Rethinking Implications of Inclusive and Special Needs Education in the Context of Nepal

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SDGs and Inclusive Education

SDGs and Goal 4---- Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

4.5 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 peoples, and children in vulnerable situations

4.7 by 2030 ensure all learners acquire 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 cultures contribution to sustainable development
Key Points
‘Inclusive and Equal Education Debate’

- Rethinking ‘Inclusion’
- Inclusive Education
- EFA and Salamanca Statement
- SDGs
Movement of Rethinking the Concept of Inclusion and Inclusive Education

Terzi (2014)
✔ ‘little agreement on the precise value and meaning of inclusion’
✔ ‘providing an optimal education and entailing additional or special support in order to meet children’s individual needs’

Norwich (2014)
✔ ‘followed its use in UN conventions and declarations’
✔ ‘contemporary mixture of the values of equal opportunity, social respect and solidarity’
For what should children with disabilities be included?

- What inclusive education aims for?
- What kind of results should we get from inclusive education?
  (Students with disabilities, parents, teachers, policy makers, people in community)

Inclusion Debate

(by Basu Dev Kafle, 2015)

Partial or full inclusion?
Participative or expressive?
Forms of inclusion
  linguistic, cultural, economic, educational, political, social, ethnic?
The inclusion cycle: presence, participation, empowerment and emancipation from the ills and evils?
Purpose

To rethink implications of ‘inclusiveness’

(Research Questions)

• What are the points to clarify a relationship between education and inclusiveness/exclusiveness?

• What are the norms on ‘inclusive education’ to be considered?
Method

• Qualitative study based on interviews with people with disabilities, their parents and teachers

• Focusing on Visual and Hearing impairment difference in the attitude for inclusive/ special needs education by type and degree of disabilities

• Semi-structured questionnaire
  1) necessity (or not ) of inclusion for children with disabilities
  2) needs of children with disabilities for their well-being
  3) issues and barriers of education for children with disabilities
Features of Nepal as a case study

- People with disability in multicultural society
- Difficulty of definition of “People with disability”
  - castes, ethnic groups, languages, religions

Inclusive: as a national policy

INTERIM CONSTITUTION OF NEPAL 4. State of Nepal: (1) Nepal is an independent, indivisible, sovereign, secular, inclusive and a fully democratic State. (“Inclusive” appears 7 times in the constitution)

Inclusive: as one of many disadvantaged groups (cf. disabilities)

(ex 45% quota for all disadvantaged group for civil servant
  5% is allocated for PwDs)

Diversity of ethnicity/culture
  ← Weak implementation of policies/instable political situation

Supported/influenced by international community from 1960s
Nepal Context affected by International Movement for Inclusion

- EFA in the context of Nepal
  =Vulnerable Community Development Plan
  1) Access and Equity of Primary Education
  2) Quality of Education
  3) Efficiency of Education System

  National Special Education Program (2001-2014)
  National Policy and Plan of Action and Disability (2006)
  School Sector Reform Programme (2008-2015)

• To provide quality free education to people with disability from non-primary and nursery level to high level

• Work related o identifying condition of infants and children

• Informal education will be provided to people with disability

• Inclusive education in order to increase education opportunities of children with disability and for quality education
Case Study 1- Laboratory School including blind students

Agree with Integrated Education

• Parents: By studying together with students without disability, there are chances to compete each other. By beating students without disability, CwDs can gain confidence. They can get a sense that they are also a member of society.

• School Principal: This school is successful in accommodating students with visual impairment. It is difficult to accommodate students with other impairments as the infrastructure and other settings are not ready.

• Teacher: Not so difficult to teach students with visual impairments because I am just talking. Teaching math for higher level is sometimes difficult. Students can learn a lot of things from the CwDs.

• Resource class for blind students must be very important for supporting their study.

‘Students studying brail in Resource Class.’
Case Study 2- School for Deaf (1)

Giving more opportunities of Inclusive education

• Principal: It is better to enroll children with disability to a local school for socialization and advocate the society. Now only blind children are studying in normal classes. **If possible I would like all students with disability to study in mainstream classes** but manpower is not enough and the cost is very high

• Teacher (Blind): I want blind students to study in mainstreamed environment, so that we can convey a message together. I want to tell people that CWDs have also “abilities” to do many things.

• The vocabulary of sign language are very limited, in particular for learning more advanced study. **Inclusive education can give people with hard hearing more opportunity for his/her development.**
Condition for inclusive education ---- More sign language and some special needs education

- Parents: Sign language should be taught in normal school like English, it is a “right”. If every school teaches sign language, there are more chances for deaf people to teach in normal school. If there is no chance to work, the education is meaningless. Everyone should learn sign language so that deaf people can spend normal lives.

- Principal: For inclusive settings, sign language interpreters are necessary but it may not be effective. Resource classes are dependent on the skill of teachers.

- Teacher: In Nepal there are more than 100 ethnicities and they have their own languages and cultures but if we use sign language, we can use same language, and we can feel a sense of unity.

- Parent(of hearing impairment): I want him to study in a special environment because he could not learn in the previous mainstream class setting.
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<tr>
<th>special needs education</th>
<th>Integrated/inclusive education</th>
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<td>• keep special environment</td>
<td>• Good chance to compete with normal students</td>
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<td>• beyond caste as socio-cultural system</td>
<td>• Promotion of socialization</td>
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<td>• seeking for equality of getting an educational chance</td>
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**Condition**

- Resource Class
- Sign language interpreter
- All the people should learn sign languages

**Education To broaden potentials**

- Education to broaden potentials includes special needs education and integrated/inclusive education.
- Special needs education involves keeping a special environment, going beyond caste as socio-cultural system, and using sign language as the only common language.
- Integrated/inclusive education offers good chances to compete with normal students, promotes socialization, and seeks equality of getting an educational chance.
Case Study 3- Bakery Café where blind people are working

• After finishing schools, how can people with disabilities be included in a society?

• How can we support those people’s life?

• Deaf people working at ‘Bakery Café’ in Kathmandu: (ex) Lady: after getting a vocational training, she could start a new job at the Bakery Café, and could get married.

There are several Bakery Café in Kathmandu where deaf people can work together.
Case Study 4 – empowerment at home outside formal class

Supporting ‘well being’ of people with disabilities through learning

The 19 years old female student with an intractable disease:

‘I am happy to have been studying English as I can have a conversation with you coming from overseas in English’.

Social worker has been supporting her learning outside school once a week to teach English, Math and Nepali.
‘norms’ on inclusive education

From EFA and Salamanca Declaration

Educational Opportunity

↓

Inclusion of All to Regular Class---------full inclusion as a rule

↑

Social differences in terms of linguistic, cultural, economic, educational, political, ethnic points

Empowerment + Sustainability

From the Case of Nepal

Well-Being ---------different forms

↓

inclusion or integrated -------not only full inclusion but partial inclusion special needs education