochesta, a Bangladeshi organization and DHRC-Nepal. “The goal of the project is disability inclusion in both countries through mutual exchange of staff members along with working approach. The Prochesta has been promoting disability-inclusive education and self-help group’s formation of PwDs to establish their rights in the inclusive society which intends to learn by the DHRC. Contrastingly, DHRC has been advocating for disability inclusion through media coverage and radio program that will learn by the Prochesta. Through mutual learning, both organizations will be augmented new approaches that will help to make a disability inclusive society<sup>1</sup>.”

In the regard of promoting inclusive education in the community schools in the Gokarneshwor Municipality, the field visit was made by the team of DHRC-Nepal. The field visit took place to learn the progress of enrollment of PwDs in schools and to monitor whether the infrastructure of the school was disable friendly. The team of DHRC-Nepal made the visit as an opportunity to collect data of PwDs (students) to identify the need for educational materials and support 9 students for educational materials for IDPD 2021. The field visit took place in 24 November, 2021.

The field visit enabled the team to have physical interaction with the teachers and PwDs (students) in school and understand the physical, educational, family and economical status of PwDs. The physical setting enabled the team to understand the problems faced by the PwDs in school and home distinctly and it gave the space for the team to acquaint themselves from the teaching team about the progress of the PwDs in classroom.

## 2. PURPOSE OF THE VISIT

The visit was designed to enable the visiting team (**See Annex 1 for List of Visiting Team**) to meet with the principal, teachers and PwDs at school to observe and discuss about the personal details of students, their economic status, their disability and to monitor whether the school’s infrastructure is disable friendly.

The visit was designed to enable the visiting team gain knowledge about the number of PwDs in school and address how the school work especially in the context of student with disability to address the challenges in effective learning environment for them in their classroom.

The main purpose of the visit was to collect the data of the PwDs in school in order to support 9 PwDs with the education materials under NOREC for IDPD 2021.

---

<sup>1</sup> <https://www.norec.no/prosjekt/disability-inclusion-through-mutual-learning/>

### 3. MAIN ACTIVITIES DURING VISIT

The main activities undertaken during the visit included:

1. Visiting schools and meeting with the teachers' team including Principal of the respective school where they discussed the number of PwDs and challenges they face in enhancing the effective learning for them in the classroom.
2. Visiting schools and monitoring whether the infrastructure of the school is disable friendly.
3. Interaction with the teachers' team and PwDs in school to identify the family status and economic status of student with disability and real need for educational support.
4. Individual meeting with PwDs (students) and collected data of their personal details including their disability and family status.
5. Meeting with the teachers to get acquainted with the enrollment status of the PwDs in school.

### 4. VISIT TO THREE COMMUNITY SCHOOLS

The visiting team achieved all the planned activities with the reasonable measure of success. The visit was expected to hold meetings with the teachers' team including key person (**See Annex 2 for Key Persons' List**) of each school and individual meeting with PwDs (student) as well as monitor the infrastructure of each school visited. As per the planned activities the team attended and participated in the different activities.

#### 4.1 ISHWORI BASIC SCHOOL

The school is in Gokarneshwor-1, 15 kilometres away from DHRC-Nepal office and the road to school is very steep and have to pass through Shivapuri National Park. The school was in very remote rural setting. The school allowed the visiting team to observe how a school quite distanced from different other services due to limited access faced with many related challenges. During the visit to Ishwori Basic School, the visiting team interacted with the key person, teachers and students. First, the interaction with the teachers was done where they highlighted on the enrollment on PwDs in school. The teachers enlightened on the individual PwDs and their financial and family background as well as problems they face in the classroom because of their disability.

The visiting team interacted with the PwDs in the school and collected data on personal details, family details, economic background, regularity and academic performance in school and their disability for distribution of educational materials in IDPD 2021. (**See Annex 3 for Details on PwDs in Ishwori Basic School**) The teachers shared on the regularity of each PwDs in school and their performance in the classroom. Furthermore, the visiting team addressed the significance of Disability Identification Card and privileges under it to the PwDs and teachers; and urged the teachers to coordinate with PwDs who have not yet got card while advised the PwDs to ask their parents to make one and convey the significance of it for social security benefits.



