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DELIVERY OF SPECIAL EDUCATION SERVICES IN NEPAL:  
A NEEDS ASSESSMENT

by  
Ram Chandra Baral

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A Dissertation Submitted to the Faculty of the  
DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION  
In Partial Fulfillment of the Requirements  
For the Degree of  
DOCTOR OF PHILOSOPHY  
In the Graduate College  
THE UNIVERSITY OF ARIZONA

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THE UNIVERSITY OF ARIZONA  
GRADUATE COLLEGE

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#### ACKNOWLEDGEMENTS

Although it was my overall responsibility to complete this dissertation as a Ph.D. Candidate, this work is a synergistic product of many minds. Thus, the completion of this dissertation is the fruit of many people's assistance. The author expresses his deepest gratitude to all those who have contributed to the accomplishment of this study.

First, my hearty thanks goes to my dissertation committee: Drs. James C. Chalfant (Chairman), John Umbreit, Todd Fletcher, Shitala P. Mishra, and Harley D. Christiansen. Their kindness and support has led to my successful accomplishment. I deeply appreciate their gracious attention, time, advice, and personal opinions.

Special appreciation is expressed to Dr. James C. Chalfant, who has provided me special care, support, throughout the duration of my doctoral program. He guided my research and helped me to set a standard for scholarly excellence. I have limitless thanks for his most valuable suggestions, reviews, and constant work on this dissertation even during the time of his hospitalization and home rest. Special thanks to Jessie Fryer for her help in formatting this work. I particularly thank Dr. Margaret Pysh for her kind help in reviewing and editing the manuscript.

I express gratitude to my Nepalese colleagues in the field of education: The Secretary of the Ministry of Education of Nepal, Special Education Council, District Education Officers, concerned Nepalese educators throughout the country of Nepal for their encouraging support for this pioneering task of special education in Nepal.

Like a proverb says, a friend in need is a friend indeed. Thus, I would like to express special thanks for my intimate friend, Larry Herring, for his special care of me and my dissertation's proposal writing, data collection work, reading the manuscript, and his skillful suggestions. To Dr. Joan Dixon working in Nepal from the University of Massachusetts, Dr. Birgit Dyssegaard the consultant for special education in Nepal from the Danish International Development Agency (DANIDA) of Denmark, Marianne Sommer of Denmark, and many friends in Tucson as they encouraged and helped me accomplish this study. Special thanks goes to Dr. Hugh B. Wood, the Executive Director of America Nepal Education Foundation, and Mrs. Wood for their encouragement.

Special thanks to my father and mother (Keshav and Jamuna Baral), and relatives as they continued their loving support by helping in my household. I express special thanks to my wife, Kusum, for her help. Loving thanks to my children for understanding that I would not be available to be with them so often because of this important and meticulous work.

## DEDICATION

To all the exceptional students of Nepal who need special education services to achieve success in their lives.

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## ABSTRACT

Since the establishment of a democratically elected multi-party government in 1990, the need for advancing a national educational program has been evident if Nepal is to rise above its present poverty status. This dissertation provides a description of the existing status, the needs, and future proposals concerning special education for exceptional students in Nepal.

The purpose of this study was to conduct a needs assessment for the delivery of special education services in Nepal. Specifically, this study provides: a) a national overview of the status of special education services in Nepal; b) a description of the specific issues with which school administrators are faced in trying to serve exceptional children and youth, and c) recommendations for the future.

The review of the literature addresses the limited Nepalese data and information on: a) prevalence of exceptional school-age population; b) the legal status of special education; and c) exceptional students being served. The major components of comprehensive special education programs were discussed including: a) the purposes of special education; b) the alternative kinds of special

education services; and c) the organization of special education services.

The methodology for this study included a description of a conceptual model; unit of analysis; subjects selection; instrumentation, data collection methods; and data analysis procedures.

The results described the current status and needs of special education services in all seventy five school districts of Nepal. Interviews and questionnaires were used to collect data from district education officers. These data presented the responses of the district education officers regarding the: types and numbers of children with exceptionalities identified, served, and not served; the kinds of personnel and programs provided; operating procedures; barriers; and administrators's suggestions for improving services.

The recommendations from this study included: information about strong and weak areas in existing services and needs to improve the special education services; a new model for the delivery of services; and suggestions for effecting further action. This study concluded with comments on the feasibility of implementing a national plan, with particular attention to the establishment of a nationwide delivery procedure for Nepalese children with special education needs.

## CHAPTER 1

### INTRODUCTION

Current education policies in Nepal need to be reevaluated due to recent changes in the government's system for organizing education and the people's growing demand for better accessibility to basic education. Since 1951, Nepal has formulated its own kind of strategy to promote educational programs. Nevertheless, the country is still lagging behind in educational progress. This lack of development is due in part to Nepal's geographic landlocked situation plus limited transportation and communication systems which contribute to the underdeveloped conditions. However, the national progress in education between 1971 to 1994 has been encouraging.

#### Brief Description of Nepal

Nepal is a small country noted for its majestic snow-capped mountains, its fascinating cultural heritage, and its exceptionally hospitable people. Sandwiched between India and China, its territory ranges from high mountains in the north, to the central hill region that includes the Kathmandu Valley, to the flat plains of the south called the Terai (Tuladhar et al., 1977). The country claims a population of about 21 million composed of diverse ethnic, cultural, and linguistic groups.

There is concern about Nepal's economic future since the population is growing faster than its economic output, and employment is not available for the increasing number of people. Nepal's fragile environment is undergoing rapid change also through overpopulation and development. Natural resources, such as timber, are currently being over exploited (Seddon, 1987).

Nepal is primarily dependent on a subsistence level agrarian economy. Over 90% of the working population are engaged in agriculture. The annual per capita income for the largely rural population is equivalent to \$170 (U.S.). Efforts to provide employment opportunities for the general population have not been sufficiently successful. The chances of employment for the exceptional population are almost nil.

Ninety-four percent of the people of Nepal live in and earn their livelihood from agriculture. Realizing the value of national education, Nepal has recently established a directive that all educational programs should attempt to meet the minimum needs of the population, with emphasis on improving living standards for the rural areas (Kasaju and Manandhar, 1992). Since the implementation of this program, the National Educational System Plan (NESP) in 1972, the country has made significant progress in its formal

schooling system. The number of schools and students enrolling in them has been steadily increasing (Shrestha, 1991).

The education system in Nepal can be divided into three levels: primary (grades 1-5), secondary (grades 6-10) where completion affords the graduate a School Leaving Certificate (SLC), and an intermediate degree (grades 11-12), which is often obtained in the field of liberal arts, humanities, commerce, etc. A bachelor's degree takes two years and a master's degree an additional two years of higher education. In 1992, 11.3% of the population had schooling at the primary level, 4.8% at the secondary level, and 1.2% at the intermediate level, with schooling and facilities for the urban population far surpassing that of the rural population. The literacy rate among males 10 years of age and older in Nepal is about 35%, while among females it is 9%; literacy rates are substantially higher in urban than in rural areas (Population Monograph of Nepal, 1994).

Nepal, being one of the most economically deprived countries in the world, with its growing population, already has limited access to schooling and employment. Future educational programs need to be aligned with the social, cultural, and linguistic diversities of the country's people. In addition to these factors, geographical circumstances must be considered which also affect living

situations, work opportunities, and the mobility of the people.

#### Status of Literacy

In the past four decades the literacy rate has been progressively increasing from 1 to 39%. The rate of female literacy, however, is only 9% and in the case of rural women, the rate is much lower. The remaining 91% of women in Nepal are illiterate primarily because they have not been provided with opportunities for any educational program (see Table 1). This level of literacy is far behind other adjacent developing countries such as India, Sri Lanka, and Bangladesh.

#### Special Education in Nepal

Special education in Nepal is an emerging need. Until now, the limited special education services available have been virtually unknown to the public and governmentally unplanned. The government of Nepal has neither established a program nor conducted a thorough needs assessment on special education services for the country (Gautam, 1992).

In the area of special education, there is a need for great improvements. It is unlikely that improvements can occur until people become more aware of special education and its potential. In the absence of data and information,

Table 1

Literacy Attainments in Nepal (1992) (Data Including Adults and Children Together) 'Male,' 'Female,' and 'Average' Data are Mentioned in Percentage

<u>Year</u>	<u>Age Group</u>	<u>Male</u>	<u>Female</u>	<u>Average</u>
1952/54 Census	5 years & +	7.8	0.7	4.3
1961 Census	10 years & +	16.3	1.7	8.9
1971 Census	10 years & +	24.7	3.6	14.3
1975 Est. 1	6 years & +	33.4	5.0	19.2
1981 Est. 2	6 years & +	43.1	5.6	24.3
1991 Census	6 years & +	56.1	9.0	39.0

Sources: Census Data: National Planning Commission, Central Bureau of Statistics, Kathmandu, Nepal, 1992.  
 Estimate (1): National Education Committee, Classifications of Districts by Educational Status, 1976.  
 Estimate (2): National Planning Commission, Central Bureau of Statistics, Kathmandu, Nepal, 1982.

the Ministry of Education has not placed emphasis on the development of the special education program in the current Five Year Fiscal Plan of 1990-95 (Sharma, 1994). In the past, the Nepalese government has conducted meetings and seminars to develop plans for a nationwide special education program, but successful results were limited largely due to insufficient manpower, and financial support to establish such a nationwide plan.

Some nongovernmental organizations, such as the Nepal Association for the Welfare of the Blind (NAWB), Population Education Program, and the Laboratory School, for example, are trying to play an effective role in starting educational programs for visually impaired and blind persons. The NAWB was founded in 1985 with goals to integrate blind persons into society, to help blind people become more self reliant and economically productive, to serve the general needs of the blind population, and to help in activities aimed at prevention, and a cure for blindness (Health Services Coordination Committee, 1988). In addition, the NAWB education services also provide production and supply of resource materials, orientation and mobility training, vocational training and job placement programs (Shrestha, 1991).

In 1964, the first education program for the blind was instituted in a laboratory school affiliated with Tribhuvan

University, near Kathmandu. This facility established an integrated boarding school program that currently serves about 40 visually impaired children. A residential/day school program for 35 blind students exists in the city of Dharan, in East Nepal and there are other integrated boarding/day school programs in ten other cities. New programs are being added by these schools. By mid-1989, about 150 to 200 children were being served in education programs for visually impaired people. This represents about 1 to 5% of those requiring services, depending upon which visual impairment standards are utilized (Leuk-Hall, 1992).

The Tribhuwan University tried to initiate a pilot program, one year teacher training program, leading to a Bachelor of Education (B.Ed.), in the field of training/educating blind and visually impaired persons. This pioneering program was initiated in 1984, training 22 teachers in four years. In 1985, a five-month program for primary teachers of blind and visually impaired students was begun, training 31 teachers. This training occurred in the Institute of Education at Tribhuwan University (Sharma, 1991; Schmitz and Marseille, 1992). Although it was a very important effort, growth of these teacher-training programs has been limited by the lack of funds for supporting students and the need for faculty positions devoted solely

to this area of expertise (Schmitz and Marseille, 1992).

At this juncture, the government is seeking suggestions for new directions. This presents an opportunity for Nepal to design a plan for special education which will be effective for the first time in the history of the nation. Though it is landlocked, agriculturally primitive, and vastly mountainous, people desire education and view it as necessary for social and economic development.

Even in this modern age, local values and traditional concepts are often responsible for keeping a society static. Education can bring people to a heightened awareness of the value of persons with exceptionalities (Sharma, 1991; Schmitz & Marseille, 1992). For example, many people still believe that there is no need to spend time, energy, money, and resources for educating the blind population. Some of the traditional thinking still prevails in Nepal, such as, "blindness or deafness or any sort of disability is the curse of god," "blindness is the result of karma (action) of a previous life," congenital blindness is inherited by closing the eyes in the time of sexual intercourse," and so forth (Sharma, 1991). Modern education needs to aim at eradicating these kinds of superstitions.

More than 60% of the total population of Nepal is still illiterate. Some of these people are in influential positions such as political leaders, business agents, and

agriculture assistants (Sharma, 1991). Most of the special populations, i.e., visually impaired, hard of hearing, physically impaired, emotionally disturbed, behavior disordered, learning disabled, gifted and talented, lower caste women, and linguistically and culturally minority populations, are in need of basic literacy training in order to become more self-sufficient. Special education is an emerging concern for policy makers in Nepal. Improving special education programs can make the country stronger and more vital.

#### Financial Support

In the past, Nepalese people have favored sacrificing their available resources for education. For example, Nepalese people may incorporate a community's land or property in the name of their public school (Seddon, 1987). Therefore, it would appear that they would also favor raising the maximum possible funds for the special education of exceptional people. The foregoing expectation raises the need for effective leadership with the coordination of private donor and donor organizations. This essential need has been recognized in past years. However, adequate funding is always a problem for the maintenance and development of education/rehabilitation programs for special populations.

Initiation and expansion of services cannot occur without a sound funding base. It is important for developing countries like Nepal to have a clear funding plan, so that economic support can be sought and arranged systematically and predictably for specific services needed at a given time (Shrestha, 1991). Current low funding places limitations on existing services. Establishing a set of criteria to determine who receives services and which services to emphasize should be based upon: funding capabilities, the services already in place, accessibility of population groups, and projected numbers of people who will potentially benefit from these services. Increased cost-effectiveness requires efficient and innovative use of existing resources (Thapa, 1991). Coordination among organizations to promote the efficient use of manpower and resources and to prevent duplication of services is vital.

#### Purpose of the Study

The purpose of this study is to conduct a needs assessment for the delivery of special education services in Nepal. More specifically, this study will:

- a) provide a national overview of the status of special education services in Nepal;

- b) describe the specific issues with which school administrators are faced in trying to serve exceptional children and youth; and
- c) generate recommendations for establishing special education programs in Nepal.

#### Research Questions

1. What are the number and percent of exceptional students (grades 1-12) identified by category in Nepal?
2. What are the number of identified exceptional students (grades 1-12) receiving and not receiving services in Nepal?
  - a) served by public school districts?
  - b) served by private agencies?
  - c) not receiving services?
3. What are the number of identified exceptional students served by school districts, served by outside agencies, or not served at all in each region?
  - a) the midlands' region?
  - b) the lowlands' region?
  - c) the highlands' region?
4. What are the regional comparisons on the differences of total students enrolled,

identified, served, and not served students in each region?

5. What is the demographic description (geographic region, socio-economic status, and population) of the:
  - a) top ten service providing districts?
  - b) mid ten service providing districts?
  - c) lowest ten service providing districts?
6. What kinds of operational procedures are used for:
  - a) confidentiality?
  - b) parental consent procedures?
  - c) assessment?
  - d) identifying exceptional children?
  - e) multidisciplinary teams?
  - f) Individualized Education Plans?
7. What kinds of administrative structures exist to deliver special education services in Nepal?
8. What types of educational and special education personnel are typically used to deliver special education services in Nepal?
9. What kinds of personnel are involved in:
  - a) identification and assessment services?
  - b) eligibility determination services?
  - c) special education instruction?

10. What is the status of special education services and personnel positions needed, filled, and unfilled?
  - a) by region?
  - b) nationally?
11. What are the perceptions of the district education officers (DEO) concerning barriers to providing special education services to students in their district:
  - a) by region?
  - b) nationally?
12. What are the perceptions (or suggestions) of the district education officers (DEO) concerning strategies for overcoming the barriers to providing special education services to students in their district:
  - a) by region?
  - b) nationally?

#### Significance and Implications

This study is particularly significant at this time because the Nepalese government is seeking ideas to improve education in Nepal and very few studies are available concerning special education. There are six significant implications of this study. Hopefully, data and information

from this research can be used by the Ministry of Education and other educational agencies to do the following: (1) To create national policies for special education in Nepal; (2) to plan and develop needed special education services; (3) to plan and develop new special education personnel training programs; (4) to provide guidance for in-service programs; (5) to provide a basis for additional financial support; and (6) to stimulate additional research necessary to develop comprehensive special education services for exceptional children in Nepal.

## CHAPTER 2

### REVIEW OF THE LITERATURE

This chapter will present a review of the literature which describes the current status of special education in Nepal and outlines what contributes to comprehensive special education services for exceptional children. More specifically, this chapter will address the limited data and information on: a) prevalence of exceptional school-age students in Nepal; b) the legal status of special education in Nepal; and c) available data on students with special needs being served in Nepal. The major components of comprehensive special education programs also will be discussed including: a) the purposes of special education; b) the alternative types of special education services; and c) the organization of special education services including a comparison of the current status of services in Nepal with the kinds of services which could be offered. The review of the literature which follows will provide information about special education in Nepal.

#### Mandate of Special Education in Nepal

Although public law or legal mandates and statutes are not yet well established for the delivery of special education services in Nepal, at least the new constitution

of Nepal (1990) mentions some provisions for the purpose of education for the exceptional population. Under the directive principles and policies of the state in Article No. 26, Section (1), a 'policy of education' is mentioned for the purpose of raising the standard of living of the general public of Nepal. Then, in Section (9) and (10), the constitution states:

The State shall pursue such policies in matters of education, health and social security of orphans, helpless women, the aged, the disabled and incapacitated persons as will ensure their protection and welfare.

The state shall pursue a policy which will help promote the interests of the economically and socially backward groups and communities by making special provisions with regard to their education, health and employment.

In addition, Article No. 17 of the constitution guarantees an 'Educational Right' for all citizens of Nepal. Thus, the constitution is intended to provide special education programs in the country of Nepal. Still, civil laws or regulations have not been developed for a practical application of constitutionally provided educational policies. Interestingly enough, no mention was made of a policy of education in the previous constitutions of Nepal.

Influence of the United Nations Mandate  
for Special Education in Nepal

It has been only a few years since effective efforts have been made to establish special education services for exceptional children in Nepal. This section will describe the influence of the United Nations declaration on the Nepalese mandate for special education services, discuss the limited data on prevalence of exceptional children, and present what is known about the present status of special education services in Nepal.

The convention on the Right of the Child unanimously adopted by the United Nations (UN) General Assembly on Nov. 20, 1989 contains a comprehensive set of 'International Legal Norms' for the protection and well being of children (Christensen, 1994, p. 2). According to the United Nations' Mandate, education is regarded as a birth right of each child. One of the norms included in the document is 'Education for the Disabled Persons (p. 2).'

Since Nepal has made the commitment in the international forum, the Nepalese government also has incorporated the UN declaration on the rights of the children. Consequently, Nepal also became a part of the International Year of the Disabled Person in 1981 under the UN's mandate. Then, Nepal launched the UN decade of the

disabled person 1983-1992. Consequently, Nepal has made a beginning toward special education programming.

According to Christensen (1994), the following mandates for special education are sanctioned under the UN's document to provide education for disabled persons:

1. The term "disabled person" means any person unable to ensure by himself or herself, wholly or partly, the necessities of a normal individual and/or social life, as a result of a deficiency, either congenital or not, in his or her physical or mental capabilities (p. 3).
2. Disabled persons shall enjoy all the educational rights set forth in this declaration. The rights shall be granted to disabled persons without any exception whatsoever and without distinction and discrimination (p. 3).
3. Disabled persons have the right to medical, psychological, and functional treatment, including prosthetic and orthopedic appliances, medical and social rehabilitation, education, vocational training, rehabilitation, and skill training to the maximum which will hasten the process of their social integration or reintegration (p. 3).

### Prevalence

Prevalence means the number of people who have a certain condition at any given time. In other words, prevalence expressed in percent identifies the proportion of the population that falls into a given category (Winzer, 1990). The prevalence of various categories of disability are listed in Table 2. Although there is no nationwide delivery system of special education services in Nepal, the estimated percent of students with special education needs in Nepal is shown in Table 2 (Sharma, 1994).

