GLOBAL DEVELOPMENT COLLEGE

WEaRE Water Environment and Risk Education

WORKSHOP REPORT

INCLUSION STRATEGY AND IMPLEMENTATION METHODOLOGY WITHIN EDUCATION



Organizers : Global Development College, WEaRE, UNICEF
Location: UN House, Lalitpur
Date: July 26 2024

GLOBAL DEVELOPMENT COLLEGE

Table of Contents

2 Summary 2

3 Introduction 3

3.1 Background 3

3.2 Objectives 4

3.3 Participants (Names and Organisations affiliated) 5

4 Workshop Agenda 6

Schedule and Activities 6

5 Summary of Sessions 7

Session 1 7

Session 2 7

Session 3 9

Session 4 10

6 Discussion and Outcomes 12

7 Conclusion 15

8 Appendix 16

8.1 List of participants (name, contact, email, organisation) 16

8.2 Pictures 17

..... 17

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1 Summary

Global Development College, in partnership with WeARE, UNICEF, and other stakeholders, held a workshop titled "Inclusion Strategy and Implementation Methodology within Education" at the UN House in Lalitpur. The event was graced by more than 30 representatives from various organisations, including Action Aid Nepal, Autism Care Nepal, and Save The Children (Nepal). This diverse group of participants showcased the richness of perspectives and experiences that contributed to the inclusivity of the workshop. The workshop focused on the current state of inclusive education in Nepal, identifying barriers such as physical structures, socioeconomic and cultural factors, and pedagogical practices. Key topics covered included participation, well-being, safety, and strategies for empowering school leaders and promoting inclusive policies. A panel discussion also touched on important issues such as menstrual taboos, a lack of human resources, school safety, and the concept of model schools.

Insightful presentations highlighted specific challenges and innovative solutions being implemented in various regions. UNICEF's projects shed light on child-friendly governance, gender equality, social inclusion, disaster risk reduction, and environmental sustainability. The significance of schools as community hubs, the need for a baseline report to estimate the statistics of existing school problems, and the concept of play-based learning were all highlighted. The workshop fostered a strong collaborative spirit among education stakeholders, uniting them in a shared mission to improve inclusive education in Nepal. This collective effort resulted in successful knowledge sharing, making each stakeholder feel part of a larger, unified mission.

2 Introduction

2.1 Background

Inclusive education is not just a goal but a critical necessity for giving all students equal opportunities, regardless of background or ability. While progress has been made in Nepal, significant challenges exist, such as inadequate physical infrastructure, socioeconomic and cultural barriers, and improved teaching methods. The urgency of addressing these challenges and the importance of inclusive education for all students cannot be overstated.

According to the government's Economic Survey for the fiscal year 2021-22, Nepal has 34,368 schools, including 26,454 public schools, 1,154 religious schools, and 6,760 private schools. Despite this extensive network, many schools face significant challenges that impede effective inclusive education. These challenges include inadequate physical infrastructure, socioeconomic and cultural barriers, and the need for improved teaching methods. The statistics reveal that approximately 13% of children aged 5 to 17 have functional difficulties, while 2% of children aged 2 to 4 face similar challenges (Nepal Education Fact Sheets, 2022). 15%, 7.5%, and 12% of children aged five and up have vision, hearing, or mobility impairments. Despite these figures, many such children do not attend school or receive inadequate education.

Workshops and collaborative initiatives are essential for exchanging knowledge and strategies to improve inclusive education. A comprehensive baseline study is required to assess Nepal's current state of inclusive education and direct targeted interventions. Establishing certification and accreditation standards for teacher training and conducting early screening for hearing, reading, visual, and social issues is also critical. Addressing mental health issues, such as anxiety and depression, is critical because they significantly impact educational outcomes and social interactions (Nepal Education Fact Sheets, 2022).

A comprehensive approach must be taken to address these challenges and ensure a high-quality education for all children. This includes raising awareness, developing physical and human infrastructure, and implementing continuous monitoring and follow-up of training programs.