The visiting team monitored the infrastructure of the school. The school now has new infrastructure, a building built by the government itself. The ramp was constructed in the new infrastructure however the wheelchair ramp slope in toilet was not wheelchair friendly though there are no wheelchair users in the school.

#### **4.2 SHREE GOKARNA HIGHER SECONDARY SCHOOL**

The school lies in Gokarneshwor-3. The visiting team had meeting with the Principal and PwDs in school for educational materials support in IDPD 2021. The visiting team collected data on personal details, family and economic background, regularity and performance in school and their disability. (See Annex 4 for Details of PwDs in Shree Gokarna Higher Secondary School) The Principal highlighted on the enrollment of PwDs in school and made an informal proposal verbally on support to day care to intellectually disabled students that school is going to collaborate with.

The visiting team also monitored whether the infrastructure is disabled friendly. The wheelchair ramp slope constructed in the school was not as per the standard of approved national standards and guidelines. The visiting team decided to fund the construction of wheelchair ramp slope as per national standard under NOREC.

On stressing the importance of Disability Identification Card by the visiting team, it was found two of PwDs had Disability Identification Card.

#### **4.3 SHREE SUNTAKHAN SECONDARY SCHOOL**

The school is located in Gokarneshwor-3. The visiting team interacted with Vice Principal, a teacher and PwDs for educational materials support in IDPD 2021 where data on personal details, family and economic background, regularity and performance in school and their disability were collected. (See Annex 5 for Details of PwDs in Shree Suntakhan Secondary School) The Vice Principal enlightened on the enrollment of PwDs in school. The visiting team conveyed the essence of Disability Identification Card to PwDs and teachers and explained its privileges on social security benefits as well as education and employment spheres. One of PwDs was found to have Disability Identification Card and the visiting team urged the teachers to coordinate for any necessary help for one of PwDs who had not made Disability Identification Card yet and also urged to ask his family to help with it.

The visiting team monitored whether the infrastructure of school is disabled friendly. The wheelchair ramp slope was constructed there as per the approved national code and guidelines.

## **5. KEY OBSERVATIONS AND FINDINGS FROM VISIT**

### **5.1 OBSERVATIONS**

1. The teaching teams and key persons in schools are playing an important role in enhancing enrollment of PwDs in the school by giving an extra care and support to existing PwDs in school. Furthermore, they are making an effort to create better learning environment by adopting the concept of “inclusive education”.
2. Schools are ensuring that the infrastructure are disable friendly. This is the one of the best practices to increase the school enrollment of PwDs.
3. The effort from the teaching team is evident in ensuring that school going PwDs are assisted.
4. Schools are encouraging parental participation and involvement and participation in the education of children.
5. Schools are ensuring that the academic performance of PwDs are enhanced by providing extra care and attention.

### **5.2 FINDINGS**

1. The teachers in the school are genuinely making an effort to enhance the academic performance of PwDs in classroom by providing extra care and support.
2. The economic background of PwDs in schools seem very poor and are in need of financial support of educational materials. The need for assistance in financial support of assisting devices was quite apparent.
3. The awareness of Disability Identification Card and privileges under it seems lacking especially in Ishwori Basic School. The awareness on such subject seemed necessary.
4. The schools are seen making an effort for ensuring disable friendly infrastructure. However, the wheelchair ramp slope in Ishwori Basic School and Shree Suntakhan Secondary School did not meet the approved national standards and guidelines.
5. The teachers in schools are in need of awareness of disability related issues and their rights. Some of them were seen unaware of using correct word to denote certain type of disability.

## **6. CONCLUSION**

The field visit marked a positive step forward in terms of maintaining and sustaining good rapport with the teaching team of schools. Furthermore, it provided opportunity to the visiting team to recognize the personal details, family and economic background, regularity and performance in school and their disability more intimately. The visiting team became capable of learning the need of financial support of each PwDs by getting to personally interact with them. It became quite apparent that the PwDs in schools are in need of support other than educational materials such as assisting devices and awareness of Disability Identification Card. A joint meeting with the teaching team and PwDs in schools proved to be the useful way of learning and sharing of aforementioned topics more precisely. The visit was short but focused on its purpose.