According to the Ministry of Education of Nepal in 1992, it was estimated that 10% of the people in Nepal have exceptionalities. However, according to a survey conducted by the World Health Organization in 1994, it is estimated that 15% of the people in Nepal have exceptionalities, which is considerably higher than the Ministry of Education (1992) estimation.

The prevalence of exceptionalities is reported to be unusually high in many parts of Nepal because of the high rate of preventable diseases, malnutrition, poverty, lack of awareness and low level of environmental sanitation.

The major causes of the disabilities are: a) insufficient health services, b) birth deformities, and c) lack of awareness, malnutrition, negligence, unavailability of services, and so forth (Christensen, 1994). Therefore,

Table 2

Estimates of Categories of Student's Exceptionality in Nepal

<u>Categories of Disability</u>	<u>Percentage of Total School-age Population</u>
1) Other Health Related Impairments	0.52 %
2) Learning Disabled	3.03 %
3) Speech/Language Disorder	1.00 %
4) Mental Retardation	2.01 %
5) Emotionally Disturbed	1.02 %
6) Gifted and Talented	1.03 %
7) Visually Impaired	1.01 %
8) Hearing Impaired	0.08 %
9) Orthopedically Disabled	0.30 %
Total	10.00 %
Sources: Ministry of Education, Sub-Division of Educational Statistics, <u>Bulletin of Educational Statistics</u> , Kesharmahal, Kathmandu, Nepal, 1992.	

it is clear that there is an urgent need to establish the necessary infra-structure and programs for people with exceptionalities. In this context, the delivery of a special education program is needed and very timely. Thus, Nepalese authorities of education need to emphasize the development of micro and macro level special education programs. Unfortunately, there is a lack of assessment studies on special education in Nepal. This study will attempt to provide data which should be helpful in providing suggestions for the delivery of special education services in Nepal.

#### Present Status of Special Education

##### Services in Nepal

In Nepal, only about one percent of exceptional children are currently receiving special education. Since 1990, the Nepalese Ministry of Education has reported annually to the National Planning Commission of Nepal on the educational status of Nepal's exceptional children. Some of the facts about special education in Nepal are as follows (Sharma, 1994): (1) Although special education services are not well established, the resident population from age 6 to 25, received some special education services during the 1992-93 school year. (2) The number of children and youth who received special education has grown every year since a

national count was begun in 1990, with an overall increase of 49% since 1990-91. (3) New early intervention programs have been major contributors to the increase since 1992. During 1992-93, 189 preschoolers (age 3 to 5) were among those receiving special education in some urban areas only. (4) The number of children who receive special education increases from ages 6 through 12. The number served decreases gradually with each successive age after age 12 until age 21. After age 21, the number of students receiving special education decreases sharply because of the cost of educating adults, who are exceptional. (5) Four types of exceptionalities account for school age children receiving special education. They are: visual impairment, hearing impairment, mental retardation, and learning disabilities (Sharma, 1993; Christensen, 1994). (6) The number of children served as mentally retarded (MR) has increased rapidly, doubling each year because of growing awareness about this disability in Nepalese society (Sharma, 1994).

At this time the infra-structure for special education services in Nepal is at an elementary level. Some of the Nepalese educational institutions are beginning to provide services for children in grades 1-5: a) visual impairment, b) hearing impairment, c) learning disabilities, and d) mental retardation. Other than these four

categories, other categorical services are not well established.

Special education for children who are gifted and talented is not mandated by Nepalese education law as it is for children with exceptionalities. A national survey needs to be conducted to establish the number of gifted and talented students to be served in Nepal. At this time, the Nepalese educational system lacks a mandate and criteria for the identification and service of gifted and talented students.

To state precisely how many exceptional children live in Nepal is virtually impossible for many reasons: (a) a lack of a nationwide criteria to identify exceptional children by category; (b) a lack of coordination among various non-government organizations' (NGOs) policies in operational procedures; (c) the imprecise nature of assessment; (d) the large part subjective judgment plays in interpretation of assessment data; (e) the changing definitions of disability labels; (f) the fact that a child may be diagnosed as exceptional at one time in his school career and not exceptional (or included in a different category) at another time; (g) the relative ability of a school system to provide effective instructional support to the regular classroom teacher so that an at-risk student does not become a special education student; and (h) the

lack of a nationwide data collection program for identifying exceptional students in Nepal.

#### Components of a Comprehensive Special Education Program

Major components of a comprehensive special education program include: a) the purposes of special education; b) the kinds of possible special education services; and c) the organization of special education services focusing on the context of Nepal.

According to Kirk and Gallagher (1990), the main purpose of special education is: ". . . to provide exceptional students with services not available to them in the regular education program" (p. 47).

According to Heward and Orlansky (1992), the main purposes of special education are:

. . . to help exceptiona' students achieve the greatest possible personal self-sufficiency and success in present and future environments, and to provide maximum possible participation for exceptional students in special education programs (p. 20).

According to Hallahan and Kauffman (1986), the main purpose of special education is: ". . . to meet the unique needs of an exceptional child such as special materials,

teaching techniques, equipment, and/or required facilities" (p. 5).

According to most of the literature about the purposes of special education as summarized in Heward and Orlansky (1992), commonly acceptable purposes of special education are as follows:

- to enable exceptional students to become contributing members of the society according to their special abilities and training; and to promote the research techniques and inquiries of special education for further advancements and implications (p. 28).

#### Kinds of Special Education Services

Today most schools in advanced countries provide a continuum of special education services--that is a range of different placement and service options to meet students' special needs (see Figure 1). This continuum is often symbolically depicted as a pyramid, with placement ranging from least restrictive (regular classroom placement) at the bottom to most restrictive (special schools or institutions) at the top. The fact that the pyramid is widest at the bottom indicates that the greatest number of exceptional children should be served in regular classrooms, and the number of children requiring more restrictive, intensive, and specialized placements should be fewer.

- Level 7  
Specialized facilities  
 (Nonpublic school) Pupil needs more protective or more intensive education setting than can be provided in public schools, (Day or residential program)
- Level 6:  
Special School  
 Pupil receives prescribed program under the direction of a specially trained staff in a specially designed facility with the public school system. (Day program)
- Level 5:  
Full-time special class  
 Pupil receives prescribed program under the direction of a special class teacher.
- Level 4:  
Regular classroom and resource room  
 Pupil receives prescribed program under the direction of the regular classroom teacher; in addition he spends part time in a specially staffed and equipped resource room.
- Level 3:  
Regular classroom with supplementary instruction and services  
 Pupil receives prescribed program under the direction of the regular classroom teacher: In addition he receives supplementary instruction or service from an itinerant or school based specialist.
- Level 2:  
Regular classroom with consultation to teacher  
 Pupil receives prescribed program under the direction of regular classroom teacher who is supported by on-going consultation from specialists.
- Level 1:  
Regular classroom  
 Pupil receives prescribed programs under the direction of the regular classroom teacher.

Figure 1. Continuum of educational services for student with exceptionalities. (Source: From Montgomery County Public schools, Rockville, MD. Published in Heward and Orlansky (1992, p. 63)

According to Heward and Orlansky (1992, pp. 62-62), the majority of children receiving special education services have mild or moderate exceptionalities. The term "exceptional" refers to students with conditions requiring specialized education including: mental retardation, giftedness, emotional disturbance, visual and hearing impairments, learning disabilities, orthopedically disabled, speech and language disorders, etc.

The number of children with mild mental retardation, for example, is far greater than those who experience severe retardation. Similarly, children with mild or moderate behavior disorders greatly outnumber those with severe behavior disorders. As the severity of the disability increases the need for more specialized services also increases, but the number of students involved decreases.

Of the seven levels of service depicted in Figure 1, the first five often are available in regular public school buildings. Children at levels 1 through 4 attend regular classes with nonexceptional peers; supportive help is given by special teachers who provide consultation to the children's regular teachers or in special resource rooms. A resource room usually serves exceptional students for portions of the school day either individually or in small groups. Children at level 5, who require full-time placement in a special self-contained class, are with other

exceptional children for all or most of the school day, but they may still have the opportunity to interact with nonexceptional children at certain times, such as during recess or on the bus to school. Although this alternative provides less integration than the regular classroom, it provides much more opportunity for interaction than placement in a residential institution or a special school attended only by exceptional children. Self contained classes in regular school buildings are gaining acceptance as an appropriate placement for many children with severe and multiple exceptionalities.

Placement of an exceptional child at any level on the continuum of services should not be regarded as permanent. Teachers, parents, and administrators should periodically review the specific goals and instructional objectives for each child.

New placement decisions can be made; in fact, the continuum concept is intended to be flexible, with children moving from one placement to another as directed by their educational needs. A child may be placed in a less integrated setting for a limited time; then, when a performance review shows that certain goals have been achieved, the child should return to a more normalized setting as soon as possible.

### The Organization of Special Education Services

Sage and Burello (1986) noted three common characteristics of the administrative units of special education systems: specialization of functions, division along lines of different exceptionalities, and separation between special and regular education systems. They also observed that the basic functions and the sequence of special systems are: student identification, referral, placement and provision of services. These characteristics were commonly noted in a survey study of special education programs in one of the municipal areas of Nepal (Christensen, 1994).

Maher and Barbrack (1979) viewed special education as having three program levels: individual, group, and organizational. The individual and group levels were programs designed for either an individual student (e.g., IEP) or a group (e.g. remedial reading class). The organizational level referred to a variety of special education programs being available through a service delivery system. Such programs are underway for experimental study in a project of the Danish International Development Agency (DANIDA) in Nepal (Sharma, 1994).

The nature of DANIDA's special education program in Nepal incorporates the ideas of Ysseldyke and Algozzine

(1990) who view special education as offering three levels of educational services:

a) Direct services are provided by working with students themselves to correct or compensate for the conditions that have caused them to fall behind in school or to enrich or accelerate the progress they are making in school.

b) Indirect consultative services are provided by working with classroom teachers and others who work with exceptional students over a period of time to meet the needs of students.

c) Related services are provided by specially trained personnel who work directly with students or indirectly to those who work with exceptional students. Related services include psychological testing counselling, educational/occupational therapy, adapted physical education, transportation, and school health services (p. 25).

According to Hartman (1992), a special education program should include instructional programs such as preschool, self-contained classrooms, resource programs, home-hospital, and residential programs. Related services such as assessment, special transportation, speech/language pathology, occupational physiotherapy, guidance/counseling, social work and psychological services and administration,

and supervision were identified as critical components of a special education program.

For Nepal and many other third world countries, there are common characteristics of effective programs and services for special education students: (a) students must go through a process of identification, (b) decisions must be made based on assessment, (c) instructional program modifications or alternatives must be provided, (d) specialized personnel must be available to provide assessments, instruction, then to make decisions, and (e) finally, these steps must be made within the organization of an educational administrative and supervisory structure.

According to Burello and Sage (1979), special education should be a support system for all children. Personnel in this system should "plan, organize, and evaluate their contributions as a support system to the regular administrative and instructional staff" (p. 151). In order to accomplish these objectives, special education should be organized to: (a) provide assistance to general education teachers with students who are exceptional, (b) provide direct services to the exceptional student; (c) establish a team approach with parents, students and professionals to plan programs; (d) provide alternative services and placements at the building and division level; (e) monitor each student's program; (f) provide teachers and

administrators with opportunities to develop skills through professional development; (g) establish a research program regarding best practices; (h) enable students and parents to become active participants in the process; and (i) coordinate and develop interagency cooperation.

Sage and Burello (1986) in a study of different special education models noted differences in the ways the structures were organized. However, little variability was found in the administrative authority structures and goals of the various models. Each of the models viewed special education as being supportive of regular education. Each model was concerned with the need for decentralization and accountability of services. All models viewed school division central offices as providing specialists and technical support, as well as the monitoring of policies and procedures for schools.

The Ministry of Education of Nepal (1994) also viewed special education as supporting regular education through integration, parent involvement, functional skills development, professional development, and early identification. At this juncture, a needs assessment study is pertinent for the purpose of developing special education services in Nepal.

### Summary

This chapter provided a review of the literature concerning the needs assessment for the delivery of special education services. Its main focus was on the context of Nepal since the topic of this study is services in Nepal. The literature was divided into two major parts: (1) literature concerning special education in Nepal; and (2) major components of a comprehensive special education program. Under the first part, the major themes discussed were: the mandate of special education in Nepal; special education in Nepal; the influence of the United Nations' mandate for exceptional persons in Nepal; prevalence of exceptional students in Nepal; and, current status of special education services in Nepal. In the second part, the major components discussed were: a) the purposes of special education; b) the kinds of special education services; and c) the organization of special education services.

Thus, this review chapter provided information related to needs assessment studies of special education conducted in Nepal. In fact, Nepal needs a national survey to: a) establish the extent to which special education services are addressing the needs of exceptional children in Nepal's schools; b) identify those areas of need where services are lacking; and c) recommend what should be done to meet the needs of all exceptional students in Nepal.

## CHAPTER 3

### METHODOLOGY

This chapter explains the methodology to be used in assessing the needs of the delivery of special education services in Nepal. Included is a description of a conceptual model; unit of analysis; subjects who were contacted; instrumentation, data collection methods; and data analysis procedures.

#### Conceptual Model

The conceptual model used in conducting this study was developed by Phillips (1994) in a similar study about the delivery of special education in Indian band-operated schools in Saskatchewan, Canada. This model is modified for the context of Nepal.

The central tenet of the framework developed for this study is that the educational needs of special education students require a comprehensive system. During the past twenty years (1974-1994), national, regional, and district governments in Nepal have developed a system of education, and now a special education program is a matter of new concern.

Three common components have emerged from the research on a comprehensive special education system. As outlined in Figure 2, these elements include: an administrative

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System Elements	Personnel	Services
I. Administrative structure	Principals, supervisors, and teachers of special education	Monitoring and supervision of programs and personnel
II. Type and number of special education students by exceptionality	Available specialists (e.g., school supervisors, speech and language pathologists, resource teachers, social workers, etc.)	programs for special education students
III. Operating procedures: * Screening * Parent consent * Assessment * Eligibility and placement * Individualized Education Programs (IEPs) * Confidentiality	Assignment of responsibilities to teachers, specialists, consultants	Policies, procedures, forms

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(Phillips, 1994)

Figure 2. Model of Comprehensive System of Special Education

structure; type and number of special education students by exceptionality; and operating procedures. Indicators of these components include personnel and services.

The system of special education services for students attending schools in Nepal was examined using these three components. The components served as the basis for the data collection instruments. Questions involving barriers to providing special education services in the Nepalese schools were added to provide information for the discussion and recommendations section.

#### Units of Study

The Office of the Secretary of the Ministry of Education of Nepal in Kathmandu was contacted, and the proposed study was explained. The secretary studied the research proposal and discussed the plan for subject selection. The secretary then wrote a letter to all seventy five district education officers in Nepal asking their cooperation with this study. The district education officers were the most reliable sources of information for assessing the needs in the delivery of special education services in Nepal.

### Critical Variables

In studying the presence or absence of special education services in Nepalese school districts, three other critical variables are considered: geographic region, socio-economic status, and population.

#### Geographic Regions

Nepal is divided into five north-to-south developmental regions. Each region is composed of the highlands (Himalayan belt), midlands (mountainous belt), and the lowlands (Terai).

Table 3 presents the distributions of Nepalese school districts by region, socio-economic status, and population.

The Highlands Region. Of the seventy five school districts, 14 or 18.66% are highlands school districts. They are much larger in geographic size than the midlands and lowlands school districts. Most of the highlands districts are in the snowland elevation (higher than 8,000 ft. above sea level) and, therefore, not cultivated. Village communities are dispersed far and wide and most of the small villages do not have schools.

The Midlands Region. Forty school districts or 53.33% of the total 75 school districts are in the midlands school districts. The capital city alone has three school districts which are located in the valley of Kathmandu.

Table 3

Distribution of Nepalese School Districts by Region, Socio-Economic Status (SES), Population

REGION	High SES				Mid SES				Low SES			
	High Pop-ulation	Mid Pop-ulation	Low Pop-ulation	N	High Pop-ulation	Mid Pop-ulation	Low Pop-ulation	N	High Pop-ulation	Mid Pop-ulation	Low Pop-ulation	N
The Highlands School Districts N = 14	0	1	2	3	0	2	2	4	0	4	3	7
The Midlands School Districts N = 40	3	3	2	8	5	6	7	18	4	5	5	14
The Lowlands School Districts N = 21	5	4	3	12	4	3	2	9	0	0	0	0
Total N = 75	8	8	7	23	9	11	11	31	4	9	8	21

- Sources: 1. National Planning Commission, Central Bureau of Statistics, Kathmandu, Nepal, 1992, and  
 2. National Education Committee, Classifications of Districts by Educational Status, 1993.

Normally, the midlands school districts are located in the range of 4,000 ft. to 8,000 ft. above sea level. Most of the small villages in the midlands school districts do not have schools. However, some of the children dare to travel about two and half hours on foot to reach the nearest school.

The Lowlands Region. Twenty one districts or 28% out of the total 75 school districts lie in the lowlands. These districts are small in geographic size but have greater population. Normally, lowlands districts are located in the approximate range of 2,000 ft. to 4,000 ft. above sea level. Most of the lowlands school districts of Nepal are bordered with India. These districts have convenient transportation and communication services as compared to the midlands and highlands school districts.

#### Socio-Economic Status (SES) by Region

According to the World Bank Report (1993), the approximate per capita income in the highlands, the midlands, and lowlands areas are \$170, \$280, and \$375 respectively (Shrestha, 1993). See Table 3 for the distribution of Nepalese school districts by socio-economic status and region.

#### Population

Because of the geographic nature of Nepal, when the land elevation is higher, the population is lower. If the

land elevation is lower, the population is higher. The average population in a highlands community is 5,000, whereas the average population in a midlands community is 10,000, and a lowlands community averages 15,000 (see Table 4).

#### Selection Procedures

To obtain a comprehensive view of special education in Nepal, all seventy five school districts in Nepal were surveyed to provide a national overview of how school districts were administering special education services. This included all districts in the highlands, midlands, and lowlands regions.

#### Instrumentation

One instrument, Interview Questions About Program, was developed for conducting this study and sent to all seventy five school districts (see Appendix A).

#### Interview Questions About Program

This instrument contains seven questions for the seventy five district education officers (see Appendix A). The basic content of the set of seven questions follows:

1. Types of exceptionalities:
  - a) served within the school,
  - b) sent to outside agencies, and

Table 4

Average Population per Community by Region

Region	Average Population Per Community
The Highlands	5,000
The Midlands	10,000
The Lowlands	15,000

Note: Table 4 demonstrates an average population in the Nepalese communities out of the 2,020 communities of Nepal, on the basis of regional averages.

Source: 1. National Planning Commission, Central

Bureau of Statistics, Kathmandu, Nepal, 1992, and

Source: 2. National Education Committee, Classifications of Districts by Educational Status, 1993.

- c) not being served in each disability area;
2. Kinds of special education services or programs which are offered and not offered by Nepalese schools;
  3. Types of service delivery personnel providing these services;
  4. Kinds of operating procedures used for:
    - a) identification,
    - b) parental consent,
    - c) assessment,
    - d) multidisciplinary team,
    - e) Individualized Education Plan,
    - f) confidentiality,
    - g) related services;
  5. Barriers, if any, which make it difficult to serve special education students in the schools of Nepal;
  6. Suggestions of the district education officers of Nepal to overcome the barrier(s) identified; and
  7. The types of services that the populations with exceptionalities need in Nepal.