2.2 Objectives

- Assess the Current State of Inclusive Education: Evaluate Nepal's inclusive education conditions and practices, including identifying barriers and gaps in the system.
- Share Knowledge and Best Practices: Encourage stakeholders to share innovative strategies, successful approaches, and effective solutions for improving inclusive education.
- Identify Challenges and Barriers: Discuss and evaluate the physical, socioeconomic, cultural, and pedagogical barriers to inclusive education in Nepal.
- Encourage collaboration among various organisations, agencies, and stakeholders to create coordinated efforts to improve inclusive education.
- Develop Actionable Strategies: Develop actionable strategies and recommendations to address the identified challenges and improve the inclusivity of educational practices.
- Develop a Holistic Approach: To ensure high-quality education for all children, encourage a holistic approach that includes raising awareness, improving infrastructure, and implementing continuous follow-up and monitoring of training programs.

2.3 Participants (Names and Organisations affiliated)

S.N	Name	Affiliated Organisation
1	Sanju Nepali	Handicap International
2	Surendra Bajracharya	Autism Care Nepal Society
3	Renu Shrestha	Action Aid
4	Plan International	Laxmi Pathak
5	Save the Children	Dil Kamal Chhetri
6	KMC/CPC	Dr Suraj Raj Kafle
7	World Vision International	Ila Pant
8	UNICEF	Eli-Noora Heino
9	Street Child Nepal	Arun Koju
10	HEAR	Narayan Prasad Joshi
11	IOM	Pratistha Pyakhurel
12	PAN	Laxman Shrestha
13	PAN	Min Bahadur Achhami
14	PAN	Chandra Prasad Mainali.
15	PAN	Jagat Dhami
16	June Kumar Singh	GDC (Global Development College)
17	Harsha Dugar	GDC (Global Development College)
18	Mita Kandel	GDC (Global Development College)
19	Jeremy Novak	GDC (Global Development College)
20	Kenzie McLeod	GDC (Global Development College)
21	Merina Lama	WEaRE
22	Garry de la Pomerai	WEaRE
23	Manisha Guimire	WEaRE
24	Ram Prasad Subedi	WEaRE

3 Workshop Agenda

3.1 Schedule and Activities

Time	Day 1 Activities
10:00 - 10:30 AM	Registration and Welcome Coffee
10:30 - 10:45 AM	Prof. Jeremy Novak Welcome, and outline of the day Introduction to GDC and WEaRE
10:45 - 11:10	WEaRE: Inclusivity as a terminology within a broad spectrum of needs in Education
11:10 - 12:00	Ms Kenzie Mcleod: Barriers to Inclusive Education
12:00 – 12:15	Ms Mita Kandel: Student wellbeing: Play Based learning
12:15 - 12:45	Ms Elli-Noora Heino Current UNICEF works
1:00- 2:00 PM	Lunch Break and Networking
14:00 – 14:30	
14:30 – 15:40	Panel discussion and Q&A Comprehensive School Safety - WEaRE: The Role of the Nurse Concept in Inclusivity - Nepal Education Transformation Strategy and Implementation - PAN: Fields of improvement
15:40 - 16:00	Summary Closing Remarks
16:00	Coffee Networking

4 Summary of Sessions

Session 1: Inclusivity as a terminology within a broad spectrum of needs in Education

Presenter: Garry de la Pomerai

Summary:

The presenter discussed inclusive education's definitions, terminologies, and challenges, including physical, mental, and social inclusivity. Some of the physical conditions are cerebral palsy, cystic fibrosis, spina bifida, muscular dystrophy, amputations and loss of limbs, Epilepsy, Leprosy, and Polio.

When discussing a child's physical well-being, numerous factors exist, including the re-emergence of previously eradicated viruses such as polio. This resurgence is concerning, emphasising the critical role of vaccinations as preventative measures. However, according to the Nepal Demographic and Health Survey-2022, conducted by the Ministry of Health and Population at least four percent of children aged 12 to 23 months received no vaccines, up from one per cent in 2016. This highlights the critical need to address gaps in vaccination coverage to protect against such viruses.

Concerns were raised about whether model schools would be mainstream or special schools. Integrating mainstream schools to accommodate all types of students is a noble goal that can contribute to a more inclusive and accepting society. It must be carefully planned, allocated significant resources, and supported continuously to be effective. Balancing the benefits of inclusion with the need for specialised support is critical to ensuring the best educational outcomes for all students.

Session 2: Barriers to Inclusive Education

Presenter: Kenzie Mcleod

Summary:

Kendall's presentation on "Empowering Educators for Inclusive Teaching" focused on the factors influencing educators' ability to create inclusive environments and proposed strategies for supporting children with special needs. She defined inclusive education as supporting all students in regular classes while addressing various disabilities and socioeconomic barriers, such as poverty and stigma.