## 7. ANNEXES

### 7.1 ANNEX 1: LIST OF VISITING TEAM

S.N.	NAME	DESIGNATION
1.	Chanda Shrestha	Program Manager
2.	Sashi Shrestha	Program Coordinator
3.	Prakriti Bhandari	Legal Intern
4.	Loknath Dahal	Logistic Officer

**7.2 ANNEX 2: KEY PERSONS' LIST**

<b>S.N.</b>	<b>NAME</b>	<b>NAME OF SCHOOL</b>	<b>ADDRESS</b>	<b>DESIGNATION</b>	<b>CONTACT NO</b>
1.	Raja Ram Phyual	Ishwori Basic School	Gokarneshwor-1	Vice-Principal	9841926464
2.	Sushmita Karki	Shree Gokarna Higher Secondary School	Gokarneshwor-3	Principal	9851232289
3.	Keshab Ghimire	Shree Suntakhan Secondary School	Gokarneshwor-3	Vice-Principal	9843045630

**7.3 ANNEX 3: DETAILS OF PwDs IN ISHWORI BASIC SCHOOL**

S.N.	NAME	CLASS	AGE	DISABILITY	FAMILY	CONTACT	PERFORMANCE	REMARKS
1.	Sanjay Tamang	8	15	Low Vision	8(father, mother, 1 sister and 2 brothers)		Regular in class and average academic performance	Poor economic condition
2.	Somita Tamang	6	15	Intellectually disable	Full orphan and stays with married sister	9848731680 (sister) Anju Tamang	Regular in class and very poor academic performance	Very poor economic condition
3.	Gautam Tamang	6	13	Hard in hearing *No hearing aid	4(mother, brother and sister-in-law) <b>*father died</b>	9860875505 (mother) Maya Tamang	Regular in class and weak academic performance	Poor economic condition
4.	Aarati Tamang	4	9	Hard in hearing	5(father, mother, sister and grand mother)	9818149778 (mother)	Regular in class and weak academic performance	
5.	Uma Chhetri/Sushma Chhetri <b>*siblings</b>	3/2	10/7	Intellectually disable	5(father, mother and sister) <b>*father ill of paralysis</b>		Regular in class and weak academic performance	Very weak economic condition
6.	Roshan Tamang	7		Hard in hearing			Regular in class and weak academic performance	Poor economic condition

**7.4 ANNEX 4: DETAILS OF PwDs IN SHREE GOKARNA HIGHER SECONDARY SCHOOL**

S.N	NAME	CLASS	AGE	DISABILITY	FAMILY	CONTACT	PERFORMANCE	REMARKS
1.	Prapti Shivabhakti	5	13	Physical disability by birth	3(father and mother)	9860476832 (mother) Pashupati Shivabhakti	Regular in class and very good academic performance	<b>Blue Card</b>
2.	Arvind Yonzon	6	15	Low vision of right eye	5(father, mother and two sisters)	9823696390	Regular in class and poor academic performance	<b>Red Card</b> Stays in Maiti Nepal support
3.	Lokraj Ven	3	11	Physical disability by burn (1 right hand and 1 right leg)	6(father, mother, two brothers and one sister)		Regular in class and weak academic performance	Home in Mugu district and stays in support of Maiti Nepal



**7.5 ANNEX 5: DETAILS OF PwDs IN SHREE SUNTAKHAN SECONDARY SCHOOL**

S.N	NAME	CLASS	AGE	DISABILITY	FAMILY	CONTACT	PERFORMANCE	REMARKS
1.	Aashish Sasankar	10	17	Physcial disability by birth	5(father, mother, brother and sister)		Regular in school and good in academic performance	Poor economic condition
2.	Chok Bahadur Karki	10	16	Blind(right eye)	6(father, mother, two sisters and brother)		Regular in school and good in academic performance	<b>Blue Card</b> Poor economic condition

## 7.6 ANNEX 6: PICTURES OF ISHWORI BASIC SCHOOL



*Visiting Team and teaching team having meeting about enrollment of PwDs in the school*



*PwDs in Ishwori Basic School*



*PwDs, teaching team and visiting team interacting and sharing on personal details of PwDs*



*Wheelchair ramp slope in newly constructed toilet found not wheelchair friendly*



*Sushma Khatri, 7 years old who became intellectually disable after falling down from cliff*