#### Data Collection Procedures

This section presents the data collection procedures used in this study:

Seventy five school district survey. The first phase of data collection was to mail the questionnaire to the seventy five school district officers.

1. Letter by the Ministry of Education. A permission letter was written by the Secretary of the Ministry of Education of Nepal to assist in data collection for this study. This letter was addressed to all seventy five district education officers.

2. Translation committee for the translation of research materials. Because the instruments needed to be in the Nepalese national language, a translation committee was organized to translate all the important materials for the process of data collection. Members of the translation committee were chosen from the following backgrounds:

- One main translator with professional expertise in the Nepalese and English language working together with the researcher;
- Two linguistic experts in the Nepalese and English languages;
- Two qualified and experienced persons in general education areas;
- Two experienced persons in the field of special education in Nepal; and
- One secretary with the expertise of computer programs in Nepalese and English languages.

This committee helped to translate instruments, i.e., interview questions and letters into the Nepalese and English language. The translation process required one of the committee members to read the questions in the Nepalese language. The rest of the committee members listened carefully and discussed the translated materials. The materials then were read in English and compared with the Nepalese version. Thus, the translated materials were edited and reedited until they were grammatically correct.

3. Pilot study. A pilot study of the interview was conducted with a former district education officer currently working in the Ministry of Education of Nepal.

The pilot study was arranged by some telephone calls to the previous district education officer. Upon agreement to participate in the pilot study, an introductory letter and data collection forms were hand carried to the subject. Interview time and dates were determined. Prior to the interview, the interviewee was assured that: (1) Participation was voluntary, (2) he/she may withdraw from the interview or decline to answer questions at any time, and (3) the interview was confidential. The purposes of the pilot study were: (a) to remove or revise questions that were unclear; and (b) to make sure the language was communicated accurately and flawlessly. A few questions

were revised, removed or replaced based upon responses in the pilot study.

4. Mailing of letter and mail interview materials to all seventy five district education officers. After the successful pilot study, the interview materials were mailed to all seventy five education officers of Nepal with the permission letter from their central authority, the Ministry of Education.

5. Twenty six responses returned. Within one month, 26 responses were returned out of 75 subjects. The researcher contacted the Secretary of the Ministry of Education to elicit suggestions about obtaining responses from the rest of the subjects. The secretary suggested: first, attending a conference of district education officers in west Nepal; second, sending a reminder letter; third, making telephone calls or sending telegrams; fourth, visiting in person if possible.

6. Twenty five subjects responded at a conference. A conference of district education officers was held in western Nepal. The researcher approached twenty five district education officers who had not responded by mail. All twenty five subjects responded to the questions.

7. A Reminder. A reminder letter was sent out to the remaining twenty four subjects. By the end of the second

month, eleven more subjects had responded. Thirteen more responses were needed.

8. Telephone and telegrams. The rest of the thirteen subjects were called or telegraphed to send their responses. Ten out of thirteen sent their responses within two weeks.

9. Three school districts were visited in person. Finally, the remaining three school districts (in the capital city, Kathmandu) were visited, and the final responses were obtained.

#### Data Analysis

This study is specifically intended to assess the basic needs for the delivery of special education services in Nepal. Data from the 75 school district education officers were compared "by grouping answers together to common questions and analyzing different perspectives on central issues" (Patton, 1990, p. 376). The following seven steps of data analysis were designed for assessing the needs of the special education services in the schools of Nepal (see Figure 3).

The first step was to collect data by mailing an interview questionnaire to all seventy five school district education officers in Nepal.

The second step was to assemble the raw data on the basis of the individual district education officer's

A N A L Y S I S   O F   D A T A	
Step 7	Common features/patterns emerge
Step 6	Reexamine clusters (as necessary)
Step 5	Cluster or group statements into themes/questions and label them
Step 4	Review data (transcripts and forms) for common themes
Step 3	Four copies of data were made
Step 2	Assemble raw data (interview and forms on an individual district education officer basis)
Step 1	Data Collection

Figure 3. Steps in Needs Assessment Data Analysis

responses. The raw data included all of the information collected about a school's special education program (i.e., interview transcript and forms).

The third step was to make four complete copies of the raw data from the district education officer. A master copy was kept in a secure place in the researcher's office. Three copies were used for different types of analyses.

The fourth step involved reviewing the data to identify common themes or factors.

In the fifth step, statements from the district education officers were clustered together according to these common themes or factors. Each cluster was given a label.

The sixth step was reexamining the accumulated information and clusters as necessary.

In the seventh step, common themes, patterns, and categories emerged from the data and a needs assessment was then developed.

#### Types of Analyses

The data were summarized in the order in which they were gathered according to the research questions. The research questions and the types of analyses are described as follows:

1. What are the number and percent of exceptional

students (grades 1-12) identified by category in Nepal?

To answer this research question, a table of the total number of students identified in each category was prepared at the nationwide level (see Table 5). Percentages were calculated in two decimal points. The percentage was rounded if the last decimal number was 5 or above. The nine categories of disabled students included: 1) Visual Impairment (VI); 2) Hearing Impairment (HI); 3) Mental Retardation (MR); 4) Emotionally Disturbed (ED); 5) Orthopedically Disabled (OD); 6) Other Health Impairments (OHI); 7) Learning Disabilities (LD); 8) Gifted and Talented (GT); and 9) Speech and Language Disorders (SD). The abbreviation for each category was used in the tables.

2. What are the number of identified exceptional students (grades 1-12) receiving and not receiving services in Nepal?
  - a) served by public school districts?
  - b) served by private agencies?
  - c) not receiving services?

To answer this question, national data describing the status of special education students in Nepal was presented with respect to: a) the number of identified exceptional students served by the nation's school districts and private agencies; and b) the number of identified students not

served by category (see Table 6).

3. What are the number and percent of identified exceptional students receiving services by school districts, receiving services by outside agencies, or not receiving services in each region?
  - a) the midlands region?
  - b) the lowlands region?
  - c) the highlands region?

To answer this question, three different kinds of regional data tables were presented, which described the status of special education students in the midlands, lowlands, and highlands with respect to: a) the number and percent of identified exceptional students served by the region's school districts and private agencies; and b) the number and percent of identified students not served by category.

4. What are the regional comparisons of the differences of total students enrolled, identified, served, and not served students in each region?

To answer this question a composite data table and discussion was provided to show considerable differences among the midland, lowland, and highland regions. This involved total students enrolled, identified, served, and not served in each region (see Table 9). Data relating to

general student enrollment, service providing personnel, and existing general educational programs were obtained from the Division of Statistics under the Ministry of Education, Kathmandu, Nepal.

5. What is the demographic description (geographic region, socio-economic status, and population) of the:
  - a) top ten service providing districts?
  - b) mid ten service providing districts?
  - c) lowest ten service providing districts?

To answer this research question, three sets of data tables were presented for top ten, mid ten, and lowest ten service providing districts. These school districts' data were tabulated in a systematic rank order by the number of students served. In each table, the data of geographic region, socio-economic status, and population were included.

Data relating to general student enrollment, service providing personnel, and existing general educational programs were obtained from the Division of Statistics under the Ministry of Education, Kathmandu, Nepal.

General population data were obtained from the Nepalese government's Bureau of Statistics, National Population Census, at Kathmandu, Nepal.

6. What kinds of operational procedures are used for:
  - a) confidentiality?

- b) parental consent procedures?
- c) assessment?
- d) identifying exceptional children?
- e) multidisciplinary teams?
- f) Individualized Education Plans?

To answer this research question, six important operational procedures for special education procedures were identified and discussed: a) confidentiality; b) requiring parental consent; c) assessment; d) identifying exceptional children; e) multidisciplinary teams; and f) Individualized Education Plans.

7. What kinds of administrative structures exist to deliver special education services in Nepal?

To answer this question, an analysis of special education services in Nepal was conducted. The current special education administrative structure emerged from the analysis of special education services in Nepal. The current structures include six major elements beginning with the Nepal Children's Organization headed by Her Majesty Queen of Nepal and concluding with public and private schools and/or agencies (see Figure 4).

8. What types of education and special education personnel are typically used to deliver special education services in Nepal?

To answer this question, the rank order of the types of education and special education personnel in Nepal are shown in tables in Chapter 4.

9. What kinds of personnel are involved in:
  - a) identification and assessment services?
  - b) eligibility determination services?
  - c) special education instruction?

To answer this question, three different rank order tables of personnel for three different sub-sections were developed: a) identification and assessment services (see Table 20); b) eligibility determination of exceptional students; and c) special education instruction. Special education personnel might include any number or combination of: special education teachers; regular teachers; principals; general education school supervisors; vocational education school supervisors; district education officers; visiting special education team; district special education committees; and "others" (locally available social workers, volunteers, ex-military-men, or helpers for the purpose of special education).

10. What is the status of special education services and personnel positions needed, filled, and unfilled?
  - a) by region?
  - b) nationally?

To answer this question, four different data tables were developed regarding the: a) Status of special education services and personnel positions needed, filled, and unfilled in the nation? b) Status of special education services and personnel positions needed, filled, and unfilled in the midlands? c) Status of special education services and personnel positions needed, filled, and unfilled in the lowlands? d) Status of special education services and personnel positions needed, filled, and unfilled in the highlands?

11. What are the perceptions of the district education officers (DEO) concerning barriers in providing special education services to students in their district:
  - a) by region?
  - b) nationally?

To answer this research question, a data table of barriers in providing effective services by region (N, %) was prepared.

12. What are the responses of the district education officers (DEO) concerning strategies for overcoming the barriers to providing special education services to students in their district:
  - a) by region?
  - b) nationally?

To answer this research question, a data table of common suggestions for improving special education delivery services by region (N, %) was prepared.

## CHAPTER 4

### RESULTS

This chapter describes the current status of and needs for special education services in the seventy five school districts of Nepal. Interviews and questionnaires were used to collect data from district education officers. These data present the district education officers' responses regarding the: type and number of children with exceptionalities who were identified; receiving services, and not receiving services; the kinds of personnel and programs provided in Nepal; operating procedures; barriers; and suggestions for improving those services.

#### Special Education in Nepal: A National And Regional Picture

This section presents national and regional data, which describe the status of special education students in Nepal with respect to: a) the number and percent of identified exceptional students receiving services by the nation's school districts and private agencies; and b) the number and percent of identified students not receiving services at all.

Number of Exceptional Students: Estimated,  
Identified, and Not Identified in Nepal

According to the estimates of the Ministry of Education of Nepal based on the annual statistical report in 1992, approximately 10% of a student population base would be expected to be exceptional (Sharma, 1994).

Findings from the national survey based on this study indicated that a total number of 4,076,783 students are enrolled in the seventy five school districts in the country serving grades 1-12. Of this total student population, 104,015 or 2.55% were identified as exceptional students needing special education services. This identified group of students represents only one third of the disabled students one would expect to find among the total student population of 4,076,783 (see Table 5). A total of 303,663 (7.45%) of estimated exceptional students were not identified. Thus, 7.45% of the 10% estimated exceptional students by the Ministry of Education were not identified (Sharma, 1994).

In addition, these data indicate that more than half of the 104,015 identified special education students in Nepal have one of four disabilities: other health impairments, learning disabilities, speech and language disorders, and mental retardation (see Table 5).

These projected data show that overall approximately 30% of all students needing special education are being

Table 5

Number and Percent of Special Education Students Identified by Category in Nepal (Total National Student Enrollment: 4,076,783)

Category by Rank Order	N	%
1) Other Health Impairments	19,550	00.48
2) Learning Disabilities	17,574	00.43
3) Speech and Language Disorders	13,682	00.34
4) Mental Retardation	13,645	00.33
5) Emotionally Disturbed	12,126	00.30
6) Gifted and Talented	11,904	00.29
7) Orthopedically Disabled	6,937	00.17
8) Visual Impairment	5,602	00.14
9) Hearing Impairment	2,995	00.07
Total	104,015	02.55

identified and approximately 70% of all estimated students needing special education are not being identified (see Table 6).

Number of Exceptional Students: Receiving or Not Receiving Special Education Services in Nepal

Nine categories of exceptionalities are presented in Table 7. Of the 104,015 identified exceptional students, 20,717 students received services in public and private schools. Private schools served 11,855 students and public schools served 8,862 students. A total of 83,298 students who were identified did not receive services (see Table 7).

The two largest categories of students receiving services by the nation's public and private schools are: learning disabilities (N= 3,167); and speech and language disorders (N = 3,095). The single category of students receiving the least service by the nation's public and private schools was 626 out of 6,937 identified orthopedically disabled students. This lack of service might be attributed to the lack of and/or high cost of prosthetic devices, wheelchairs, etc. (see Table 7).

The Midlands: Special Education Services

Of 209,833 students estimated to be exceptional in the midlands regions, 58,952 students were identified as

Table 6

Number of Exceptional Students: Estimated, Identified and Not Identified Services in Nepal (Total National Student Enrollment: 4,076,783)

Cate- gory	Special Education Students					
	Estimated (1)		Identified (2)		Not Identified	
	N	%	N	%	N	%
1) OH	21,199	0.52	19,550	00.48	1,631	0.04
2) LD	123,527	3.03	17,574	00.43	105,996	2.60
3) SD	40,768	1.00	13,682	00.34	26,907	0.66
4) MR	81,943	2.01	13,645	00.33	68,490	1.68
5) ED	41,584	1.02	12,126	00.30	29,353	0.72
6) GT	41,991	1.03	11,904	00.29	30,168	0.74
7) OD	12,230	0.30	6,937	00.17	5,300	0.13
8) VI	41,176	1.01	5,602	00.14	35,574	0.87
9) HI	3,261	0.08	2,995	00.07	266	0.01
Total	407,678	10.00	104,015	02.55	303,663	7.45

(1) Estimated. Source: Ministry of Education, Subdivision of Educational Statistics, Kesharmahal, Kathmandu, Nepal, 1992.

(2) Reported by District Education Officers.

Table 7

Number of Exceptional Students: Receiving and Not Receiving Services in Nepal (Total National Student Enrollment: 4,076,783)

Category	Number Identified by Category	Receiving Services			Number Not Served Out of Total Identified
		Total	Private Schools	Public Schools	
		N	N	N	
1) OH	19,550	2,970	2,134	836	16,580
2) LD	17,574	3,167	1,946	1,221	14,407
3) SD	13,682	3,095	987	2,108	10,587
4) MR	13,645	2,771	1,497	1,274	10,874
5) ED	12,126	2,353	1,443	910	9,773
6) GT	11,904	2,626	1,075	1,551	9,278
7) OD	6,937	626	240	386	6,311
8) VI	5,602	1,920	1,601	319	3,682
9) HI	2,995	1,189	932	257	1,806
Total	104,015	20,717	11,855	8,862	83,298

Table 8

The Midlands: Number of Exceptional Students: Receiving and Not Receiving Services (Total Student Enrollment in the Schools of the Midlands: 2,098,332)

Category	Estimated	Students Identified Out of Total Enrolled	Receiving Services			Not Served Out of Total Identified
			Total	Private Schools	Public Schools	
	N	N	N	N	N	N
1) OH	10,911	10,866	1,626	1,255	371	9,240
2) LD	63,579	11,018	1,902	1,310	592	9,116
3) SD	20,983	7,495	2,034	800	1,234	5,461
4) MR	42,176	7,379	1,772	886	886	5,607
5) ED	21,403	6,308	1,370	891	479	4,938
6) GT	21,613	7,143	1,791	842	949	5,352
7) OD	6,295	4,539	224	177	47	4,315
8) VI	21,193	2,693	1,093	905	188	1,600
9) HI	1,679	1,511	996	752	244	515
Total	209,833	58,952	12,808	7,818	4,990	46,144

exceptional. Of these, 12,808 exceptional students received services. Private schools served 7,818 exceptional students, and public schools served 4,990 exceptional students. Of the total number identified, 46,144 exceptional students were not served (see Table 8).

#### The Lowlands: Special Education Services

Of 164,957 students estimated to be exceptional in the lowlands regions, 36,725 students were identified as exceptional. Of these, 6,891 exceptional students received services. Private schools served 3,518 exceptional students, and public schools served 3,373 exceptional students. Of the total number identified, 29,834 exceptional students were not served (see Table 9).

#### The Highlands: Special Education Services

Of 32,889 students estimated to be exceptional in the highlands regions, 8,308 students were identified as exceptional. Of these, 1,511 exceptional students received services. Private schools served 767 exceptional students, and public schools served 744 exceptional students. Of the total number identified, 6,797 exceptional students were not served (see Table 10).

#### Regional Comparisons

Regional data show considerable differences between the total number and percent of students enrolled in regular education in each region: midlands 2,098,332; lowlands

Table 9

The Lowlands: Number of Exceptional Students: Receiving and Not Receiving Services (Total Student Enrollment in the Schools of the Lowlands: 1,649,573)

Cate- gory	Esti- mated	Stu- dents Ident- ified Out of Total Enrol- led	Receiving Services			Not Served Out of Total Ident- ified
			Total	Pri- vate Agen- cies	Public Sch- ools	
		N	N	N	N	N
1) OH	8,578	6,824	1,124	763	361	5,700
2) LD	49,982	5,459	1,070	521	559	4,379
3) SD	16,496	4,840	736	90	646	4,104
4) MR	33,156	5,325	930	580	350	4,395
5) ED	16,826	4,873	866	492	374	4,007
6) GT	16,991	3,716	601	127	474	3,115
7) OD	4,949	2,117	373	57	316	1,744
8) VI	16,661	2,340	612	519	93	1,728
9) HI	1,320	1,231	569	369	200	662
Total	164,957	36,725	6,891	3,518	3,373	29,834

Table 10

The Highlands: Number of Exceptional Students: Receiving and Not Receiving Services (Total Student Enrollment in the Schools of the Highlands: 328,878)

Category	Estimated	Students identified by Category Out of Total Enrolled	Receiving Services			Not Served Out of Total Identified
			Total	Private Schools	Public Schools	
			N	N	N	
1) OH	1,711	1,860	220	116	104	1,640
2) LD	9,965	1,067	185	115	70	882
3) SD	3,289	1,347	235	97	228	1,022
4) MR	6,610	941	69	31	38	872
5) ED	3,355	945	117	60	57	828
6) GT	3,387	1,045	244	106	128	811
7) OD	987	281	29	06	23	252
8) VI	3,322	569	215	177	38	354
9) HI	263	253	117	59	58	136
Total	32,889	8,308	1,511	767	744	6,797

1,649,573; and highlands 328,878 (see Table 11). The midlands have approximately one million more students enrolled in regular education than the lowlands; and the lowlands have approximately one million more students enrolled than the highlands (see Table 11).

The greatest number of exceptional students (58,952) was identified in the midlands. In the lowlands, 36,725 exceptional students were identified and 8,308 were identified in the highlands (see Table 11).

Of the total exceptional students identified, the public schools in the midlands served 4,990, the lowlands served 3,373, and the highlands served 744 exceptional students.

Private agencies served more exceptional students in the midlands, lowlands, and highlands than did the school districts (see Table 11). All private agencies are nongovernment organizations (NGOs), whereas, all of the school districts are operated by the government. Most of the NGOs are funded and operated by the educational organizations of other countries (see the List of Private Agencies in Appendix B).

