

Special Education Policy, 2053 (1996)

Background:

This Special Education Policy has been formulated with the objective of creating environment to raise public awareness for socialization of various types of disabled persons remained in Nepal viz. blind or person having poor eye sight, deaf and hearing-impaired, mentally retarded person, physically disabled, person difficult to teach (inability), person having problem in voice, language and communication skill and person of multi-disabilities and the objectives or of making proper arrangement of education in conformity with disability to make them independent and self-reliant.

Even though Government of Nepal has introduced the Special Education Programme since 2021 (1964), effort of development and extension of special education was made in planned manner by the Plan of national education system enforced in 2028 (1971). The outcome of the said Plan was constitution of the Special Education Council 2030 (1973).

It is found that the foreign donor agencies have made more support for the special education after the International Disabled Year, 1981 A.D. However, the support to be provided by the foreign donor agencies is for a certain period. By taking into consideration the fact that there is no certainty as to how and from whom the said programme will be conducted after the said donor assisting period, as one aspect of education is left if Government of Nepal leaves the special education from the course of conducting programme as the Basic Education and Education for the All, Government of Nepal deemed it incomplete and, therefore, realized the need to conduct itself the special education. As a result, the Ministry of Education and Cultures constituted a Committee to submit timely suggestion for development and extension of the special education in 2046 (1989). The Ministry of Education and Cultures decided to gradually conduct itself the special education according to the suggestions given by the said committee and arrangement of

budget to be borne by Government of Nepal has been made for salary and allowance of teachers and employees of the special education school since 2048/049 (1991/1992). With the objective of making Special Education Council active, the said Council was re-constituted under the Chairpersonship of the Minister for Education Cultures.

Present Situation:

There is the lack of reliable data on the matters of disability. According to the Central Bureau of Statistics, there are 5.2 disabled among in each thousand persons. As per the survey of International Disabled Year, there are 30 disabled in each 1000 persons but according to the World Health Organization, there are 100 disabled among each 1000 persons.

Educational facilities available to the disabled children is not adequate as per necessity. However, number of disabled students receiving opportunity to education is being increased each year. In addition to this, place and area providing special education is gradually being extended.

Government of Nepal has re-managed the special education programme since last three years. The special education programme is being conducted with the assistance of the Basic and Primary Education Project and Danida. This Programme is conducted as an integral part of the Basic and Primary Education Project. Objective of this Programme is to provide integrated education in the regular school to the disabled children in the districts where the Basic and Primary Education Project are enforced Special Education Unit of the Basic and Primary Education Project is working therefore.

Some important works, which are being performed by the Special Education Unit for conducting special education programme to the disabled children, are as follows:

1. Operation of public awareness programme through various mediums to raise public awareness about the programme to the peoples of various sectors of the community.

2. Survey programme for collection of exact data of disability.
3. Arrangement of integrated education and arrangement of conducting source class.
4. Various types of teachers training.
5. Relation and co-ordination with Non-governmental Organizations.
6. Production and development of various types of educational materials.

At present, the Special Education Council has defined the following words relating to special education and various types of disability and has been conducting programme accordingly.

Special Education:

Special education means the teaching, learning and training 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.

Arrangement has been made of specially the following two types of schools for providing special education:

Special School:

Special school means the school arrangement that teaches only to the particular types of disabled persons by making arrangement of separate school as per the type of disability.

Integrated School:

Integrated school means the arrangement of teaching through teachers received training relating to special education by making arrangement of source class and necessary materials keeping almost light and medium disabled and blinds in the regular school.

Disability:

Disability means physical, mental and sensitive defect in any person which cause difficulty to perform the daily business.

The Disabled are as follows:

Physically Disabled:

The physical disabled means such physical defect which does not cause difficulty in daily business, by which one can perform the same with the help of any means or by which one becomes unable to perform by him/herself the daily business by a defect taken place due to any accident, sickness or weakness or mental effect at the time of delivery or after birth.

Mentally retarded:

Mentally retarded means deficiency in capacity of carrying out activities suitable to communal (group) environment in comparison with his/her age and lower mental and intellectual capacity development of any persons than the average people taken place at the time of his/her age below 18 years.

Deaf and hearing-impaired:

Deaf means such person who cannot hear with ear, who speaks unclear or cannot speak or who has to use symbolic language.

Or,

Deaf means such person who cannot speak and hear only, but who is physically fit as other ordinary person, who is capable to carry out all the works equivalent to others and who is mentally intelligent and clever.

The hearing-impaired means such persons who cannot hear well, but who can speak clearly and properly, who wears hearing aid in the ear, who can speak and communicate, and who can communicate with the symbolic language. However, person who is completely unable to hear with ear may not be called as the hearing-impaired.

Blind or Poor Eyesight:

Blind means such person who is completely unable to see with both eyes and to whom Braille has to be used while teaching him/her.

Or

Blind means such person who is only unable to see with eyes but who is physically fit as other ordinary person, who is capable to carry out all the works and who is mentally intellectual and clever.

Person of poor eye sight means such person who can see low with one or both eyes, who can see little more by using glass and who uses or does not use Braille.

Teaching Difficulty (Inability):

Teaching difficulty (inability) means the situation where the out-put of teaching can not be achieved even all the facilities are equally available in one subject and sector even though there is no any other disability generally. It can neither be said that there is mentally retarded nor be said that there is teaching inability in all subjects.