*Gautam Tamang, 13 years old who studies in class 6 is hard in hearing and is semi-orphan*

## 7.7 ANNEX 7: PICTURES OF SHREE GOKARNA HIGHER SECONDARY SCHOOL



*PwDs (left) and Sushmita Karki (right),  
Principal of Shree Gokarna Higher Secondary  
School*



*Principal, Sushmita Karki and visiting team  
jointly interacting with PwDs*



*Lokraj Ven, physically disabled by burn in both  
right hand and right leg, currently lives in  
support of Maiti Nepal and is from Mugu, far-  
west region originally*



*Ladder for the access to classroom in school  
which is not disabled friendly*



*Arvind Yonzon, who has low vision in right  
eye studies in class 6 now*



*Wheelchair ramp slope in school*



## 7.8 ANNEX 8: PICTURES OF SHREE SUNTAKHAN SECONDARY SCHOOL



*Wheelchair ramp slope in school for the access to PwDs to classroom constructed as per national standards and guidelines*



*Vice-Principal, Keshab Ghimire along with the visiting team of DHRC-Nepal (from middle) Sashi Shrestha, Prakriti Bhandari and Chanda Shrestha*



*PwDs of school; Aashish Sansankar (left), physically disable by birth and Chok Bahadur Karki (right), right eye low vision*



*Visiting Team of DHRC-Nepal, teacher and Vice-Principal discussing on school enrollment of PwDs*



# Nepal Disabled Human Rights Center

## A Report on IDPD 2021: Distribution of Educational Materials to SWDs Six Community Schools In Gokarneshwor Municipality



Reported by  
Prakriti Bhandari  
Legal Officer  
31<sup>st</sup> December 2021

## Contents

Contents .....	I
ABBREVIATIONS.....	II
1. BACKGROUND .....	1
2. PURPOSE OF THE EVENT .....	2
3. MAIN ACTIVITIES DURING VISIT .....	2
4. DISTRIBUTION OF EDUCATIONAL MATERIALS .....	2
4.1 DAY 1: 22 <sup>ND</sup> DECEMBER 2021 .....	3
4.2 DAY 2: 23 <sup>RD</sup> DECEMBER 2021 .....	4
5. CONCLUSION .....	5
6. ANNEXES .....	6
6.1 ANNEX 1: TEAM OF DHRC-NEPAL .....	6
6.2 ANNEX 2: LIST OF EDUCATIONAL MATERIALS TO EACH SWD .....	7
6.3 ANNEX 3: DETAILS OF SWDS OF FIVE COMMUNITY SCHOOLS .....	8
6.4 ANNEX 4: PICTURES OF DISTRIBUTION OF EDUCATIONAL MATERIALS .....	10

## **ABBREVIATIONS**

**CEHD:** Center for Education and Human Resources Development

**DHRC-Nepal:** Nepal Disabled Human Rights Center

**IDPD:** International Day of Person with Disabilities

**NOREC:** Norwegian Agency for Exchange Cooperation

**PwDs:** Persons with Disabilities

**SWDs:** Students with Disabilities

## 1. BACKGROUND

NOREC as a funding partner for the project “Disability Inclusion through Mutual Learning” has done partnership with Prochesta, a Bangladeshi organization and DHRC-Nepal. “The goal of the project is disability inclusion in both countries through mutual exchange of staff members along with working approach. The Prochesta has been promoting disability-inclusive education and self-help group’s formation of PwDs to establish their rights in the inclusive society which intends to learn by the DHRC. Contrastingly, DHRC has been advocating for disability inclusion through media coverage and radio program that will learn by the Prochesta. Through mutual learning, both organizations will be augmented new approaches that will help to make a disability inclusive society<sup>1</sup>.”