Table 11

Data of Special Education Students in Nepal(Composite of Tables # 8, 9, and 10)

Description of Data	Region	Number	Table #
1) Total Student Enrollment N = 4,076,783	Midlands	2,098,332	8
	Lowlands	1,649,573	9
	Highlands	328,878	10
2) Total Exceptional Students Identified N = 104,015 (02.55%)	Midlands	58,952	8
	Lowlands	36,725	9
	Highlands	8,308	10
3) Total Served by Private Schools of Total Identified N = 11,855	Midlands	7,818	8
	Lowlands	3,518	9
	Highlands	767	10
4) Total Served by Public School Districts of Total Identified N = 8,862	Midlands	4,990	8
	Lowlands	3,373	9
	Highlands	744	10
5) Served by Private & Public Schools of Total Identified N = 20,717	Midlands	12,808	8
	Lowlands	6,891	9
	Highlands	1,511	10
6) Not Receiving Services of Total Identified N = 83,298	Midlands	46,144	8
	Lowlands	29,834	9
	Highlands	6,797	10

## A Description of the Top, Middle, and Lowest Ten Service Providing School Districts

This section presents a demographic, geographic, and socio-economic analysis of the top ten, mid ten, and lowest ten service providing districts. Six major components are used to describe the composition of these districts: a) percent of students served; b) number of special education students served; c) total student enrollment in the school district; d) total general population; e) average socio-economic status (SES); and f) geographic region.

The top ten, middle ten, and lowest ten service providing school districts were identified and rank ordered by the percent of students receiving special education services from the total student enrollment in the school districts (see Tables 12, 13, and 14). For example, of all seventy five school districts, Kathmandu served the largest percentage of exceptional students, 34.32% (N = 2,475) out of the 7,212 identified exceptional students (see Table 12). In contrast, Kalikot, the lowest service providing school district, served 00% (N = 000) exceptional students from the 82 exceptional students, who were identified (see Table 14).

### Top Ten Service Providing Districts

The geographic distribution of the top ten service providing districts is: seven districts from the midlands

Table 12

Top Ten Service Providing Districts

School Districts	Percent of Students Served out of Total Identified	Number Served out of Identified	Number Identified out of Total Enrolled	Total Student Enrollment in School District	Total* General Population	Average Socio-Economic Status (SES)	Geographic Region
1) Kathmandu	34.32%	2,475	7,212	211,344	675,341	High SES	Mid
2) Bhaktapur	33.95%	988	2,910	46,932	172,952	High SES	Mid
3) Kaski	33.65%	804	2,389	94,396	292,945	Mid SES	Mid
4) Kabhre	29.13%	1,203	4,130	85,031	324,329	Mid SES	Mid
5) Lalitpur	28.91%	1,361	4,707	77,094	257,086	High SES	Mid
6) Ramechhap	28.09%	275	979	36,152	188,064	Mid SES	Mid
7) Jumla	25.79%	155	601	10,204	75,964	Low SES	High
8) Sunsari	23.35%	890	3,811	89,210	463,481	High SES	Low
9) Sindhuli	23.30%	608	2,609	52,007	223,900	Mid SES	Mid
10) Dolpa	21.24%	120	565	6,602	25,013	Low SES	High
Average % Total	29.68% -----	---- 8,879	---- 29,913	----- 708,972	----- 2,699,075	----- -----	----- -----
Percentage Range: Low 21.24% - High 34.32%							

\*Source of the General Population Data is from the Central Bureau of Statistics in Nepal, 1993.

Table 13

Mid Ten Service Providing Districts

School District	Percent of Students Served out of Total Identified	Number Served out of Total Identified	Number Identified out of Total Enrolled	Total Student Enrollment in School District	Total* General Population	Average Socio Economic Status (SES)	Geographic Region
1) Surkhet	19.50%	230	1,179	57,208	225,768	Low SES	Mid
2) Solukhumb	18.02%	135	749	31,470	97,200	Low SES	High
3) Dhankuta	17.92%	240	1,339	72,377	543,672	Mid SES	Low
4) Chitawan	17.03%	330	1,957	110,934	354,488	High SES	Low
5) Jhapa	16.94%	680	4,012	160,319	593,737	High SES	Low
6) Mahottar	16.93%	243	1,435	59,315	440,146	Mid SES	Low
7) Sankhuwa	16.79%	165	983	40,480	141,903	Low SES	High
8) Pancht	15.92%	188	1,181	47,714	175,206	Low SES	Mid
9) Gulmi	15.66%	175	1,117	75,039	266,331	Low SES	Mid
10) Gorkha	14.60%	161	1,103	70,034	231,294	Low SES	High
Average % Total	16.92% -----	----- 2,547	----- 15,055	----- 724,890	----- 3,069,745	----- -----	----- -----
Percentage Range: Low = 14.60% - High 19.50%.							

\*Source of the General Population Data is from the Central Bureau of Statistics in Nepal, 1993.

Table 14

Lowest Ten Service Providing District

School Districts	Percent of Students Served out of Total Identified	Number Served out of Total Identified	Number Identified Out of Total Enrolled	Total Student Enrollment in School District	Total* General Population	Average Socio-Economic Status (SES)	Geographic Region
1) Khotang	10.91%	062	568	52,603	215,965	Low SES	Mid
2) Bardiya	10.82%	057	527	52,378	290,313	Low SES	Low
3) Rolpa	9.07%	032	503	28,320	179,621	Low SES	Mid
4) Rukum	8.55%	043	359	27,313	155,554	Low SES	Mid
5) Sindhup	7.30%	061	836	49,313	261,025	Low SES	High
6) Achham	7.00%	019	269	35,011	198,188	Low SES	Mid
7) Jajarkot	3.45%	004	289	18,019	113,958	Low SES	Mid
8) Dailek	3.17%	010	315	35,313	187,400	Low SES	Mid
9) Bajura	1.73%	005	116	14,118	92,010	Low SES	Mid
10) Kalikot	00.00%	000	82	12,241	88,805	Low SES	Mid
Average% Total	10.53% -----	----- 407	----- 3,864	----- 324,629	----- 1,782,839	----- -----	----- -----
Percentage Range: Low 00.00% - High 10.91%							

\*Source of the General Population Data is from the Central Bureau of Statistics in Nepal, 1993.

region; two districts from the highlands region; and one district from the lowlands region (see Table 12).

The socio-economic status (SES) of the top ten districts are: four districts in the high SES; four districts in the mid SES; and two districts in the low SES.

Thus, in general, if the SES is higher, the probability of providing more services is greater, but there are exceptions. For example, there are two low SES districts (Jumla and Dolpa) ranked among the top ten service providers (see Table 12).

The district with the largest general population is Kathmandu, the capital city with the population of 675,341. Naturally, this district has the largest school enrollment, 211,344. Kathmandu served the largest number of exceptional students in the nation, 2,475 (34.32%) of 7,212 identified students. Kathmandu ranks in first position in the rank order of the percentage of exceptional students served among the top ten school districts.

The average percentage of students served in the top ten service providing districts is 29.68%. The range of the percentage of students served in the top ten service providing districts is 21.24% to 34.32%.

#### Mid Ten Service Providing Districts

The geographic distribution of the mid ten service providing districts is: four districts from the lowlands

region; three districts from the midlands region; and three districts from the highlands region (see Table 13).

The socio-economic status (SES) of the mid ten districts includes: six districts in low SES; two districts in mid SES; and two districts in high SES.

The district with the largest general population is Jhapa with a population of 593,737. Also, Jhapa has 160,319 students enrolled, the largest enrollment among the mid ten districts. This district served 680 (16.94%) exceptional students, the largest number served among the mid ten service providing districts. However, Jhapa ranks fourth in the rank order by percentage of the number served out of the number identified among the mid ten districts.

The average percentage of student served in the mid ten service providing districts is 16.92%. The range of the percentage of students served in the mid ten service providing districts is 14.60% to 19.50%.

#### Lowest Ten Service Providing Districts

The geographic distribution of the lowest ten service providing districts is: eight districts from the midlands region; one district from the lowlands region; and one district from the highlands region (see Table 14).

All of the lowest ten service providing districts are low SES districts. Thus, if the SES is lower, the probability of providing more service also is lower.

However, there are exceptions. For example, Dolpa and Jumla districts are low SES districts, yet, these two districts are among the top ten service providers (see Table 12).

Among the lowest ten service providing districts, Khotang district serves the largest number of exceptional students (N = 62, 10.91%). The lowest service providing district is Kalikot (N = 000, 00.00%).

The average percentage of student served in the lowest ten service providing districts is 10.53%. The range of the percentage of students served in the lowest ten service providing districts is 00.00% to 10.91%.

#### Percent and Number of Students Served

Great differences exist between the number and percent of special education students served in the top, middle, and lowest ten service providing districts (see Tables 12, 13, and 14). Table 15 presents a comparison of the highest and lowest percent and number of special education students served in the top ten, mid ten, and lowest ten service providing districts.

The largest percentage served by the top ten service providers was 34.32% and the smallest percentage served was 21.24%. The largest percentage served by the mid ten service providers was 19.50% and the smallest was 14.60%. The largest percentage served by the lowest ten service providers was 10.91% and the smallest was 0.00%.

Table 15

Percent and Number of Special Education Students Served(Composite of Tables 12, 13, and 14)

Service Provider ing Districts	Percent Served			Number Served		
	Average	High	Low	Average	High	Low
Top Ten Districts	29.68%	34.32%	21.24%	888	2,475	120
Mid Ten Districts	16.92%	19.50%	14.60%	260	680	135
Lowest Ten Districts	10.53%	10.91%	0.00%	41	62	000

The largest number of students served by the top ten service providers was 2,475 and the smallest was 120. The largest number served by the mid ten service providers was 680 and the smallest was 135. The largest number of exceptional students served by the lowest ten service providers was 62 and the smallest was 000 (see Table 15).

Thus, the ranges of percentage and number of special education students served in the top ten, mid ten, and lowest ten service providing districts are very wide. This means there is no uniformity among the delivery of special education services in Nepalese school districts.

#### General Student Enrollment

Table 16 presents three kinds of information for the top ten, mid ten, and lowest ten service providing districts: a) general student enrollment figures; b) the range of enrollment; and c) the average number of students enrolled (see Table 16). Total student enrollment is related to the amount of service provided. The range of student enrollment in the top ten service providing districts is between 6,602 and 211,344 students. The range of mid ten service providing districts is between 31,470 and 160,319 students. The range of lowest service providing districts is between 12,241 and 52,603 students (see Table 16).

Table 16

General Student Enrollment (Composite of Tables 12, 13, and 14)

Service Providing Districts	Total Enrolled	Range		Average Number Enrolled
		Lowest	Highest	
Top Ten	708,972	6,602	211,344	70,897
Mid Ten	724,890	31,470	160,319	72,489
Lowest Ten	324,629	12,241	52,603	32,463

The average number of students enrolled is: 70,897 in the top ten school districts; 72,489 in the mid ten school districts; and 32,463 in the lowest ten school districts. The average enrollment of the lowest ten districts is  $N = 32,643$  or less than half of both the top and mid ten districts' student enrollment. Low service providing districts had lower average student enrollments (see Table 16).

#### General Population

The size of the general population is related to the amount of service provided. In Nepal, the distribution of the general population varies from district to district. The districts are not divided equally on the basis of population size. They are divided on the basis of geographic environment. If the land elevation is lower, the population is usually higher. If the land elevation is higher, the population is generally lower.

The average general population is: 269,908 in the top ten districts; 306,975 in the mid ten school districts; and 178,284 in the lowest ten school districts. Thus, the difference in the total general population between the top ten service providing districts and mid ten service providing districts is slight. However, the average population in the lowest ten service providing school districts (178,284) is approximately 100,000 fewer than the

top (269,908) and mid ten (306,975) service providing districts (see Table 17).

#### Socio-Economic Status

There is a general relationship between districts' socio-economic status (SES) and the provision of special education services. Of the top ten service providing school districts: Four districts were high SES and four districts were mid SES. Most of the high socio-economic areas lie in the central part of Nepal surrounding the capital city, Kathmandu, and in the eastern lowlands region. Only two low SES districts were in the highlands region. Both Dolpa and Jumla, were among the top ten service providers. It is interesting to note, however, that two low SES districts from the highlands region were represented in the top ten service providers (see Table 18).

Table 17

Total Number of Students Identified, Served, and General Population Range and Average (Composite of Tables 12, 13, and 14)

Service Provid- ing Dis- tricts	Student Population		General Population		
	Total Identi- fied	Total Served	Range		Average
			Lowest	Highest	
Top Ten	29,913	8,879	25,013	675,341	269,908
Mid Ten	15,055	2,547	97,200	593,737	306,975
Lowest Ten	3,864	407	88,805	290,313	178,284

Table 18

Socio-economic Status (SES) and Geographic Regions(Composite of Tables 12, 13, and 14)

Service Pro- viding Dis- tricts	Number of Total Identi- fied	Number of Total Served out of the Identi- fied	Socio-Economic Status			Geographic Region		
			High SES	Mid SES	Low SES	High- lands	Mid- lands	Low lands
Top Ten	29,913	8,879	4	4	2	2	7	1
Mid Ten	15,055	2,547	0	4	6	3	4	3
Lowest Ten	3,864	407	0	0	10	1	8	1

### Geographic Regions

The largest number (7) of top ten service providing districts were in the midlands region. Of the lowest ten service providing districts, eight districts were from the lowlands region. Of the top ten districts, two were from the highlands region, seven from the midlands region, one from the lowlands region. The mid ten districts included three from the highlands region, four from the midlands and three from the lowlands region. The lowest ten service providing districts included one from the highlands region, eight from the midlands region, and one from the lowlands region (see Table 18).

### Operating Procedures for Special Education Services

Six important operating procedures for special education services were identified: a) confidentiality; b) requiring parental consent; c) identifying exceptional children; d) assessment; e) multidisciplinary teams; and f) Individualized Education Plans. Data about these six procedures are mentioned below.

The midlands school districts have the largest percentage of procedures in all categories of operating procedures followed by the lowlands school districts. The highlands school districts have fewer operating procedures in all categories. These data indicate that the great

majority of school districts in Nepal do not have systematic operational procedures (see Table 19).

#### Confidentiality Procedures

On the national level, 31 (41.33%) districts out of 75 (100%) districts have established confidentiality procedures. On the regional level: 20 (26.66%) districts in the midlands region; 8 (10.66%) in the lowlands, and 3 (4%) in the highlands have established procedures (see Table 19).

#### Parental Consent Procedures

On the national level, 25 (33.33%) districts out of 75 (100%) districts have established parental consent procedures. On the regional level: 12 (16.00%) districts in the midlands region; 9 (12.00%) districts in the lowlands, and 4 (5.33%) in the highlands have established procedures (see Table 19).

#### Assessment Procedures

On the national level, 15 (20.00%) districts out of 75 (100%) districts have established assessment procedures. On the regional level: 7 (9.33%) districts in the midlands region; 5 (6.66%) in the lowlands, and 3 (4%) in the highlands have established assessment procedures (see Table 19).

#### Identification Procedures

On the national level, 11 (14.60%) districts out of 75 (100%) districts have established identification procedures.

Table 19

Operating Procedures for Special Education Services

Procedures (Data in Rank Order)	Number of Districts Having Established Procedures in 75 School Districts							
	National Total N = 75		Midland N = 40		Lowland N = 21		Highland N = 14	
	N	%	N	%	N	%	N	%
1. Confidenti- ality	31	41.33	20	26.66	8	10.66	3	4.00
2. Requiring parental consent	25	33.33	12	16.00	9	12.00	4	5.33
3. Assessment	15	20.00	7	9.33	5	6.66	3	4.00
4. Identifica- tion Procedures	11	14.60	5	6.66	4	5.33	2	2.66
5. Multidisci- plinary team	10	13.33	5	6.66	4	5.33	1	1.33
6. Individual- ized education plans (IEP)	5	6.66	3	4.00	2	2.66	0	0.00

highlands have established identification procedures (see Table 19).

#### Multidisciplinary Teams

On the national level, 10 (13.33%) districts out of 75 (100%) districts have established multidisciplinary teams. On the regional level: 5 (6.66%) districts in the midlands region; 4 (5.33%) in the lowlands, and 1 (1.33%) in the highlands have established multidisciplinary teams (see Table 19).

#### Individualized Education Plans

On the national level, 5 (6.66%) districts out of 75 (100%) districts have established procedures for Individualized Education Plans. On the regional level: 3 (4.00%) districts in the midlands region; 2 (2.66%) in the lowlands; and 0 (0%) in the highlands have established procedures for Individualized Education Plans (see Table 19).

### Description of Special Education

#### Administrative Structures

After conducting an analysis of special education services in Nepal, the current special education administrative structure emerged (see Figure 4). This structure involves eight elements beginning with the Nepal Children's Organization headed by Her Majesty Queen of

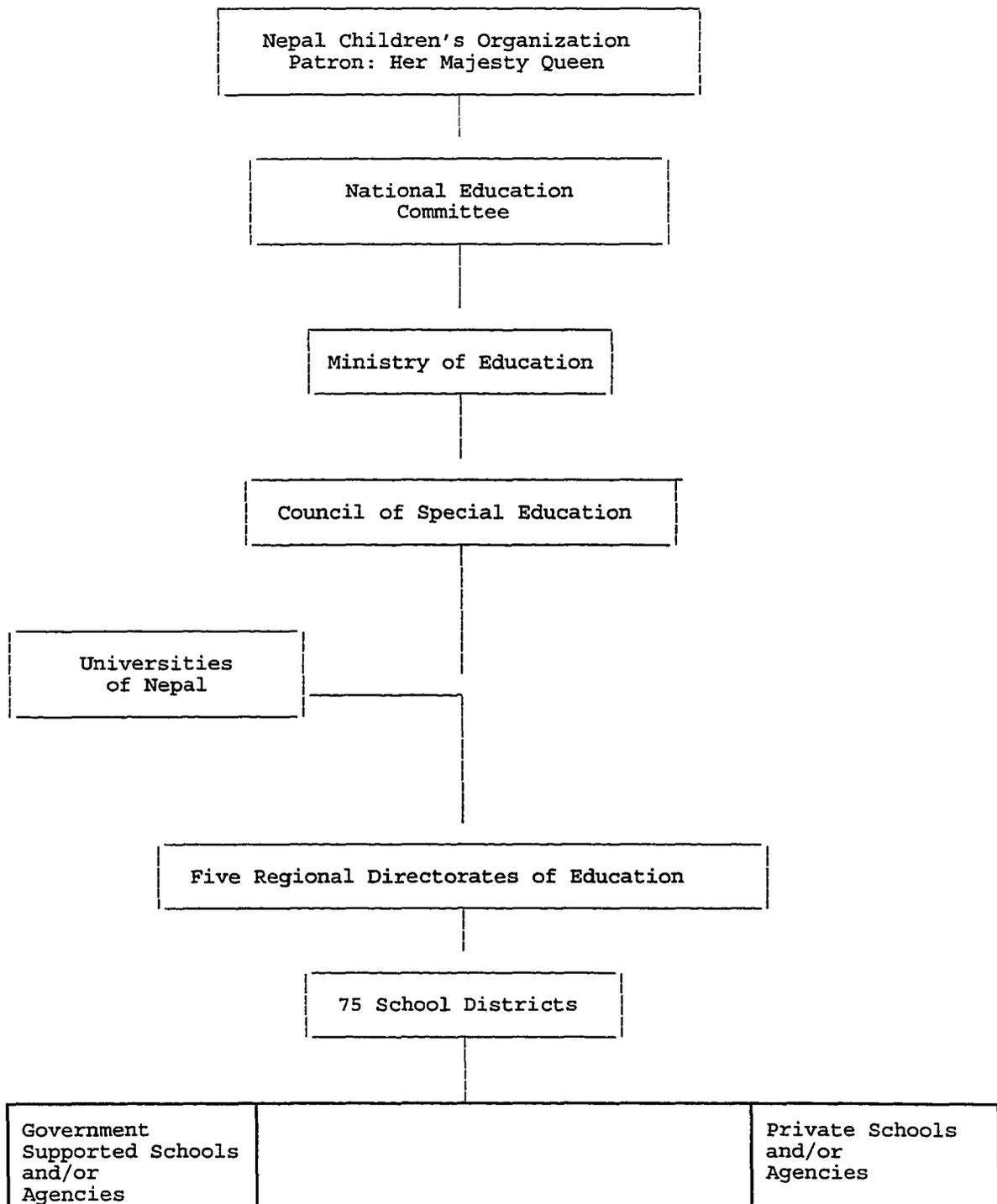


Figure 4. Current Special Education Administrative Organization in Nepal

Nepal, and concluding with government supported schools and private schools and/or agencies. The remaining six elements are: National Education Committee; Ministry of Education; Council of Special Education; Three Universities of Nepal; Five Regional Directorates of Education; Seventy Five School Districts; and Public/Private Schools respectively (see Figure 4).