The significance of inclusive education was emphasised, particularly its role in improving learning, promoting diversity, and creating a more equitable society. Schools serve as community hubs, teaching important life skills and shaping societal values. In Nepal, schools also provide critical information to families.

13% of children aged 5 to 17 years have at least one functional difficulty, while 2% of children aged 2 to 4 years experience similar problems. Despite progress, a significant number of children with disabilities remain out of school or receive inadequate education. Physical disabilities such as difficulty seeing, hearing, and walking are common, affecting 15%, 7.5%, and 12% of children aged five and up, respectively(Nepal Education Fact Sheets, 2022

Poverty, child labour, and rural isolation are examples of socioeconomic barriers that prevent people from getting an education. *In Nepal, 3.2% of the population lives in households where at least one member has a severe disability (Nepal's Multidimensional Poverty Index Report, 2021). These households have a slightly higher Multidimensional Poverty Index (MPI) of 0.083 than the national average, with 18.3% experiencing poverty. These households have a poverty intensity of 45.5%, indicating they are more deprived than others*. Cultural barriers such as stigma and gender norms, as well as language diversity, create challenges. Physical accessibility in schools is limited, with insufficient infrastructure and resources for marginalised groups.

Policy and governance issues were highlighted, emphasising the disparities between policy intentions and practices. Effective policy implementation, teacher training, and resource allocation are critical. Community involvement is critical for fostering inclusive environments, challenging parental attitudes, and encouraging acceptance.

Children are disproportionately impacted by poverty. In 2019, 22% of children were multidimensionally poor, down from 36% in 2014, but they remained the poorest age group (Nepal's Multidimensional Poverty Index Report, 2021). Children make up 35% of the population but account for 44% of those living in poverty. Households with young children (aged 0-9) have a higher MPI (0.124) and a 27.8% poverty rate than households with adolescents (aged 10-17), where the MPI is 0.064, and the poverty rate is 14.9% (Nepal's Multidimensional Poverty Index Report, 2021).

Kendall proposed a Universal Design for Learning strategies, differentiated instruction, and collaborative teaching to promote inclusive education. The presentation concluded with an action plan emphasising monitoring and evaluation to determine the effectiveness of inclusive practices. Kendall urged educators to commit to inclusive teaching, highlighting the importance of ongoing support, resources, and community involvement in ensuring quality education for all children.

Session 3: Student wellbeing: Play Based learning

Presenter: Mita Kandel

Summary:

The presentation emphasised the importance of play-based learning in fostering children's overall well-being. It highlighted that welfare in education is more than just academic success in the classroom; it also includes the child's overall development, such as social, emotional, physical, and cognitive growth. This comprehensive approach to welfare ensures that children receive support in all aspects of their lives, contributing to their personal and academic success.

There was a focus on play-based learning as a dynamic and effective educational approach that promotes active participation and exploration. Children's critical thinking, creativity, and problem-solving abilities are enhanced by imaginative play. Socially, play helps them learn teamwork, cooperation, and empathy, which are necessary for developing strong interpersonal

relationships. Physical play activities improve motor skills, coordination, and overall physical health. Furthermore, play-based learning promotes emotional development by allowing children to express themselves, gain self-esteem, and manage stress in a safe and supportive environment.

The presentation also discussed the practical application of play-based learning through an awareness program that teaches children about personal boundaries, specifically the distinction between good and bad touch. This program engaged children and helped them understand important concepts through role-playing, storytelling, games, and songs. The program's success demonstrated how play-based learning can effectively address sensitive topics, improve children's cognitive and emotional well-being, and provide them with valuable life skills. The presentation demonstrated the importance of play-based learning in children's overall development and well-being.

Session 4: Current UNICEF works

Presenter: Elli-Noora Heino

Summary:

The presentation on UNICEF Nepal's Education Section outlined the strategic priorities and expected outcomes for the 2023-2027 period, focusing on improving the overall education system to ensure equitable, inclusive, and high-quality education for all children in Nepal. The presentation began by outlining the four overarching priorities that will guide UNICEF Nepal's Country Programme during this time: child-friendly governance, gender equality, social inclusion, and disaster risk reduction (DRR), with a focus on climate resilience and environmental sustainability.