In terms of promoting inclusive education in the community schools in Gokarneshwor Municipality, the field visit was made by team of DHRC-Nepal (**See Annex 1 for Team of DHRC-Nepal**) in six community schools for distributing educational materials on the occasion of IDPD 2021<sup>2</sup>. The theme of IDPD 2021 was **“Leadership and Participation of Persons with Disabilities toward an inclusive, accessible and sustainable post Covid-19 world”**. Approximately, fifteen percent of over seven billion people in the world live with some form of disability and every year on this UN-sanctioned day, various organizations throughout the world organize various events aiming to promoting rights of PwDs in every spheres of the society. Likewise, this year DHRC-Nepal being one of the eminent organization for advocating rights of PwDs, have celebrated IDPD by distributing educational materials to SWDs in six community schools in Gokarneshwor Municipality. **This event supports the theme of IDPD 2021 as education is the strength and only course to empower leadership and enhance participation of PwDs toward an inclusive, accessible and sustainable world despite this event not having any direct link with Covid-19.**

The two day event of distribution was organized on 22<sup>nd</sup> December and 23<sup>rd</sup> December 2021. On 22<sup>nd</sup> December, the team of DHRC-Nepal went to two community schools: Shree Ishwori Basic School and Shree Gokarna SS whereas in three community schools: Shree Suntakhan SS, Sahayogi HSS and

---

<sup>1</sup> <https://www.norec.no/prosjekt/disability-inclusion-through-mutual-learning/>

<sup>2</sup> The annual observance of the International Day of Disabled Persons was proclaimed in 1992 by United Nations General Assembly resolution 47/3. It aims to promote the rights and well-being of persons with disabilities in all spheres of society and development, and to increase awareness of the situation of persons with disabilities in every aspect of political, social, economic and cultural life. See: <https://www.un.org/development/desa/disabilities/international-day-of-persons-with-disabilities-3-december/2021-2.html>



Khagendra Navajeevan Special Education SS on 23<sup>rd</sup> December. The distribution of educational materials was done in the respective school in formal setting in the presence of teachers, DHRC-team, SWDs and their parents.

## **2. PURPOSE OF THE EVENT**

The event was organized to enable to meet with the principal, teachers, SWDs and their parents and distribute educational materials **(See Annex 2 for List of Educational Materials for each SWD)** in a formal setting at respective school premise. The educational materials were distributed to meet their needs in school and make them feel motivated to study. However, the major purpose of the event was to ensure that the education of SWDs is not hampered due to lack of educational materials.

The parents of SWDs were invited in the event to inform them in physical setting on the importance of education to SWD and importance of Disability ID Card and social security benefits that falls under it.

## **3. MAIN ACTIVITIES DURING VISIT**

The main activities undertaken during the visit included:

1. Distribution of educational materials to SWDs in five community schools in Gokarneshwor Municipality in a physical setting inside the school premise in presence of DHRC Team, teachers' team, Principal, SWD and their respective parents.
2. Visiting schools and meeting with the teachers' team including Principal, SWD and their respective parents where the discussion focused on the importance of education in the empowerment of SWD in every sphere of life.
3. Interaction with SWDs and their respective parents to discuss about their family status and economic status of their family.
4. Meeting with parents of SWDs to enlighten them the importance of Disability ID Card and the privileges that falls under it.

## **4. DISTRIBUTION OF EDUCATIONAL MATERIALS**

The distribution of educational materials in five community schools in Gokarneshwor Municipality was conducted as two day event. On 22<sup>nd</sup> December 2021, DHRC Team conducted the planned event

in Shree Ishwori Basic School and Shree Gokarna HSS and in Sahayogi HSS, Shree Suntakhan SS and Khagendra Navajeevan Special Education SS on 23<sup>rd</sup> December 2021. DHRC-Nepal Team achieved all the planned activities with reasonable measure of success. The distribution of educational materials intended to 18 SWDs were selected through the criteria set by DHRC-Nepal Team, through prior visits in the above mentioned community schools and considering the recommendation made by teachers and Principal of community schools. The visit was intended to meet the teachers' team, Principal, SWDs and their parents inside the school premise and distribute the educational materials. As per the planned activities, the team attended and participated in the different activities.

For the distribution of educational materials by DHRC-Nepal in partnership with NOREC, initially six community schools in Gokarneshwor was targeted. However, during the visit in Shree Chamunda HSS in Gokarneshwor-5 it was found that there was no SWDs enrolled in the school. The reason behind that was Khagendra Navajeevan Special Education SS is near to Shree Chamunda HSS and the SWDs preferred going to former due to availability of learning resources and other disability relevant resources.