Nepal Children's Organization: Headed by  
Her Majesty Queen of Nepal

Theoretically, the highest administrative authority for the exceptional children of Nepal is Nepal Children's Organization which is led by Her Majesty Queen Aishwarya Rajya Laxmi Devi Shaha of Nepal. However, her direct involvement usually occurs once a year with directives and supervisory reports, which are handed down to the National Education Committee for administrative action.

general education, as well as authorizing the activities of special education programs in Nepal.

National Education Committee

The National Education Committee is the coordinating and supervisory authority between both governmental and nongovernmental educational authorities including the Ministry of Education and Culture, and all the universities and private educational agencies.

### Ministry of Education

The Ministry of Education is the authority for direction, coordination, and control of all educational policies. Basically, the ministry is responsible both for general education, as well as authorizing the activities of special education programs in Nepal.

### Council of Special Education

This council has the responsibility for planning, programming, and implementing the policies of special education for exceptional children in Nepal. At this time, this council and its activities are directed toward the beginning stage of special education development.

### Three Universities of Nepal

Currently, Tribhuvan University has the responsibility for training special education teachers, staff training programs, and research activities. These are coordinated with the Ministry of Education. There is no structured special education plan or program in the other two universities in Nepal.

### Five Developmental Directorates of Education

In Nepal, there are five directorates of education to supervise educational programs in the school districts under their jurisdiction. There is no branch or specific office for special education programs in any of the five directorates.

### Seventy Five School Districts

Seventy five school districts are directly responsible for providing special education to their exceptional students in public or private schools or agencies. Although these school districts lack efficient manpower and resources, they are trying to identify and serve the special education children and youth in grades 1-12.

### Government Supported Schools and/or Agencies

All of the public schools in Nepal at the elementary, lower secondary, and secondary levels are under the control of the local school districts. The special education schools are also under the general supervision of the local districts.

### Private Schools and/or Agencies

Private schools do not have governmental financial control, but they must comply with the educational laws of Nepal. Special education programs in private schools are encouraged, but the government exerts minimal control.

## Status of Personnel Involved with Exceptional Students

An inadequate number of all types of special education personnel exists in each public and private school district. Personnel patterns vary from district to district and might include any number or combination of the following

personnel: special education teachers; regular teachers; principals; general education school supervisors; vocational education school supervisors; district education officers; visiting special education team; district special education committees; and "others" (locally available social workers, volunteers, ex-military men, or helpers for the purpose of special education).

The rank order of the types of educational and special education personnel in Nepal are shown in Table 20. The largest category of personnel are general education teachers (N = 58,089); followed by principals (N = 20,402); special education teachers (N = 1,847); others (peace corps volunteers, ex-military men, and social workers) (N = 1,017); general education supervisors (N = 775); district education officers (N = 75); vocational education supervisors (N = 35); visiting special education team (N = 8); and district special education committees (N = 7).

Personnel Involved in the Delivery of Special Education Services

Table 21 compares the types of services delivered by personnel categories including three different levels of involvement: most involved; somewhat involved; and least involved. Table 21 also shows the personnel involved in the delivery of special education services including: a)

Table 20

Comparison of Types of Educational and Special Education  
Personnel

Personnel by Category	Total Number of Personnel and/or Teams	Rank Order of Services		
		Identi- fication & Assessment	Eligibility Determina- tion	Special Education Instruc- tion
1) General Education Teachers	58,089	1	3	3
2) Principals	20,402	2	2	1
3) Special Education Teachers	1,847	3	1	4
4) Others/social Volunteers	1,017	4	4	2
5) General Education School Supervisors	775	7	8	7
6) District Education Officers	75	5	5	6
7) Vocational Ed. Supervisors	35	9	9	5
8) Visiting (Itinerant) Special Ed. Team	8	6	6	8
9) District Special Education Committee	7	8	7	9

Table 21

Personnel Involved in the Delivery of Special Education Services

Identification and Assessment		
Most Involved	Somewhat Involved	Least Involved
1. General Education Teacher	4. Others (Retired Personnel, and Social workers)	7. General Education Supervisors
2. Special Education Teachers	5. District Education Officers	8. District Special Ed. Committees
3. Principals	6. Visiting Special Education Team	9. Vocational Education Supervisors
Eligibility Determination		
Most Involved	Somewhat Involved	Least Involved
1. Principals	4. Others (Retired Personnel, and Social Workers)	7. District Special Ed. Committees
2. Special Education Teachers	5. District Education Officers	8. General Education Supervisors
3. General Education Teachers	6. Visiting Special Education Team	9. Vocational Education Supervisors
Special Education Instruction		
Most Involved	Somewhat Involved	Least Involved
1. Special Education Teachers	4. Principals	7. General Education Supervisors
2. Others (Retired Personnel, and Social Workers)	5. Vocational Education Supervisors	8. Visiting Special Ed. Teams
3. General Education Teachers	6. District Education Officers	9. District Special Ed. Committees

identification and assessment; b) eligibility determination; and c) special education instruction.

Table 21 suggests that the uses or roles of existing personnel in identification and assessment, eligibility determination, and special education instruction might be studied and reassigned for more effective and efficient service delivery.

#### Personnel Involved in Identification and Assessment

The personnel most involved in the identification and assessment of exceptional children in public and private schools are: 309 general education teachers out of a total of 58,089; 273 special education teachers out of a total of 1,847; and 203 principals out of a total of 20,402 (see Table 22).

The personnel somewhat involved in the identification and assessment of exceptional children are: 175 others (retired personnel, ex-military men, peace corps volunteers, and social workers) out of a total of 1,017; 26 district education officers out of a total of 75; and 5 visiting special education teams out a total of 8 (see Table 22).

The personnel least involved in the identification and assessment of exceptional children are: 5 general education school supervisors out of a total of 775; 2 district special education committees out of a total of 7; and 00 vocational education supervisors out of a total of 35 (see Table 22).

Table 22

Personnel Involved in Identification and Assessment

Personnel by Category	Total Number of Personnel and/or Teams Available	Number of Involved Personnel
1) General Education Teachers	58,089	309
2) Principals	20,402	203
3) Special Education Teachers	1,847	273
4) Others (Peace Corps Volunteers, Ex-military men, & social workers)	1,017	175
5) General Education School Supervisors	775	5
6) District Education Officers	75	26
7) Vocational Education Supervisors	35	00
8) Visiting (Itinerant) Special Education Team	8	5
9) District Special Education Committee	7	2

Personnel Involved in Eligibility Determination

The personnel most involved in the eligibility determination of exceptional children are: 359 principals out of a total of 20,402; 258 special education teachers out of a total of 1,847; and 157 general education teachers out of a total of 58,089 (see Table 23).

The personnel somewhat involved in the eligibility determination of exceptional children are: 101 others (retired personnel, ex-military men, peace corps volunteers, and social workers) out of a total of 1,017; 10 district education officers out of a total of 75; and 2 visiting special education team out of a total of 8 (see Table 23).

The personnel least involved in the eligibility determination of exceptional children are: 2 district special education committees out of a total of 7; 00 general education school supervisors out of a total of 775; and 00 vocational education supervisors out of a total of 35 (see Table 23).

Personnel Involved in Special Education Instruction

The personnel most involved in the instruction of exceptional children are: 1,242 special education teachers out of a total of 1,847; 609 others (retired personnel, ex-military men, peace corps volunteers, and social workers) out of a total of 1,017; and 567 general education teachers out of a total of 58,089 (see Tables 24).

Table 23

Personnel Involved in Eligibility Determination

Personnel by Category	Total Number of Personnel and/or Teams Available	Number of Involved Personnel
1) General Education Teachers	58,089	157
2) Principals	20,402	359
3) Special Education Teachers	1,847	258
4) Others (Peace Corps Volunteers Ex-military men, & social workers)	1,017	101
5) General Education School Supervisors	775	000
6) District Education Officers	75	10
7) Vocational Education Supervisors	35	000
8) Visiting (Itinerant) Special Education Team	8	2
9) District Special Education Committee	7	2

Table 24

Personnel Involved in Special Education Instruction

Personnel by Category	Total Number of Personnel and/or Teams Available	Number of Involved Personnel
1) General Education Teachers	58,089	567
2) Principals	20,402	55
3) Special Education Teachers	1,847	1,242
4) Others (Peace Corps Volunteers Ex-military men, & social workers)	1,017	609
5) General Education School Supervisors	775	000
6) District Education Officers	75	2
7) Vocational Education Supervisors	35	3
8) Visiting (Itinerant) Special Education Team	8	000
9) District Special Education Committee	7	000

The personnel somewhat involved in the instruction of exceptional children are: 55 principals out of a total of 20,402; 3 vocational educational supervisors out of a total of 35; and 2 district education officers out of a total of 75 (see Table 24).

The personnel least involved in the instruction of exceptional children are: 00 general education school supervisors out of a total of 775; 00 visiting special education teams out of 8; and 00 district special education committees out of a total of 7 (see Table 24).

#### Status of Special Education Services in Nepal

Based on the information obtained from data collection and the statistical reports of the Ministry of Education (1993), four basic types of special education services were identified in Nepal and midland, lowland, and highland regions: a) identification and assessment services; b) eligibility determination; c) special education instructional services; and d) related services. Table 25 presents the total number of personnel positions estimated, filled, and unfilled for each special education service.

##### Identification and Assessment Services

Of the total 75 school districts in Nepal, seven districts (9.33%) have identification and assessment committees for the identification and assessment of

Table 25

Types of Special Education Services and Personnel: Estimated Positions Needed, Filled, and Unfilled in the Nation

Types of Services and/or Personnel	Total Positions Estimated		Total Positions Filled		Total Positions Unfilled	
	N	%	N	%	N	%
1) District Committees for Identification and assessment	75	100	7	9.33	68	90.67
2) District Committees for Eligibility Determination	75	100	7	9.33	68	90.67
3) Special Education Instruction/ Personnel	23,200	100	1,847	7.96	21,353	92.04
4) Related Services:						
a) eye clinicians	3,055	100	155	5.07	2,900	94.93
b) ear clinicians	3,091	100	396	12.81	2,695	87.19
c) counselors lawyers	11,500	100	351	3.05	11,149	96.95
d) preschool teachers	18,050	100	779	4.32	17,271	95.68
e) school doctors/ nurses	11,500	100	993	8.63	10,507	91.37
f) occupational therapists	3,700	100	172	4.65	3,528	95.35
g) physical therapists	2,300	100	175	7.61	2,125	92.39
h) psychologists	1,500	100	25	1.67	1,475	98.33
i) social workers	23,200	100	451	1.94	22,749	98.06
j) language pathologists	3,700	100	37	1.00	3,663	99.00

exceptional students. Sixty eight districts (90.67%) do not utilize identification and assessment committees.

#### Eligibility Determination

Of the total 75 school districts in Nepal, seven districts (9.33%) have committees for the eligibility determination of exceptional students. Sixty eight districts (90.67%) do not utilize eligibility determination committees.

#### Special Education Instructional Services

The total number of estimated positions needed for special education teachers in the nation is 23,200. Currently, 1,847 (7.96%) positions are filled and 21,353 (92.04%) positions are unfilled (see Table 25).

#### Related Services:

Generally, there are ten major types of personnel involved in related services: a) eye clinicians or opticians; b) ear clinicians and/or audiologists; c) counselors and/or lawyers; d) preschool teachers; e) school doctors and/or nurses; f) occupational therapists; g) physical therapists; h) psychologists; i) social workers; and j) language pathologists (see Table 25).

##### a) eye clinicians/ophthalmologists

The total number of estimated positions needed for eye clinicians and/or ophthalmologists in the nation is 3,055.

Currently, 155 (5.07%) positions are filled and 2,900 (94.93%) positions are unfilled (see Table 25).

b) ear clinicians/audiologists

The total number of estimated positions needed for ear clinicians in the nation is 3,091. Currently, 396 (12.81%) positions are filled and 2,695 (87.19%) positions are unfilled (see Table 25).

c) counselors/lawyers

The total number of estimated positions needed for counselors and/or lawyers in the nation in the nation is 11,500. Currently, 351 (3.05%) positions are filled and 11,149 (96.95%) positions are unfilled (see Table 25).

d) preschool teachers

The total number of estimated positions needed for preschool teachers in the nation is 18,050. Currently, 779 (4.32%) positions are filled and 17,271 (95.68%) positions are unfilled (see Table 25).

e) school doctors/nurses

The total number of estimated positions needed for school doctors and/or nurses in the nation is 11,500. Currently, 993 (8.63%) positions are filled and 10,507 (91.37%) positions are unfilled (see Table 25).

f) occupational therapists

The total number of estimated positions needed for occupational therapists in the nation is 3,700. Currently,

172 (4.65%) positions are filled and 3,528 (95.35%) positions are unfilled (see Table 25).

g) physical therapist

The total number of estimated positions needed for physical therapists in the nation is 2,300. Currently, 175 (7.61%) positions are filled and 2,125 (92.39%) positions are unfilled (see Table 25).

h) psychologists

The total number of estimated positions needed for psychologists in the nation is 1,500. Currently, 25 (1.67%) positions are filled and 1,475 (98.33%) positions are unfilled (see Table 25).

i) social workers

The total number of estimated positions needed for social workers in the nation is 23,200. Currently, 451 (1.94%) positions are filled and 22,749 (98.06%) positions are unfilled (see Table 25).

j) language pathologists

The total number of estimated positions needed for language pathologists in the nation is 3,700. Currently, 37 (1.00%) positions are filled and 3,663 (99.00%) positions are unfilled (see Table 25).

## The Midlands' Status of Special Education

### Identification and Assessment Services

Of the 40 total school districts in the midlands, two (5%) districts have committees for the identification and assessment of exceptional students. Thirty eight districts (95%) do not utilize identification and assessment committees. At this time, no information was obtained with regard to the membership of these committees (see Table 26).

### Eligibility Determination

Of the 40 total school districts in the midlands, two (5%) districts have committees to determine the eligibility of exceptional students. Thirty eight districts (95%) do not utilize eligibility committees. At this time, no information was obtained with regard to the membership of these committees.

### Special Education Instructional Services

The total number of estimated positions needed for special education teachers in the midlands is 13,920. Currently, 1,010 (7.26%) positions are filled and 12,910 (92.74%) positions are unfilled (see Table 26).

### Related Services

#### a) eye clinicians/ophthalmologists

The total number of estimated positions needed for eye clinicians and/or ophthalmologists in the midlands is 916.

Table 26

Types of Special Education Services and Personnel:Estimated Positions Needed, Filled, and Unfilled

(Midlands Districts N = 40)

Types of Services and/or Personnel	Total Positions Estimated		Total Positions Filled		Total Positions Unfilled	
	N	%	N	%	N	%
1) District Committees for Identification and Assessment	40	100	2	5	38	95
2) District Committees for Eligibility Determination	40	100	2	5	38	95
3) Special Education Instruction/ Personnel	13,920	100	1,010	7.26	12,910	92.74
<b>4) Related Services:</b>						
a) eye clinicians/ ophthalmologists	916	100	93	10.15	823	89.85
b) ear clinicians	1,550	100	226	14.58	1,324	85.42
c) counselors	6,900	100	190	2.75	6,710	97.25
d) preschool teachers	10,800	100	470	4.35	10,330	95.65
e) school doctors/nurses	6,900	100	555	8.04	6,345	91.96
f) occupational therapists	2,220	100	90	4.05	2,130	95.95
g) physical therapists	1,280	100	93	7.27	1,020	92.73
h) psychologists	900	100	13	1.44	887	98.56
i) social workers	13,920	100	250	1.80	13,670	98.20
j) language pathologists	2,220	100	19	0.86	2,201	99.14

Currently, 93 (10.15%) positions are filled and 823 (89.85%) positions are unfilled (see Table 26).

b) ear clinicians/audiologists

The total number of estimated positions needed for ear clinicians in the midlands is 1,550. Currently, 226 (14.58%) positions are filled and 1,324 (85.42%) positions are unfilled (see Table 26).

c) counselors/lawyers

The total number of estimated positions needed for counselors and/or lawyers in the midlands is 6,900. Currently, 190 (2.75%) positions are filled and 6,710 (97.25%) positions are unfilled (see Table 26).

d) preschool teachers

The total number of estimated positions needed for preschool teachers in the midlands is 10,800. Currently, 470 (4.35%) positions are filled and 10,330 (95.65%) positions are unfilled (see Table 26).

e) school doctors/nurses

The total number of estimated positions needed for school doctors and/or nurses in the midlands is 6,900. Currently, 555 (8.04%) positions are filled and 6,345 (91.96%) positions are unfilled (see Table 26).

f) occupational therapists

The total number of estimated positions needed for occupational therapists in the midlands is 2,220.

Currently, 90 (4.05%) positions are filled and 2,130 (95.95%) positions are unfilled (see Table 26).

g) physical therapist

The total number of estimated positions needed for physical therapists in the midlands is 1,280. Currently, 93 (7.27%) positions are filled and 1,020 (92.73%) positions are filled (see Table 26).

h) psychologists

The total number of estimated positions needed for psychologists in the midlands is 900. Currently, 13 (1.44%) positions are filled and 887 (98.56%) positions are unfilled (see Table 26).

i) social workers

The total number of estimated positions needed for social workers in the midlands is 13,920. Currently, 250 (1.80%) positions are filled and 13,670 (98.20%) positions are unfilled (see Table 26).

j) language pathologists

The total number of estimated positions needed for language pathologists in the midlands is 2,220. Currently, 19 (0.86%) positions are filled and 2,201 (99.14%) positions are unfilled (see Table 26).

## The Lowlands' Status of Special Education

### Identification and Assessment Services

Of the 21 total school districts in the lowlands, three (14.29%) districts have committees for the identification and assessment of exceptional students. Eighteen districts (85.71%) do not utilize identification and assessment committees. At this time, no information was obtained with regard to the membership of these committees (see Table 27).

### Eligibility Determination

Of the 21 total school districts in the lowlands, three (14.29%) districts have committees for determining the eligibility of exceptional students. Eighteen districts (85.71%) do not utilize eligibility determination committees. At this time, no information was obtained with regard to the membership of these committees.

### Special Education Instruction Services

The total number of estimated positions needed for special education teachers in the lowlands is 6,960. Currently, 729 (10.47%) positions are filled and 6,231 (89.53%) positions are unfilled (see Table 27).

### Related Services:

#### a) eye clinicians/ophthalmologists

The total number of estimated positions needed for eye clinicians and/or ophthalmologists in the lowlands is 916.