Child-friendly governance is emphasised as a critical component, with efforts to strengthen policies, strategies, and resource allocation at all levels of government (national, provincial, and local). The goal is to create an enabling environment for effectively delivering children's services. Regarding gender equality, the programme prioritises adolescent girls' well-being and agency. It aims to prevent harmful practices such as child marriage and early pregnancy and address gender-based violence and mental health concerns.

Another key priority is to address disparities based on age, caste, disability, education, ethnicity, geography, gender, migration, and wealth. The program ensures no child is left behind, especially those from disadvantaged communities. Furthermore, disaster risk reduction and climate resilience are incorporated into the program to strengthen community resilience, improve climate adaptation and mitigation models, and improve child-centred disaster risk reduction and emergency response capabilities.

The presentation also outlined the expected outcomes by 2030. The Nepali education system aims to provide equitable, inclusive, and high-quality education from pre-primary to grade 12, focusing on children from disadvantaged communities. Early childhood education and development, formal education and system strengthening, adolescent life skills, and the creation of safe school environments are all key output areas. Cross-cutting themes such as equity, inclusion, gender equality, climate change, and disability-inclusive education are critical for achieving these goals.

The presentation concluded by discussing ongoing initiatives, such as increasing the inclusion of children with disabilities in early childhood education and development (ECED) through collaborations with organisations such as Handicap International and SetoGurans National Child Development Service. These efforts include creating guidelines, tools, and training packages and testing inclusive education models in specific local governments. These initiatives show UNICEF Nepal's dedication to building a resilient and inclusive education system that meets the needs of all children, especially the most vulnerable.

5 Discussion and Outcomes

The panel discussion centred on improving inclusive education in Nepal, addressing key challenges and proposing practical solutions to improve the educational experience for all students, particularly those with disabilities.

Key Discussion Points:

1. **Understanding Students' Needs and Capabilities.**
   i. Exploring Students' Capabilities and Inabilities: The panel emphasised the importance of recognising and understanding students' diverse abilities and inabilities. Tailored support and specialised training for teachers and caregivers are essential for effectively meeting individual needs.
   ii. Specialized Courses and Communication Skills: The discussion emphasised the importance of specialised classes for children with disabilities, particularly those with visual and hearing impairments. These classes should concentrate on improving basic communication skills and coping mechanisms.
   iii. Early Screening: The panel emphasised the importance of early screening for hearing, reading, visual, and social skills to ensure timely interventions and better educational outcomes. The panel discussion covered the challenges and solutions for inclusive education in Nepal. It emphasised the importance of targeted interventions, long-term planning, improved infrastructure, and data collection in creating an inclusive educational environment. Collaboration among all stakeholders is required to create a more equitable and supportive system for all students.

2. **Addressing Barriers and Resources**
   i. Attitude Barriers and Human Resources: The implementation of inclusive education was hampered by attitude barriers and a lack of trained personnel. The panel advocated for efforts to improve attitudes toward inclusion and increase the pool of trained personnel.

ii. Infrastructure and Curriculum Reforms: The panel noted Nepal's inadequate physical infrastructure, which included ramps, ladders, and special toilets. Curriculum, exam, and evaluation practices must be reformed to support inclusive education effectively.

iii. Gender Barriers: The discussion focused on the need to eliminate gender barriers, a serious issue being taboo against menstruation, which does not only stand as a threat to the education of a female child but also to their physical and mental well-being in certain parts of Nepal.

3. Policy & Planning

i. Long-Term Planning: The panel advocated for creating a stable 5-10-year plan for inclusive education that can adapt to changes in government while ensuring consistency in educational strategies and practices.

ii. Policymakers' Grassroots Knowledge: It has been observed that policymakers frequently lack grassroots-level insights, which can reduce the effectiveness of educational policies. Developing relevant and effective policies requires a better understanding of local issues.

iii. School improvement plans (SIPs): The importance of implementing School Improvement Plans (SIPs) annually was emphasised. Furthermore, the importance of ward and municipality education plans was emphasised for localised educational development.

4. Data and Evaluation.

i. Baseline Statistics and Data Collection: Inadequate school baseline statistics impede progress tracking and data-driven decision-making. Comprehensive data collection is essential for successful planning and evaluation.

ii. Analyzing and Addressing Problems: The panel advocated using problem tree analysis to categorise and address disability-related issues, allowing for the development of targeted policies and plans.