#### **4.1 DAY 1: 22<sup>ND</sup> DECEMBER 2021**

As per the planned activities, distribution of educational materials was done in Shree Ishwori Basic School and Shree Gokarna HSS. The school is in Gokarneshwor-1, 15 kilometers away from DHRC-Nepal office and the road to school is very steep and have to pass through Shivapuri National Park. The school was in very remote rural setting. The school allowed to observe how a school quite distanced from different other services due to limited access faced with many related challenges. During the visit to Shree Ishwori Basic School, DHRC-Nepal Team interacted with teachers' team, Principal, SWDs and their parents. Then, in a formal setting DHRC-Nepal Team made distribution of educational materials to SWDs in presence of teachers, Principal and parents of respective SWD. DHRC-Nepal took the event as an opportunity to acquaint the parents of SWDs with the significance of education in every sphere of life of SWD and made them aware that sending SWDs school is eminent. In addition, the parents were enlightened on the importance of Disability ID Card and requested the teachers to coordinate with the parents in the process of obtaining Disability ID Card. DHRC-Nepal Team assured the parents and teachers to provide required assistance in obtaining ID Card in informal way.

The second event on Day 1 was in Shree Gokarna HSS which is located in Gokarneshwor-1. The distribution of educational materials was done in same setting as described above and the parents were

enlightened on the benefits of obtaining Disability ID Card. The total of 10 students; 7 from Shree Ishwori Basic School and 3 from Shree Gokarna HSS received educational materials on Day 1 on the occasion of IDPD 2021.

### **4.2 DAY 2: 23<sup>RD</sup> DECEMBER 2021**

On Day 2, the event was planned for three community schools: Shree Suntakhan SS, Sahayogi SS and Khagendra Navajeevan Special Education SS. Aforementioned, DHRC-Nepal Team had prepared a list of SWDs in the respective schools for the distribution of educational materials. The educational materials were distributed in the presence of parents and teachers inside the school premise in all above mentioned three community schools. DHRC-Nepal took this as an opportunity to enlighten the parents on significance of sending SWD to school to empower them to participate in every sphere of society. In addition, DHRC-Nepal acquainted parents with the importance of obtaining Disability ID Card and the social security benefits that comes with it. The total of 8 students: 2 from Sahayogi HSS, 3 from Shree Suntakhan SS and 3 from Khagendra Navajeevan Special Education SS received educational materials in the event.

## 5. CONCLUSION

The two-day event of distribution of educational materials in five community schools in Gokarneshwor Municipality directly benefitted eighteen SWDs. The event was organized by DHRC-Nepal in partnership with NOREC under the project “Disability Inclusion through Mutual Learning”. DHRC-Nepal Team made the two day event as a platform on encouraging the parents of SWDs to school and enlightened them with the significance of obtaining education for SWDs for empowering themselves in every sphere in society. In addition, the parents of SWDs were informed about Disability ID Card and significance of obtaining it in order to receive social security benefits that falls under it. The two day event helped in maintaining and sustaining good rapport with the teachers of community schools in Gokarneshwor Municipality. Furthermore, the teaching team including Principal were encouraged to include PwDs in schools and encouraged to implement the concept of “inclusive education” in practicality especially for PwDs, which has also been encouraged by the CEHD.

## 6. ANNEXES

### 6.1 ANNEX 1: TEAM OF DHRC-NEPAL

S.N.	NAME	DESIGNATION
1.	Jagadish Prasad Adhikari	Executive Director
1.	Chanda Shrestha	Program Manager
2.	Sashi Shrestha	Program Coordinator
3.	Prakriti Bhandari	Legal Officer
4.	Loknath Dahal	Logistic Officer

**6.2 ANNEX 2: LIST OF EDUCATIONAL MATERIALS TO EACH SWD**

S.N.	PARTICULARS	QUANTITY	REMARKS
1.	School uniform cloth for shirt and pant*	1/1	135 meters for shirt and 115 meters for pant
2.	School bag	1	
3.	Exercise copy	18	
4.	Towel	1	
5.	Bathing soap	4	
6.	Masks	25	
7.	Sanitizer	1	
8.	Socks	3 pairs	
9.	Pen/Pencil	1/12	
10.	Geometry box/Pencil box	1/1	
11.	Toothbrush/Toothpaste	1/1	