Table 27

Types of Special Education Services and Personnel:Estimated Positions Needed, Filled, and Unfilled

(Lowlands Districts N = 21)

Types of Services and/or Personnel	Total Positions Estimated		Total Positions Filled		Total Positions Unfilled	
	N	%	N	%	N	%
1) District Committees for Identification and Assessment	21	100	3	14.29	18	85.71
2) District Committees for Eligibility Determination	21	100	3	14.29	18	85.71
3) Special Education Instruction/ Personnel	6,960	100	729	10.47	6,231	89.53
4) Related Services:						
a) e clinicians phthalmologists	916	100	45	4.91	871	95.09
b) ear clinicians/ audiologists	901	100	110	12.21	791	87.79
c) counselors/ lawyers	3,450	100	95	2.75	3,355	97.25
d) preschool teachers	4,200	100	235	5.60	3,965	94.40
e) school doctors and/or nurses	3,450	100	250	7.25	3,200	92.75
f) occupational therapists	1,110	100	50	4.50	1,060	95.50
g) physical therapists	1,015	100	51	5.02	964	94.98
h) psychologists	450	100	9	2.00	441	98.00
i) socialworkers	6,960	100	130	1.87	6,830	98.13
j) language pathologists	1,110	100	12	1.08	1,098	98.92

Currently, 45 (4.91%) positions are filled and 871 (95.09%) positions are unfilled (see Table 27).

b) ear clinicians/audiologists

The total number of estimated positions needed for ear clinicians in the lowlands is 901. Currently, 110 (12.21%) positions are filled and 791 (87.79%) positions are unfilled (see Table 27).

c) counselors/lawyers

The total number of estimated positions needed for counselors and/or lawyers in the lowlands is 3,450. Currently, 95 (2.75%) positions are filled and 3,355 (97.25%) positions are unfilled (see Table 27).

d) preschool teachers

The total number of estimated positions needed for preschool teachers in the lowlands is 4,200. Currently, 235 (5.60%) positions are filled and 3,965 (94.40%) positions are unfilled (see Table 27).

e) school doctors/nurses

The total number of estimated positions needed for school doctors and/or nurses in the lowlands is 3,450. Currently, 250 (7.25%) positions are filled and 3200 (92.75%) positions are unfilled (see Table 27).

f) occupational therapists

The total number of estimated positions needed for occupational therapists in the lowlands is 1,110.

Currently, 50 (4.50%) positions are filled and 1,060 (95.50%) positions are unfilled (see Table 27).

g) physical therapist

The total number of estimated positions needed for physical therapists in the lowlands is 1,015. Currently, 51 (5.02%) positions are filled and 964 (94.98%) positions are unfilled (see Table 27).

h) psychologists

The total number of estimated positions needed for psychologists in the lowlands is 450. Currently, 9 (2.00%) positions are filled and 441 (98.00%) positions are unfilled (see Table 27).

i) social workers

The total number of estimated positions needed for social workers in the lowlands is 6,960. Currently, 130 (1.87%) positions are filled and 6,830 (98.13%) positions are unfilled (see Table 27).

j) language pathologists

The total number of estimated positions needed for language pathologists in the lowlands is 1,110. Currently, 12 (1.08%) positions are filled and 1,098 (98.92%) positions are unfilled (see Table 27).

## The Highlands' Status of Special Education

### Identification and Assessment Services

Of the 14 total school districts in the highlands, two (14.29%) districts have committees for the identification and assessment of exceptional students. Twelve districts (85.71%) do not utilize identification and assessment committees. At this time, no information was obtained with regard to the membership of these committees.

### The Highlands: Eligibility Determination

Of the 14 total school districts in the highlands, two (14.29%) districts have committees for the eligibility determination of exceptional students. Twelve districts (85.71%) do not utilize eligibility determination committees. At this time, no information was obtained with regard to the membership of these committees.

### Special Education Instruction Services

The total number of estimated positions needed for special education teachers in the highlands is 2,320. Currently, 108 (4.66%) positions are filled and 2,212 (95.34%) positions are unfilled (see Table 28).

### Related Services:

#### a) eye clinicians/ophthalmologists

The total number of estimated positions needed for eye clinicians and/or ophthalmologists in the highlands is 539.

Table 28

Types of Special Education Services and Personnel:  
Estimated Positions Needed, Filled, and Unfilled

(Highlands Districts N = 14)

Types of Services and/or Personnel	Total Positions Estimated		Total Positions Filled		Total Positions Unfilled	
	N	%	N	%	N	%
1) District Committees for Identification and assessment	14	100	2	14.29	12	85.71
2) District Committees for Eligibility Determination	14	100	2	14.29	12	85.71
3) Special Education Instruction/ Personnel	2,320	100	108	4.66	2,212	95.34
<b>4) Related Services:</b>						
a) eye clinicians/ ophthalmologists	539	100	17	3.15	522	96.85
b) ear clinicians/ audiologists	640	100	60	9.38	580	90.62
c) counselors lawyers	1,150	100	66	5.74	1,084	94.26
d) preschool teachers	3,050	100	74	2.43	2,976	97.57
e) school doctors and/or nurses	1,150	100	88	7.65	1,062	92.35
f) occupational therapists	370	100	32	8.65	338	91.35
g) physical therapists	305	100	31	10.16	274	89.84
h) psychologists	150	100	3	2.00	147	98.00
i) social workers	2,320	100	71	3.06	2,249	96.94
j) language pathologists	370	100	6	1.62	364	98.38

Currently, 17 (3.15%) positions are filled and 522 (96.85%) positions are unfilled (see Table 28).

b) ear clinicians/audiologists

The total number of estimated positions needed for ear clinicians in the highlands is 640. Currently, 60 (9.38%) positions are filled and 580 (90.62%) positions are unfilled (see Table 28).

c) counselors/lawyers

The total number of estimated positions needed for counselors and or lawyers in the highlands is 1,150. Currently, 66 (5.74%) positions are filled and 1,084 (94.26%) positions are unfilled (see Table 28).

d) preschool teachers

The total number of estimated positions needed for preschool teachers in the highlands is 3,050. Currently, 74 (2.43%) positions are filled and 2,976 (97.57%) positions are unfilled (see Table 28).

e) school doctors/nurses

The total number of estimated positions needed for school doctors and/or nurses in the highlands is 1,150. Currently, 88 (7.65%) positions are filled and 1,062 (92.35%) positions are unfilled (see Table 28).

f) occupational therapists

The total number of estimated positions needed for occupational therapists in the highlands is 370. Currently,

32 (8.65%) positions are filled and 338 (91.35%) positions are unfilled (see Table 28).

g) physical therapist

The total number of estimated positions needed for physical therapists in the highlands is 305. Currently, 31 (10.16%) positions are filled and 274 (89.84%) positions are unfilled (see Table 28).

h) psychologists

The total number of estimated positions needed for psychologists in the highlands is 150. Currently, 3 (2.00%) positions are filled and 147 (98.00%) positions are unfilled.

i) social workers

The total number of estimated positions needed for social workers in the highlands is 2,320. Currently, 71 (3.06%) positions are filled and 2,249 (96.94%) positions are unfilled (see Table 28).

j) language pathologists

The total number of estimated positions needed for language pathologists in the highlands is 370. Currently, 6 (1.62%) positions are filled and 364 (98.38%) positions are unfilled (see Table 28).

### Barriers to Special Education Services

Nine barriers were identified by seventy five school districts, which interfered with providing special education services for exceptional students. According to the data shown on Table 29, 78.66% of the 75 school district education officers agreed on the first five barriers:

1. Lack of manpower	89.33%
2. Lack of facilities	89.33%
3. Lack of budget and planning	86.66%
4. Lack of legal mandate	82.66%
5. Lack of operating procedures	78.66%

The four remaining barriers consisted of: a) lack of special education training for teachers 45 (60%); b) lack of special education curricula 45 (60%); c) ineffective administrative organization (46.66%); and d) lack of involvement of parents and community (37.33%).

In reviewing the regional differences it is interesting to note that the largest percentage of barriers was identified in the midlands' schools, which provide the most services. The next largest percentage was the lowlands' schools. The highlands' schools, which have the greatest needs, identified a much smaller percentage of each barrier than either the midlands or lowlands school districts (see Table 29).

Table 29

Barriers in Providing Effective Services by Region

Barriers Identified by 75 School Districts (Data in Rank Order)	Nation and Regions							
	National N = 75		Midlands N = 40		Lowlands N = 21		Highlands N = 14	
	N	%	N	%	N	%	N	%
1) Lack of Manpower	67	89.33	35	46.60	20	26.66	12	16.00
2) Lack of facilities	67	89.33	36	48.00	20	26.66	11	14.66
3) Lack of budget & planning	65	86.66	35	46.66	19	35.33	11	14.66
4) Lack of legal mandate	62	82.66	34	45.33	18	24.00	10	13.33
5) Operating Procedures	59	78.66	35	46.66	17	22.66	7	9.33
6) Lack of training for special ed. teachers	45	60.00	25	33.33	13	17.33	7	9.33
7) Lack of sp. ed. curricula	45	60.00	25	33.33	13	17.33	7	9.33
8) Ineffective administrative organization	35	46.66	22	29.33	8	10.66	5	6.66
9) Lack of involvement of parents & community	28	37.33	14	18.66	9	12.00	5	6.66

Primarily, the lack of manpower, facilities, budget and planning, legal mandates, and operating procedures are the top barriers. In the perception of district education officers, these findings indicate that special education in Nepal can be better delivered if these five barriers would be overcome.

#### Education Officers' Suggestions for Improving Special Education Services

There is substantial agreement among most of the district education officers as to what should be done to meet the needs of exceptional students. Ten suggestions were recommended by the seventy five education officers:

<u>Suggestions</u>	<u>N</u>	<u>(%)</u>
1. Train essential manpower	70	(93.3%)
2. Provide facilities for special education instruction	67	(89.3%)
3. Develop a nationwide special education plan and budget	64	(85.3%)
4. Provide a legal mandate for special education programs	62	(82.6%)
5. Provide effective administrative organization	52	(69.3%)
6. Open special education training centers	50	(66.6%)

7. Give priority to provide needed special education services	44	(58.6%)
8. Develop effective operating procedures	44	(58.6%)
9. Establish a continuing research program	43	(57.3%)
10. Increase effective involvement of parents and community	38	(50.6%)

The rank order of suggestions varied slightly from one region to another. Generally, all three regions were in agreement as to the rank order of suggestions (see Table 30). All three regions ranked training essential manpower, providing facilities, developing a nationwide special education plan and budget, and providing a legal mandate as the top four suggestions.

It is interesting to note that giving priority to needed special education services, developing effective operating procedures, establishing a continuing research program, and increasing effective involvement of parents and community were ranked low (7th, 8th, 9th, and 10th respectively) by all three regions. The low ranking of these operating activities may suggest that their importance to delivering special education services is not clear to school district officers.

There is close agreement between the ten suggestions of the district education officers for improving special

Table 30

Common Suggestions of Officers for Improving Special  
Education Delivery Services in 75 School Districts

Types of Suggestions commonly Identified by District Education Officers in rank order	Districts by Region							
	National N = 75		Midlands N = 40		Lowlands N = 21		Highlands N = 14	
	N	%	N	%	N	%	N	%
1) Train essential manpower	70	93.3	37	49.3	21	28.0	12	16.0
2) Provide facilities for sp. ed. instruction	67	89.3	35	46.6	21	28.0	12	16.0
3) Develop a nation-wide special education plan and budget	64	85.3	35	46.6	18	24.0	11	14.6
4) Provide a legal mandate for special education programs	62	82.6	34	45.3	18	24.0	10	13.3
5) Effective administrative organization	52	69.3	27	36.0	17	22.6	8	10.6
6) Open special education training center(s)	50	66.6	27	36.0	15	20.0	7	9.3
7) Give priority to provide needed special education services	44	58.6	28	37.3	16	21.3	6	8.0
8) Develop effective operating procedures	44	58.6	25	33.3	12	16.0	6	8.0
9) Establish a continuing research program	43	57.3	23	30.6	14	18.6	6	8.0
10) Increase effective involvement of parents and community	38	50.6	21	28.0	9	12.0	6	10.6

education in Nepal, and the supporting objective data which were presented throughout this chapter.

## CHAPTER 5

## DISCUSSIONS AND RECOMMENDATIONS

This chapter includes a review of the purpose, research questions, and the methodology of this study. A discussion of results is presented involving the strengths, weaknesses, and the need for improvement of special education in Nepal. The last section involves recommendations for improving special education services in Nepal.

The purpose of this study was to investigate the current status of special education services in Nepal. More specifically, this study investigated and analyzed:

- a) the number and percent of exceptional students identified by category;
- b) the number and percent of identified exceptional students (grades 1 to 12) receiving and not receiving services;
- c) the number and percent of identified exceptional students receiving services by school districts, receiving services by private agencies, or not receiving services in each region;
- d) regional comparisons of the differences in the total number of students enrolled, identified, served and not served in each region;

e) the demographic description (geographic region, socio-economic status, and population) of the top ten, mid ten and lowest ten service providing districts;

f) the existing types of operational procedures in special education;

g) the kinds of administrative structures which exist to deliver special education services in Nepal;

h) the types of educational and special education employed;

i) the personnel involved in identification/assessment, eligibility determination, and related services;

j) the types of special education services and personnel positions needed, filled, and unfilled;

k) barriers to providing special education services; and

l) suggestions for improving special education services in Nepal.

All seventy five school districts in Nepal were surveyed to provide a national overview of how school districts were administering special education services. In studying the presence or absence of special education services in Nepalese school districts, three other critical variables were considered--geographic region, socio-economic status, and population. The procedure used to obtain information about each school district's special education services consisted of a written questionnaire,

Interview Questions About Program, which was sent to all seventy five school districts officers. The data collection procedures included the following phases:

a) A permission letter was written by the Secretary of the Ministry of Education of Nepal to encourage data collection;

b) A translation committee was organized to translate all the instruments into the Nepalese language for the data collection process;

c) A pilot study of the interview was conducted with a former district education officer. A few questions were revised based on the responses from the pilot study;

d) The interview materials were sent to all subjects;  
and

e) To obtain responses from all districts, a conference of district education officers in west Nepal was attended, a reminder letter was sent, some officers were contacted by telephone, and personal visits were made to some districts.

The procedures of data analysis included seven steps:

1. Collect data by mailing interview questionnaires to all seventy five school district education officers of Nepal;

2. Assemble the raw data on the basis of the individual district education officer's responses;

3. Make complete copies of the raw data of all seventy five school districts' education officers' responses;
4. Review the data to identify common themes or factors from the data;
5. Cluster statements from the district education officers according to these common themes or factors;
6. Reexamine the accumulated information if necessary; and
7. Identify common themes, patterns, and categories which emerged from the data and develop a needs assessment.

The types of data analysis included the following stages:

- a) The data for each research question or issue were placed in Tables 1-32;
- b) Data were computed by districts, by region, and nationally;
- c) Percentages also were computed when necessary;
- d) Comparison and composite tables were created to highlight differences between districts and regions;
- e) Rank ordering was used when appropriate; and
- f) Descriptive statements were written for some questions.

## Discussion

### I. The Identification of Exceptional Students: A National Picture

#### *Strong Point*

Nepal has begun to identify special education students in all seventy five school districts. Exceptional students were identified in nine different categories: a) visual impairment; b) hearing impairment; c) mental retardation; d) emotionally disturbed); e) orthopedically disabled; f) other health impairments; g) learning disabilities; h) gifted and talented; and i) speech and language disorders.

#### *Weak Point*

The Ministry of Education estimated that 10% or 407,678 students, out of the total 4,076,783 students in Nepal, would be exceptional and require special education services (Sharma, 1994). Only 104,015 students have been identified. This represents only 2.55% of the 10% one would expect to identify.

#### *Need*

There is a great need to improve the identification system throughout the nation, so that Nepal's education system can identify all of the students who are in need of special education services.

## II. Providing Special Education Services:

### A National and Regional Picture

#### *Strong Points*

1. Nepal is providing some special education services in every area of exceptionality.

2. There are various private agencies providing special education services in Nepal.

#### *Weak Points*

1. Only 20,717 (19.92%) exceptional students are being served out of the 104,855 identified as needing service (see Table 11).

2. A total of 83,298 (80.08%) of the 104,015 exceptional students who have been identified, are not receiving services in the nation (see Table 11).

3. Private schools and agencies are serving more exceptional students (N = 11,855, 11.40%) than are the public school districts (N = 8,862, 8.52%) within the nation and within each geographic region (midlands, lowlands, and highlands) (see Table 11).

4. There are many private agencies willing to provide special education services, but governmental policies do not clearly provide guidelines and leadership for the private agencies.

#### *Needs*

1. There is a need for an effective service delivery model for special education services for serving all

categories of exceptional students in public and private schools.

2. The government needs to provide specific guidelines and technical assistance to support educational agencies in serving and providing educational services for exceptional students.

#### The Midlands: Special Education Services

##### *Strong Points*

1. The midlands' districts have a larger population, more school districts, and resources than the lowlands and highlands (see Table 11).

2. The midlands identified 58,952 students as exceptional (see Table 8).

3. A total of 12,808 exceptional students received special education services from public and private schools (see Table 8).

##### *Weak Points*

1. The midlands should have identified an estimated 209,833 students as exceptional (see Table 8).

2. A total of 46,144 identified exceptional students were not served (see Table 8).

##### *Needs*

1. Both the government and private agencies need to strengthen their special education services to meet the needs of all children who need special education services. Each district should review existing and needed services and

develop specific objectives for implementing needed services.

The Lowlands: Special Education Services

*Strong Points*

1. The lowlands identified 36,725 students as exceptional (see Table 9).

2. A total of 6,891 exceptional students received special education services in public and private schools (see Table 9).

*Weak Points*

1. The lowland should have identified an estimated 164,957 students as exceptional (see Table 9).

2. A total of 29,834 identified exceptional students were not served (see Table 9).

*Need*

Both the government and private agencies need to strengthen their special education services to meet the needs of all children who need special education services. Each district should review existing and needed services and develop specific objectives for implementing needed services.

The Highlands: Special Education Services

*Strong Points*

1. The highlands identified 8,308 students as exceptional (see Table 10).

2. A total of 1,511 exceptional students received special education services from public and private schools (see Table 10).

*Weak Points*

1. The highlands should have identified an estimated 32,889 students as exceptional (see Table 10).

2. A total of 6,797 identified exceptional students were not served (see Table 10).

*Needs*

1. Both the government and private agencies need to strengthen their special education services to meet the needs of all children who need special education services. Each district should review existing and needed services and develop specific objectives for implementing needed services.

2. The salary scale for personnel is the same throughout the country. Very few personnel are attracted to work in the remote areas of the highlands where the cost of living is more expensive. Consequently, very few exceptional students are identified and served in these remote areas. Service providing personnel need special incentives for working in the highlands to identify and serve more exceptional students.

### Regional Comparisons

#### *Strong Point*

Some special education services in the nine categories of exceptionalities are provided in all regions (see Table 11).

#### *Weak Points*

1. None of the regions is identifying the expected 10% of their exceptional students.

2. Private agencies served more exceptional students in each region of Nepal (the midlands, lowlands, and highlands) than did the school districts (see Table 11).

3. The midlands districts are not serving 46,144 (78.27%) of the identified 58,952 exceptional students (see Table 8).

4. The lowlands districts are not serving 29,834 (81.24%) of the identified 36,725 exceptional students (see Table 9).

5. The highlands districts are not serving 6,797 (81.81%) exceptional students of the identified 8,308 exceptional students (see Table 10).

#### *Needs*

1. The government needs to address the need for special education service delivery in each region.

2. The needs of all districts should be submitted to the Ministry of Education, where they can be analyzed nationally and regionally.