5. Holistic Development.

i. Recreational Activities and Childhood Development: The discussion focused on the significance of recreational and pleasurable activities in stimulating children's social, mental, emotional, and cognitive growth. Such activities are critical for overall childhood development.

6 Conclusion

The workshop agreed on more frequent workshops to promote ongoing dialogue and collaboration. Participants agreed on the importance of conducting a baseline study to collect accurate statistics on current challenges and the need for monitoring and follow-up after training programs. Raising awareness and developing both physical and human infrastructure has been identified as critical to advancing the inclusive education movement. The need for certification and accreditation in teacher education to establish a consistent standard was also discussed, as was the importance of early screening for hearing, reading, visual, and social functionality. Overall, the workshop highlighted the importance of taking a comprehensive approach to addressing all aspects of inclusion in education.

7 Appendix

7.1 List of participants (name, contact, email, organisation)

Name	Affiliated Organisation	Email Adress	Phone Number
Sanju Nepali	Handicap International	s.nepali@hi.org	9801975957
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Renu Shrestha	Action Aid	renu.shrestha@actionaid.org	9841534746
Plan International	Laxmi Pathak	laxmi.pathak@plan-international.org	9801241165
Save the Children	Dil Kamal Chhetri	dil.chhetri@savethechildren.org	9857634087
KMC/CPC	Dr Suraj Raj Kafle	shailendra@kmcdoe.edu.np	9851100772
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PAN	Min Bahadur Achhami		
PAN	Chandra Prasad Mainali.		
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Merina Lama	WEaRE		
Garry de la Pomerai	WEaRE	soluzioninfo@soluzionsystems.com	
Manisha Guimire	WEaRE		
Ram Prasad Subedi	WEaRE		

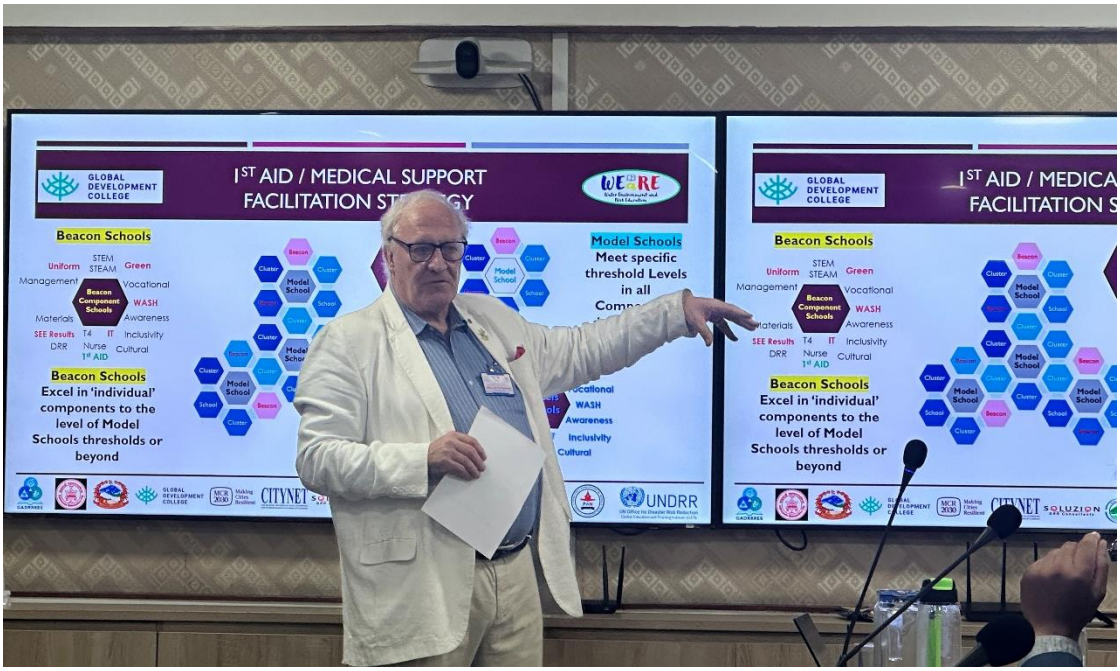
7.2 Pictures


"Respect Water Campaign"


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