*\*SWDs of Khagendra Navajeevan Special Education School and Shree Gokarna HSS were provided with readymade track which included both jacket and trousers in place of school uniform clothes. In addition, the parents were given charges inclusive of sewing charge and shoes to be purchased by themselves.*

**6.3 ANNEX 3: DETAILS OF SWDS OF FIVE COMMUNITY SCHOOLS**

S.N.	NAME	CLASS	AGE	DISABILITY	FAMILY	CONTACT
<b>SHREE ISHWORI BASIC SCHOOL</b>						
1.	Sanjay Tamang	8	15	Low Vision	8(father, mother, 1 sister and 2 brothers)	
2.	Somita Tamang	6	15	Intellectually disabled	Full orphan and stays with married sister	9848731680 (sister) Anju Tamang
3.	Gautam Tamang	6	13	Hard of hearing *No hearing aid	4(mother, brother and sister-in-law) <b>*father died</b>	9860875505 (mother) Maya Tamang
4.	Aarati Tamang	4	9	Hard of hearing	5(father, mother, sister and grandmother)	9818149778 (mother)
5.	Uma Chhetri	3	10	Intellectually disabled	5(father, mother and sister) <b>*father ill of paralysis</b>	
6.	Sushma Chhetri	2	7	Intellectually disabled	5(father, mother and sister) <b>*father ill of paralysis</b>	
7.	Roshan Tamang	7		Hard of hearing		
<b>SHREE GOKARNA HSS</b>						
8.	Prapti Shivabhakti	5	13	Physical disability by birth	3(father and mother)	9860476832 (mother) Pashupati Shivabhakti <b>*Blue Card</b>
9.	Arbind Yonzon	6	15	Low vision of right eye	5(father, mother and two sisters) <b>*Stays in Support of Maiti Nepal</b>	9823696390 <b>*Red Card</b>
10.	Lokraj Ven	3	11	Physical disability by burn (1 right hand and 1 right leg)	6(father, mother, two brothers and one sister)  <b>*Stays in Support of Maiti Nepal</b>	9851087049 9851059885 9841919775 (Joint Disable Unity Aawaj)

IDPD 2021 Celebration with Students with Disability

						Center) 01-4801141
<b>SHREE SUNTAKHAN SS</b>						
11.	Aashish Sasankar	10	17	Physcial disability by birth	5(father, mother, brother and sister)	9860291508
12.	Chok Bahadur Karki	10	16	Blind(right eye)	6(father, mother, two sisters and brother	9861460373 <b>*Blue Card</b>
13.	Asmira Lama	Nursery	4	Non-disabled but family background is poor	5	9860395190
<b>SAHAYOGI HSS</b>						
14.	Manish Shrestha	6	13	Intellectually Disabled		9843337205
15.	Subash Pandit	12	20	Blind	5	9863769803
<b>KHAGENDRA NAVAJEEVAN SPECIAL EDUCATION SS</b>						
16.	Sumitra Tamang	8	16	Physical disability by birth (Growth Restriction)	2	9860097810
17.	Prashant Oli	5	11	Non-disabled but both parents are disabled	5	9841646033
18.	Sangit Ale Magar	3	13	Non-disabled <b>*History of health problem: seizure</b>	4	9803442456



## 6.4 ANNEX 4: PICTURES OF DISTRIBUTION OF EDUCATIONAL MATERIALS



*Items for educational materials distributed to each SWD*



*Uma Chbetri, intellectually disabled student in Shree Ishwori Basic School receiving educational materials from Chanda Shrestha, Program Manager at DHRC-Nepal*



*Mr. Jagdish Prasad Adbikari, Executive Director at DHRC-Nepal interacting with SWDs and their parents in Shree Gokarna HSS*



*From left Subash Pandit (blind), Mr. Nirman Kumar Neupane (Principal), Chanda Shrestha and parents of SWD, Manish Shrestha interacting with each other in Sabayogi HSS*



*DHRC-Nepal Team interacting with SWDs, their parents and teachers at Khagendra Navajeevan Special Education SS*



*Mr. Jhalak Prasad Adbikari, Principal at Shree Suntakhan SS providing educational material to SWD, Aashish Sasankar*