3. The Ministry of Education should then develop a national plan to guide and support local districts through technical assistance and resources.

III. A Description of the Top, Middle, and Lowest Ten Service Providing School Districts

Top Ten Service Providing School Districts

*Strong Points*

1. Kathmandu school district served the largest number of exceptional students in the nation, 2,475 (34.32%) of 7,212 identified students (see Table 12).

2. Eight of the top ten districts have a high or mid SES level (see Table 12).

3. Six of the top ten service providers are from the capital city, Kathmandu, and its surrounding districts: Bhaktapur, Latilpur, Kabhre, Sindhuli and Ramechhap. Only 29.68% of all identified exceptional students are receiving services (see Table 12).

*Weak Point*

The districts of low SES, small population density, and remote areas have fewer service delivery resources. For example, Kalikot district is located in the far-west region away from the capital city area and it has 00 (00%) identified and served special education students (see Table 14).

*Needs*

1. Remote areas and under-privileged districts such as Kalikot need more resources for providing service delivery (see Table 14).

2. There needs to be a regional and socio-economic balance in planning and providing special education services, so that all the top service providers will not be represented from the districts of high SES cities.

3. Cooperative or joint agreement programs are needed where districts share their resources and programs.

Mid Ten Service Providing School Districts*Strong Points*

1. In the mid ten service providing districts, the services were equally distributed among the three regions: four in the midlands; three in the highlands; and three in the lowlands (see Table 13).

2. Jhapa school district served the largest number of exceptional students (N = 680) among the mid ten districts (see Table 13).

*Weak Point*

Only 2,547 (16.92%) of the 15,055 identified exceptional students are receiving special education services. The percent of exceptional students served in each of the mid ten service providing districts (14.60% to 19.50%) does not meet the identified or expected need (see Table 13).

*Need*

All exceptional students served in each of the mid ten service providing districts need to be identified and served.

Lowest Ten Service Providing School Districts*Strong Point*

1. Nine districts out of the lowest ten service providing districts have started identification procedures (see Table 14).

2. Among the lowest ten service providing districts, Khotang district serves the largest number of exceptional students (N = 62) (see Table 14).

*Weak Points*

1. The lowest ten service providing school districts are serving only 407 of 3,864 identified exceptional students (see Table 14).

2. All the lowest ten service providing districts are in low SES areas (see Table 14).

3. The lowest ten service providing districts have less than one-half of the total school enrollment in comparison to the total enrollments of either the mid ten or top ten school districts (see Tables 12, 13, and 14).

*Need*

1. The low service providing school districts need to increase the number of exceptional students identified and served within the total general population (see Table 16).

#### IV. Operating Procedures

##### *Strong Point*

Nationally, the major kinds of operating procedures include: Confidentiality procedures; parental consent procedures; identification procedures; assessment procedures; multidisciplinary teams; and Individualized Education Plans (IEP) (see Table 19).

##### *Weak Point*

Individual districts, on the whole, do not employ all the necessary or major operational procedures for the delivery of special education services. For example, of the 75 school districts in Nepal only 5 (6.66%) districts have established Individualized Education Plans (IEP) (see Table 19). Many of the existing operating procedures are not clearly defined nor standardized.

##### *Need*

The quality of operational procedures for the delivery of special education services needs to be improved in the areas of: Confidentiality; parental consent; assessment; identification; multidisciplinary teams; Individualized Education Plans (IEP) (see Table 21).

#### V. Description of Special Education Administrative

##### Structure

##### *Strong Point*

Nepal has an existing special education administrative organization consisting of eight stages (see Figure 5).

*Weak Point*

The national organization of special education services lacks the necessary infrastructure for providing leadership in special education. The administrative policies, responsibilities, and procedures are not clear for the eight elements of the administrative structure (see Figure 5).

*Needs*

1. The national organizational infrastructure of special education services needs to be reviewed.
2. The administrative policies, procedures, and responsibilities must be clarified for each of the eight elements of the administrative structure.

VI. Status of Personnel Involved with Exceptional Students*Strong Point*

Personnel involved with exceptional students include all types of personnel: Regular teachers; special education teachers; principals; general education school supervisors; vocational education school supervisors; visiting special education team; district education special education committees; and "others" which encompasses locally available social workers, volunteers, ex-military-men, or helpers for the special education (see Table 20).

*Weak Points*

1. Most of the districts employ only a few of the kinds of personnel they need (see Table 20).

2. Most of the districts lack resources to support programs.

*Needs*

1. All school districts need resources to employ personnel.

2. School districts with minimal population need to combine and share their resources in cooperative programs.

3. The roles of existing personnel in identification and assessment, eligibility determination, and special education instruction need to be studied and reassigned for more effective and efficient service delivery (see Table 21).

Personnel Involved in Identification and Assessment

*Strong Point*

The personnel who are most involved in the identification and assessment of exceptional students are:

a) 309 (00.53%) general education teachers out of 58,089;

b) 203 (00.99%) school principals out of 20,403;

and c) 273 (14.78%) special education teachers out of 1847

(see Table 22).

*Weak Point*

The personnel who are least involved in the identification and assessment of exceptional children are:

a) 5 (00.38%) general education school supervisors out of 75;

b) 2 (28.57%) district special education committees out of 7; and

c) 00 (00.00%) and vocational education supervisors out of 35 (see Table 22).

#### *Needs*

1. The Nepalese universities must train general education teachers and administrators to begin the identification process for exceptional children.

2. Special education committees must include general education teachers in identification and assessment procedures.

#### Personnel Involved in Eligibility Determination

##### *Strong Point*

The personnel most involved in the determination of the eligibility of exceptional children are:

a) 359 (1.75%) principals out of 20,402;

b) 258 (13.96%) special education teachers out of 1,847; and

c) 157 (00.27%) general education teachers out of 58,089 (see Tables 23 and 25).

##### *Weak Point*

The personnel least involved in determining the eligibility of exceptional children are:

a) 2 (28.57%) district special education committees out of 7;

b) 000 (00.00%) general education school supervisors out of 775; and

c) 00 (00.00%) vocational education supervisors out of 35 (see Tables 23 and 25).

#### *Needs*

1. Nepal needs to train special education personnel to determine eligibility.

2. Nepal needs to train district special education committees to determine eligibility.

#### Personnel Involved in Special Education Instruction

##### Services

##### *Strong Point*

The personnel most involved in the special education instruction of exceptional children are:

a) 1,242 (61.00%) special education teachers out of 1,847;

b) 609 (59.88%) others (retired personnel, ex-military men, peace corps volunteers, and social workers) out of a total of 1,017; and

c) 567 (00.97%) general education teachers out of 58,089 (see Tables 23 and 26).

##### *Weak Point*

The personnel least involved in special education instruction of exceptional children are:

a) 0 (0%) general education supervisors out of 775;

b) 0 (0%) visiting special education teams out of 8;

and

c) 0 (0%) district special education committees out of a total of 7 (see Table 24).

*Needs*

1. Nepal needs to train general education teachers how to successfully mainstream special education students in general education classes.

2. Nepal needs to train special education personnel to work with exceptional children.

3. Nepal needs to train school level committees to develop Individualized Education Plans (IEP).

VII. Status of Special Education Services in Nepal

*Strong Point*

Related services include many types of personnel: Eye clinicians or ophthalmologists; ear clinicians or audiologists; counselors/lawyers for special education; preschool teachers; school doctors and nurses for special education services; occupational therapists; physical therapists; psychologists; and social workers (see Table 25).

*Weak Points*

1. To date, there is no established center to train special education personnel for Nepal.

2. Of the total 75 school districts in Nepal, only seven districts (9.33%) have committees for the identification and assessment of exceptional students.

Sixty eight districts (90.67%) do not utilize identification and assessment committees (see Table 25).

3. Of the total 75 school districts in Nepal, only seven districts (9.33%) have committees to determine the eligibility of exceptional students. Sixty eight districts (90.67%) do not utilize committees for eligibility determination services (see Table 25).

4. Of 23,200 positions needed, a total of 1,847 (7.96%) positions for special education teachers are filled and 22,353 (92.04%) positions are unfilled (see Table 25).

5. General education teachers are not being trained in special education in Nepal.

#### *Needs*

1. Of the total 75 school districts in Nepal, 68 (90.67%) districts need to establish committees to identify and assess exceptional students (see Table 25).

2. Of the total 75 school districts in Nepal, 68 (90.67%) districts need to establish committees to determine the eligibility of exceptional students (see Table 25).

3. Nepal needs to establish centers to train special education personnel.

4. Additional personnel are needed for Nepal to deliver special education services:

- 68 (91%) more District Committees are needed for identification, assessment, and eligibility determination;

- 21,353 (92%) more special education teachers;
- 2,900 (95%) more eye clinicians or ophthalmologists;
- 2,695 (87%) more ear clinicians or audiologists;
- 11,149 (97%) more counselors/lawyers for special education;
- 17,271 (96%) more preschool teachers;
- 10,507 (91%) more school doctors and nurses for special education services;
- 3,528 (95%) more occupational therapists;
- 2,125 (92%) more physical therapists;
- 1,475 (98%) more psychologists; and
- 22,749 (99%) more social workers (see Table 25).

#### VIII. Barriers to Special Education Services

##### Weak Points

The following weaknesses exist in Nepal regarding the delivery of special education services:

- a) Lack of manpower;
- b) Lack of facilities;
- c) Lack of budget and planning;
- d) Lack of legal mandates;
- e) Lack of operating procedures;
- f) Lack of special education training for teachers;
- g) Lack of special education curricula;
- h) Lack of needed special education services;
- i) Ineffective administrative organization; and
- j) Lack of involvement of parents and community.

## IX. Suggestions for Improving Special Education Services

### *Strong Point*

There was great agreement on suggestions for improving special education services in Nepal by the 75 district education officers (see Table 30).

### *Weak Point*

At present, administrative mechanisms and available resources for education in Nepal are insufficient to implement the ten recommendations shown on Table 30 for the improvement of special services.

### *Needs:*

1. According to the responses of the district education officers of Nepal, the following needs are suggested for the nationwide special education programs:
  - a) Train essential manpower;
  - b) Provide facilities for special education instruction;
  - c) Develop a nationwide special education plan and budget;
  - d) Provide legal mandates for special education programs;
  - e) Provide effective administration organization;
  - f) Open special education training centers with the joint collaboration of the Ministry of Education and supporting agencies;

- g) Give priority to provide needed special education services;
- h) Develop effective operating procedures;
- i) Develop needed programs and services; and
- j) Increase effective involvement of parents and community (see Table 30).

2. There is need for demonstration models to exemplify the delivery of special education services in public school districts and private schools in Nepal (Sharma, 1994).

#### Recommendations

Nepal has vast variations in geographic setting, population density, and socio-economic status between regions and school districts. These factors make it difficult for school districts to establish special education programs for the relatively small number of exceptional students enrolled in each school district. The low prevalence of exceptional students makes it difficult to establish classes even in high population districts. All of these circumstances have resulted in the lack of development of national and regional infrastructures for special education and the lack of operating procedures within school districts.

The recommendations proposed here arose from the needs identified through this status study. The recommendations more effectively utilize the resources which already exist

and make suggestions for new resources. Seven recommendations are made for improving the quality and quantity of special education in Nepal:

First, it is important that a national infrastructure be established to provide leadership and guidance for the development and growth of special education in Nepal;

Second, a conceptual model for serving all at-risk students who might need help needs to be identified or developed;

Third, a legal mandate needs to be developed beginning with guidelines, moving to permissive legislation, and ending with mandatory legislation;

Fourth, improving operating procedures nationally could begin with a manual of guidelines;

Fifth, the issue of personnel training at both the in-service and pre-service level needs to be addressed;

Sixth, increasing the effectiveness of identification procedure through in-service and pre-service training is critical for placement in special education programs; and

Seventh, the Ministry of Education needs to support school districts in developing special education programs through assistance in planning and technical fields.

#### I. Review and Refine Nepal's Administrative Organizational Structure

1. It is recommended that the Ministry of Education allocate one full-time position for a staff member to be

assigned the responsibility for developing special education programs in Nepal. One person should be accountable for leading the nation's effort to mobilize needed resources.

2. The Council of Special Education Services might be divided into three sub-committees: The personnel preparation sub-committee; the research and evaluation sub-committee; and the technical assistance sub-committee.

a) The personnel preparation sub-committee would work with the university training programs to increase the quality and quantity of pre-service training and in-service training;

b) The research and evaluation sub-committee would take the responsibility for stimulating research studies to gather needed information pertinent to the development of special education programs. Making grant monies available for the committee to give competitive grants would be extremely helpful.

c) The technical assistance sub-committee would be responsible for working with regions and school districts in developing their programs. This would require monitoring the status of special education every two years, identifying needs, providing guidelines, making recommendations, and improving special education administrative organizations.

All three sub-committees would meet two or three times annually for strategic purposes, as well as to conduct their own individual meetings.

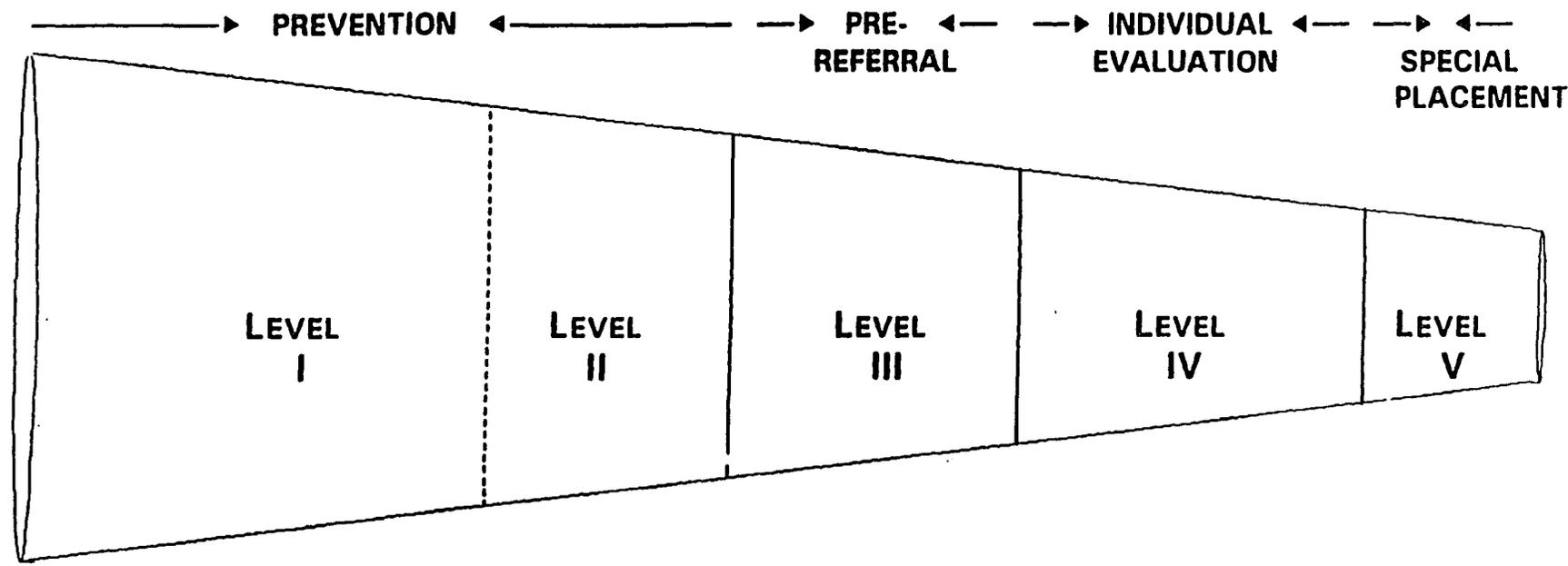
3. The five Regional Development Directorates of Education should be studied. A liaison person is needed to take responsibility for special education in each region, to communicate with the council of special education, and to assist the school districts in implementing recommendations to improve their special education programs.

4. Each school district needs one staff member to take responsibility for the development of special education in the district and assume the role of Director of Special Education. If there are several small villages in an area, one person might serve as director for multiple schools in the area. This would be known as a "cooperative program."

## II. A Model for Delivery of Special Education Services

Rather than establishing special education services on the traditional categorical "pull out" model, where resource rooms and special classes predominate, a system should be developed which addresses all at-risk students who need special help. Such a system should emphasize: a) prevention; b) pre-referral; c) individualized assessment; and d) special education services both within general education classrooms as well as resource rooms and in some cases special classes (Chalfant and Pysh, 1995).

The Chalfant-Pysh Model (1995) consists of five levels of intervention (see Figure 6):



**All Students At-Risk  
(20-25%)**

**Students  
With Unique  
Problems  
(15%)**

**Students  
Reviewed  
For Possible  
Individual  
Evaluation  
(12-15%)**

**Students  
Receiving  
Individual  
Evaluation  
(10-15%)**

**Students  
Eligible for  
Special  
Education  
Services  
(10%)**

**GENERAL EDUCATION  
TEACHERS**

**GEN. EDUC.  
TEACHERS  
PLUS  
SP. EDUC.  
COLLABORA-  
TION**

**SPECIAL  
EDUCATION PLUS  
GEN. EDUC.  
REPRESENT-  
TIVES**

**SPECIAL  
EDUCATION**

**SPECIAL  
EDUCATION  
PLUS  
GEN. EDUC.  
FOR  
INCLUSION**

**(Teacher Assistance Team)**

**(Pre-Referral)**

**(MDT)**

**(Services)**

### Level I: General Education Intervention

In every school or classroom in the United States, approximately 20 - 25% of the students who are at-risk (Heward & Orlansky, 1992). When a teacher has tried everything he/she knows to help a student, the teacher needs some place to go to receive additional ideas. Level I is preventive in nature. A team of three or four general education teachers is trained to become a problem solving group. This team is called a Teacher Assistance Team, because the team assists the teacher. This team helps teachers identify and conceptualize a student's problem, establish specific objectives, brainstorm teaching strategies, and develop an evaluation plan to determine whether the strategies are being effective (Chalfant & Pysch, 1993). These teams will resolve many student problems and serve a preventive function and help identify at-risk students.

### Level II: General Education Plus Special Education Collaboration

There will be students who present unique or difficult problems at Level I and the Teacher Assistance Team may need more specialized information at Level II. Special education personnel may be invited to collaborate with the team to contribute unique or more specialized strategies for the classroom teacher to use. This kind of intervention resolves more students' problems and still serves a

preventive function (see 'Teacher Assistance Team' in Glossary).

Level III: Pre-referral Intervention

Of the original 20-25% students at-risk, approximately one half may need more specialized and intensive help. These students' progress is reviewed to determine whether they need an individual evaluation. The pre-referral teams consist of primarily special educators and a representative of the Teacher Assistance Team. Students who do not need an individual evaluation will be sent back to Level II for further work. Students who need an individualized evaluation will be sent to Level IV, the multidisciplinary team.

Level IV: Multidisciplinary Team Intervention

Special educators conduct a multidisciplinary evaluation for students to determine their estimated intellectual potential and to determine whether they have physical, emotional, social, or other problems, that could interfere with learning. After a student has been evaluated, an eligibility review is held to determine whether the student is eligible for special education services. The final step is to write an individualized evaluation plan to guide the teacher's instructional program.

### Level V: Special Education Intervention

At Level V, approximately 10% of the students in school population should receive special education services. These services may be delivered within the general classroom (mainstreaming/inclusion) with the help of a special education consultant. Special education also could be provided within a resource room, special class, or institution depending on the case and/or the local situation. It should be noted that students should be placed in the "least restrictive environment." In other words, students should be in the mainstream educational program as much as possible, but should be placed where they can learn best.