Problem in Voice, Language and Communication Skill:

Person who can hear but can not speak, whose voice is not clear, who stammers, who takes time to speak or who produces nasal voice is deemed to be faced the problem in voice, language and communication skill.

Multi-disability:

Multi-disability means the situation of mixture of disability viz. physical disability, deaf, blind and slow mental condition.

Or,

Multi-disability means the situation of mixture of any kind of two or more than two disabilities. For instance-deaf and physical disability, physical disability and blind, blind and slow mental condition, slow mental condition and deaf, etc.

Special Education Policy:

The following Special Education Policy is formulated to place disabled in the national mainstream by making arrangement of education in conformity the National Education Policy: -

1. To universally define disability and fix type and amount degree/quantum of disability.
2. To make necessary arrangement of survey programme and collection of data for comprehensive details of number, age, sex, type and degree/quantum, etc of disabled children.
3. To develop the primary education to be provided to the various types of disabled children as an integral part of the 'Education for All'.
4. To make arrangement of constructing school building with special physical facilities taking into consideration the transportation of the disabled.
5. To provide the primary to secondary level education to the disabled children free of cost. For this purpose, to make necessary arrangement that all level private sector schools shall provide education to the disabled free of cost.
6. To provide children the integrated special education to the disabled in regular school free of cost and to make arrangement of special school as per necessity.
7. To grant permission or approval only to those school which fulfilled the specified minimum physical and technical prerequisites and conditions to conduct special education programme.
8. To make arrangement of teaching special education in Universities.
9. To make arrangement of frequent, partial and full grant on the basis of comprehensiveness, standard and financial capacity of conducting service.

10. To provide uniformity by taking into consideration the inspection aspect of special education in the present inspection and supervision system for making improvement of management aspect of school providing special education.
11. To determine and produce, and caused to be determined and produced, the curriculum, text book, other educational materials and equipment for special education to be provided to the disabled children and to make necessary arrangements of providing to same to them free of cost as per necessity.
12. To incorporate the general information pertaining to special education and health education pertaining to disability in regular curriculum to study by regular students and in teachers training curriculum as several symptoms of disability can be recovered by the medical treatment at the preliminary stage.
13. To make arrangement of library and laboratory for special education as per necessity and to gradually make arrangement of materials as may be used by the disabled also in the libraries conducted at present.
14. To make arrangement of other encouragements including scholarship to provide opportunity of higher education to intelligent disabled students.
15. To provide boarding facility to the disabled students as per necessity.
16. To make arrangement of providing special concession as possible while importing materials viz. wheel chair, crutch, white cane, hearing aid, Braille, state-styles, special chair and artificial organs, etc, to be used by the disabled child students daily.
17. To make arrangement of providing to the teachers working in the special education sector salary and allowance at least as received by teachers of other public school and to make this occupation attractive.
18. To make arrangement and planned development of necessary human resource including teachers for programme to provide special education.

19. To maintain coordination with the body-conducting teachers training and to make arrangement of training necessary for special education programme.
20. To mobilize qualified disabled person also as special education teacher in conformity with the disability if he/she gained expertise on special means to be used for special education viz. Braille, symbolic language, etc.
21. To make arrangement of physical exercise and cultural and sports programme for personality and physical development of disabled children. In addition to this, to provide opportunity to participate in the national and international competitive programme and to prepare necessary human resource therefor.
22. To make arrangement of special types of education or work based education as per the suggestion and opinion of the experts of the concerned sector with regard to the double or multi disabled persons.
23. To make arrangement of examination and evaluation of examinees on the basis of the types of disability.
24. To make special arrangement of prize, etc. to encourage institution and association and persons who made commendable performance by providing special education to the disabled children.
25. Non-governmental Organizations shall conduct special education programme by obtaining permission from the body as specified by the Special Education Council.
26. To encourage national and international Non-governmental Organizations interested to conduct programme for establishment of training centre by specifying necessary prerequisites and conditions with the objective of preparing necessary human resource to conduct special education programme as per the type and amount of disability.

27. To encourage Non-governmental organizations to involve in the national special education programme and to give necessary assistance to develop by maintaining relationship and co-ordination in the special education sector between national and international Non-governmental Organizations and governmental bodies, and extend physical and technical human resource of the Non-governmental Organizations working for this programme.
28. To encourage charitable and other social organization to conduct special education programme.
29. To make special education skill-oriented and to make arrangement of technical education and vocational training on the ground of capacity and qualification of disabled to rehabilitate them in community.
30. To conduct skill-oriented informal education programme for adult disabled.
31. To organize various level gathering and symposium to bring radical change in wrong concept towards disabled prevalent in many of the general people by virtue of cultural, religious, racial, superstitious, conservative tradition, lack of awareness and financial reason and to conduct programme of public awareness pertaining to disability among the general public through the common media.
32. To conduct such consultative programme that gives psychological motivation to father, mother, guardian, teachers of the disabled children and to the person of close contact to make an environment of providing educational opportunities to them and to socialize them in community.
33. The Special Education Council shall develop and extend network system to mobilize various sources and materials available in the national and international level.

Separate short term and long-term action plans and programmes shall be formulated in connection with implementing aforesaid policy and initiated to implement as soon as possible.