### III. Developing a Legal Mandate

The development of special education services would be strengthened if Nepal had a legal mandate requiring the delivery of special education. This can be achieved over time, but it will require financial support. Therefore, the following steps are recommended:

1. The first stage might be called a "*Guidance Phase*." The Ministry of Education should provide each region, school district, and school with guidelines for providing special education services to exceptional students. The committee on special education could develop this or appoint a task force to develop the guidelines. This process will identify long-term goals that each district should aspire to achieve.

This recommendation is discussed in detail in p. 188 under the section for "Developing Efficient and Effective Operating Procedures."

2. The second stage is "*permissive or voluntary legalization process*" and provides some financial assistance and support for school districts establishing needed services. If the Chalfant-Pysh Model is followed, demonstration sites could be funded and utilized during this phase. This strategy is discussed in the section "Increasing the Availability of Special Education Services."

3. The third stage is "*mandatory legislation.*" This stage should not be introduced until the schools have made substantial progress under permissive legalization. It also should not be introduced unless the ministry has the financial resources to support the necessary development and monitoring. In the United States, where resources were available, a permissive legalization process was used for at least 35 years before mandatory legislation was introduced (Kirk & Gallagher, 1989). Thus, mandating special education in Nepal might depend upon the rate of special education service development in Nepal.

After completing these three stages, the following policies should be implemented to achieve more efficient and effective national special education programs in Nepal:

a) a free appropriate public education must be provided for all children with exceptionalities;

b) school districts must provide safeguards to protect the rights of children with exceptionalities and their parents;

c) children with exceptionalities must be educated with regular children to the maximum extent possible;

d) an Individualized Education Plan (IEP) must be developed and implemented for each child with exceptionalities; and

e) parents of children with exceptionalities should play an active role in the process of making any educational decisions about their child.

#### IV. Developing Efficient and Effective Operating Procedures

1. It is recommended that the Ministry of Education publish a manual which will present guidelines for developing special education in schools, school districts, and regions. Such a manual might contain:

a) administrative guidelines for developing special education services in a school or school district;

b) definitions of at-risk, disabled, or exceptional children;

c) guidelines for screening and referral;

d) a statement of the rights and duties of multidisciplinary teams;

e) assessment methods;

f) individualized educational plans;

g) confidentiality; and

h) parental consent procedures;

2. Such guidelines could be developed by appointing a leader and writer to work with a task force of 6 to 12 persons. This group would determine the contents of each section of the manual and the writer would draft text. The task force would review the text, and the writer would make the necessary revisions. This process would be repeated until the task force was satisfied with the manual.

3. The manual should then be sent for review and comment to key field persons such as school principals, school supervisors, and special education teachers and so forth, throughout Nepal as well as key ministry and regional staff.

4. The task force would study the comments of the key persons throughout Nepal, and decide what kinds of changes should be made. The task force leader would incorporate the changes which would be reviewed by the task force.

5. This process should take about 18 months to two years to accomplish. The end product would provide useful information and guidance to school administrators and those who are serving exceptional children. The manual also would provide goals for schools and regions to achieve in their efforts to provide special education services.

#### V. Personnel Preparation

1. The most immediate task of personnel training in Nepal is to establish in-service training for professional

personnel already in the field. In-service training should be extended to administrators, general education teachers, special education personnel, parents, and the medical community. Topics should include such things as:

- a) identification;
- b) assessment;
- c) eligibility determination;
- d) special education instruction;
- e) program development; and
- f) instructional techniques for individualization.

2. The Council of Special Education should sponsor personnel training practices and certification for administrators, general education teachers, and specialists. If possible, competitive personnel preparation grants could be given to universities to train those personnel most needed. These grants would provide modest stipends for students and help employ additional university faculty and needed service personnel. Such a plan would highlight and accelerate the training of needed personnel.

3. Competitive grants might be given to districts to conduct in-service training for their teachers and administrators. This would improve the number of knowledgeable personnel already in the field and increase the quality of their work with exceptional students.

4. An issue of great importance is "What kinds of personnel are most appropriate to work with exceptional

students in Nepal?" Realistically, what kinds of trained personnel are needed to take the first step toward comprehensive special education services. There are several approaches to this issue which should be taken simultaneously.

a) All school administrators should have one course, which introduces them to special education. Each category of exceptionality should be presented as well as different kinds of special education services which could be provided in their schools.

b) General education teachers should be required to take the same introductory course in special education that administrators will attend. This will create awareness and the beginnings of understanding the need and what is required to provide special education to exceptional students.

c) Perhaps the first specialist trained for the schools would be a special education consultant, who would be prepared to serve as a "general practitioner." These consultants would be trained to:

1. Assess students;
2. Consult with and teach general education teachers and parents to use intervention strategies;
3. Train local special education teachers in each school; and
4. Teach all types of exceptionalities;

d) A local special education teacher could be appointed from the ranks of general education teachers in each school. This individual would be trained on the job by the Special Education Consultant and have the responsibility for teaching exceptional children and following through with general education teachers, who have exceptional students in their classrooms. The special education teachers can also be trained through winter and/or summer programs and inservice. Eventually, university pre-training program may be created.

e) In time, the training of "specialists" may be needed. A first step in specialist training might include:

1. General diagnosticians or school psychologists;
2. The "Learning Specialists" who works with the mentally retarded, learning disabled, gifted, and behavior disorders;
3. The "Sensory Impaired Specialist" in the areas of visual and/or hearing impairment;
4. The "Other Health Impaired and Orthopedic Specialist," who works with physical disability other than sensory disabilities.

#### VI. Increase the Effectiveness of Identification Procedures

There are four recommendations for identifying students who might need some kind of special education services in Nepal's schools:

1. Provide in-service training to teachers in the schools. Teachers need to be informed of the observable behavior and symptoms that are typically characteristic of students who have learning, behavioral, mental, and physical problems or exceptionalities.

2. Assist university programs, which prepare general education teachers and school administrators, in offering one or two courses to: a) familiarize teachers with the characteristics of students who need special help; and b) teach educators the kinds of educational strategies and services that would be appropriate for students with different kinds of special needs.

3. Establish a preventive program consisting of a Teacher Assistance Team in each school. These teams will assist teachers who have students who are having learning or behavior problems in the school (see Figure 6).

4. Establish formalized screening procedures for all students in the areas of vision, hearing, general health, behavior, intelligence, etc.

## VII. Increase the Availability of Special Education Services

1. The first step in increasing the availability of special education services in Nepal is to create awareness of the need. This process might be initiated with the following four steps:

a) Provide data from this study to each of the five regions describing the status of special education services in the regional schools.

b) Provide data to each school district describing the status of their special education services.

c) Review the existing services of the schools in each region and compare them with the data which they have received. Each school district would then submit a report to the regional office describing the strengths, weaknesses, and needs of their special education services.

d) Utilize the regional director to: Summarize the overall strengths, weaknesses, and needs of special education services in the region; and forward the school districts' reports to the Ministry of Education for review.

2. The Ministry of Education could establish 15 demonstration schools, i.e., a) a highland school, a midland school, and a lowland school in each of the five regions. The personnel from the 15 schools would receive training and technical assistance to improve and expand their special education services. These schools also would serve as role models or regional centers. Administrators and teachers could visit the fifteen centers to learn about their programs. Faculty from the centers could visit other schools to provide orientations and technical assistance. Grant monies would have to be made available to the 15 demonstration schools to support this extra effort.

3. Universities preparing educational personnel in both general education and special education should be encouraged through grants to prepare the kinds of personnel who are most urgently needed in the schools. Grants would include student stipends, faculty support, and operating costs. Programs cannot be initiated effectively without trained personnel.

### Conclusions

#### The Future Status of Special Education in Nepal

Developing special education services in Nepal will not be an easy task. Increasing special education services is very important so that the needs of all exceptional children will be met. However, this process may take 20 to 30 years. The seven major areas of recommendations arising from this study present future directions for proceeding. They are:

1. Select a model for delivering special education services;
2. Build a leadership infrastructure with responsibility and authority by refining the organizational structure for special education including the ministry, regional, school district, and school structures.
3. Develop a legal mandate that begins with guidelines, advances to permissive legislation, and ends with mandatory legislation.
4. Publish a manual of guidelines for improving

special education operating procedures on a national level.

5. Improve personnel development in special education by providing in-service training and making competitive grants available for institutions of higher education to conduct pre-service training.

6. Increase the effectiveness of identification procedures through in-service and pre-service training.

7. Work to increase the availability of special education services by having the Ministry of Education assist each region, school district, and school in analyzing its special education capabilities and needs and helping them to create program development plan. Demonstration centers should be created through grants to assist in providing guidance.

These recommendations have incorporated the suggestions made by school district officers for improving special education services. This study represents a first step in improving special education in Nepal by attempting to describe and identify its current status and needs. It is hoped that these data and recommendations will be read and considered by decision makers in Nepal. There is much to be done and much that can be done if educational leaders in Nepal have the will to take the second step -- to begin developing services for all children who need special education services.

## GLOSSARY

Bilingual (BI): In the context of Nepal, a bilingual child means one who uses his home language and home culture along with Nepalese language in an individually or collectively designed program of special education or regular education.

Emotionally/Behaviorally Disturbed (ED): Means having a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree:

- a. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. Inappropriate type of behavior or feelings under normal circumstances;
- d. A general pervasive mood of unhappiness or depression; or
- e. A tendency to develop physical symptoms or fears associated with personal or school problems; and/or
- f. being schizophrenic.

Gifted and Talented (GT): Means one who can give evidence of high performance capability in areas such as intellectual, creative, specific academic or leadership ability, or in the performing or visual arts, and who by

reason thereof require services or activities not ordinarily provided by the school.

Hearing Impaired (HI): Describes anyone who has a hearing loss significant enough to require special education, training, and/or adaptations; includes both deaf and hard of hearing conditions.

Learning Disability (LD): Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, write, spell, or to do mathematical calculations. The term includes such conditions as a perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, alexia, and developmental aphasia. The term does not include a learning problem which is primarily the result of a visual, hearing, and motor handicap, of mental retardation, or of environmental, socio-cultural, or socio-economic disadvantage(s) (Kirk and Chalfant, 1984:5).

Mental Retardation (MR): Means significant subaverage general intellectual functioning resulting in or associated with deficits with adaptive behavior and manifested during the development period (Grossman, 1993:11).

Needs Assessment: Institutional research has very recently taken on a new dimension which is called needs assessment" or marketing research or marketing research.

Needs assessment is concerned with incorporating information about the institution's clientele and the institution itself into the activities, delivery systems, operational strategies, and public relations planning. Ideally, needs assessment is a communication process between citizens of the service area and the institution--providing information useful in evaluation of operational strategies, determining course and program offerings, and forming goals for the institution. In systems terms, needs assessment is "feedback" that keeps the organization in "steady state" with the changing needs of the clientele.

Orthopedically Disturbed (OD): Means having a severe orthopedic impairment. The term includes an impairment caused by a congenital anomaly (e.g., club foot, absence of some member, etc.), an impairment caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and an impairment from other cause (e.g., cerebral palsy, amputations, and fractures or burns which cause contracture).

Other Health Impairments (OI): Includes various disabilities as follows: (a) Autistic condition which is manifested by severe behavior disorder, communication disorder, and other developmental and educational problems; (b) Limited strength, vitality, or alertness due to acute or chronic health problems such as a heart condition, leukemia, tuberculosis, nephritis, rheumatic fever, sickle cell anemia,

hemophilia, asthma, epilepsy, lead poisoning, diabetes, and so forth.

Private Agencies: In Nepalese educational system, private agencies are denoted as nongovernmental organizations of Nepal. None of the private agencies is meant to be owned operated by the government. Usually, private agencies are self-initiated, self-supported, and self-governed with no control of government or public. It might have source of income, gift, donations, and supports from inside and/or outside means of the country. For example, the United Missions to Nepal (UMN) is ia a private agency as it is supported from various christian denominations from inside and outside sources of Nepal. Thus, all private schools do not have government's financial control, but they must comply with the education laws of Nepal. Special education programs in private schools are encouraged, but government exerts minimum control (see the list of Private agencies in Appendix B).

Private Schools: See 'Private Agencies' above.

Public Schools: Public schools are meant as government supported school. In Nepal, public communities provide land, labor, and capital for the construction of a new school. Government approves the school program and provides a regular support for the school. Then, no individual or a group of people can control the school but the whole

community controls over the school with the bylaws of government.

Special Education: The individually planned and systematically monitored arrangement of physical settings, special equipment and materials, teaching procedures, and other interventions designed to help learners with special needs achieve the greatest possible personal-sufficiency and success in school and community.

Speech/Language Disorder (SL): Speech Disorder: A child's speech is considered impaired if it is unintelligible, abuses the speech mechanism, or is culturally or personally unsatisfactory (Perkins, 1977). The most widely quoted definition of speech impairment is probably that of Charles Van Riper, who states that "speech is abnormal when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes the speaker or listeners to be distressed" (Van Riper and Emerick, 1984:34).

Language Disorder: Means serious difficulties in understanding or expressing language. A child with a receptive language may be unable to learn the days of the week in proper order. A child with expressive language disorder may have a limited vocabulary for his age. The American Speech-Language Hearing Association (ASHA) defines a language disorder as the impairment or deviant development of comprehension and/or use of a spoken, written, and/or

other symbolic system. The disorder may involve (1) the form of language (phonologic, morphologic, and syntactic system), (2) the content of language (semantic system), and/or (3) the function of language in communication (pragmatic system) in any combination" (1982:949).

The Teacher Assistance Team: The teacher assistance team (TAT) is a building-level problem solving unit. A TAT usually consists of a core of three elected teachers who assist other teachers in (a) analyzing and better understanding why students are experiencing learning and behavior problems in the classroom; (b) generating specific goals for teachers and students; (c) brainstorming practical strategies that the teachers can use to meet more effectively the needs of individual students; (d) developing procedures to measure student's progress; and providing follow up support while the teachers implement recommended strategies. this model is based on five assumptions (Chalfant, Pysh, and Moultire, 1979):

1. Enormous knowledge and talent exists among school teachers.
2. Regular classroom teachers can and do help many students with learning and behavior problems.
3. Teachers learn best by doing.
4. Classroom teachers, with some assistance, can help more students with learning and behavioral problems.

5. Teachers can resolve many more problems by working together than by working alone.

The TAT model provides a forum in which teachers can meet together and engage in a positive, productive, problem-solving process. Teachers may request assistance from a TAT team to help them analyze and better understand classroom problems and create practical solutions for the classroom. A teacher might request assistance in teaching an individual or a group of students, generating strategies for a parent conference, or counseling a student. The TAT serves as a teacher support group and exists to help teachers cope with a wide range of situations and students (Chalfant and Pysh, 1993).

TATs should not be confused with the multidisciplinary teams composed of the psychologist, social worker, guidance counselor, school nurse, special education teacher, regular teacher, and others, which are mandated by law and are responsible for implementing special education referral and placement process. In contrast, TAT functions as a day to day collegial consultation unit for teachers within a particular school. Any staff member can be invited to participate on the TAT as needed. No required legal or procedural guidelines exists, and each school faculty can develop the operational procedures that will fit its needs (Chalfant and Pysh, 1993).

The basic TAT concept is simple and easily understood, but the actual implementation and maintenance of a TAT requires administrative support and a fairly high degree of staff commitment. The building staff will need to become knowledgeable and proficient in group problem solving techniques (Chalfant and Pysch, 1993).

Visually Impaired (VI): The definition of visual impairment relies heavily on measurements of visual acuity, which is the ability to clearly distinguish forms or discriminate details at a specified distance. Most frequently, visual acuity is measured by reading letters, numbers, or other symbols from a chart 20 feet away. The familiar phrase "20/20 vision" does not, as some people think, mean "perfect vision" --it simply indicates that at a distance of 20 feet, the eye can see what a normally seeing eye should be able to see at the distance. As the bottom increases, visual acuity decreases.

In Nepalese context, a visually impaired person is defined as one who could count fingers from one meter but who could not count fingers displayed at three meters. This was considered equivalent to a visual acuity of 3/60 (20/400) or less. A blind person was one who could not count fingers from one meter (less than 1/60 or 20/1250 visual acuity) (Brilliant, 1988).

APPENDIX A  
HUMAN SUBJECTS COMMITTEE APPROVAL  
LETTER TO DISTRICT EDUCATION OFFICER  
INTERVIEW QUESTIONS

## Letter to District Education Officer

Mailing address: Ram Chandra Baral, P.O. Box 3553,  
Kathmandu, NEPAL  
Tel. (011977) 61 21254, Fax (011977) 61 21255

To:

The District Education Officer

District: \_\_\_\_\_, Zone: \_\_\_\_\_, NEPAL

Your school district is one of the 75 school districts in Nepal, which are being included in a nationwide survey of "DELIVERY OF SPECIAL EDUCATION SERVICES IN NEPAL: A NEEDS ASSESSMENT."

The purpose of this interview by mail is to assess the needs of the delivery of special education services for Nepalese students. Your responses will be extremely important for this study in determining current services and future needs. The information from this study can be used to:

direct additional resources to school districts;

increase inservice and preservice training in order to better meet the needs of your responses will be combined with those of other education districts of Nepal. No person or district will be identified. A copy of the results will be sent to each of the seventy five school districts.

It will be greatly appreciated if you send your responses to these questions by October 15, 1994 or as soon as possible thereafter. If you got any question, please call me collect at 612 1254 between September 1, 1994 to November 15, 1994. I am sending self addressed and self stamped envelope to return your responses. I will appreciate if you can fax your responses at the above mentioned Fax number. My permanent mailing address is written on the top of this letter.

Thank you for your cooperation.

Yours sincerely,

Ram Chandra Baral,

PhD Candidate (Researcher)

PS: Please see enclosures

Subject's Consent Form for Research Project:  
DELIVERY OF SPECIAL EDUCATION SERVICES IN NEPAL:  
A NEEDS ASSESSMENT

I AM BEING ASKED TO READ THE FOLLOWING MATERIAL TO ENSURE THAT I AM INFORMED OF THE NATURE OF THIS RESEARCH STUDY AND HOW I WILL PARTICIPATE IN IT, IF I CONSENT TO DO SO. SIGNING THIS FORM WILL INDICATE THAT I HAVE BEEN SO INFORMED AND THAT I GIVE MY CONSENT. GENERALLY AS A RULE OF THUMB AND NEPALESE RULES AND REGULATIONS REQUIRE WRITTEN INFORMED CONSENT PRIOR TO PARTICIPATION IN THIS RESEARCH STUDY SO THAT I CAN KNOW THE NATURE AND THE RISKS OF MY PARTICIPATION AND CAN DECIDE TO PARTICIPATE IN A FREE AND INFORMED MANNER.

Purpose

I am being invited to voluntarily participate in the above-titled research project. The purpose of this project is to assess the needs for the delivery of special education services in Nepal.

Selection Criteria

I am being invited to voluntarily participate because of the following:

1. I am the education officer in a district in Nepal.
2. The demographics of my school or school community/district size fit the requirement of this study.

3. The issues affecting the needs assessment of the delivery of special education services at my school are representative of issues at other schools in Nepal.

#### Standard Treatment

If I choose not to participate, I understand that I would not be subject to subsequent consequences of any kind.

#### Procedure

If I agree to participate, I will be asked to the following:

1. Complete forms regarding special education students and services prior to an interview;
2. Participate in an individual interview session of approximately 1 and half hours, at which time my responses will be recorded in audio tape to ensure accuracy;
3. Participate in a follow-up interview responses and to clarify responses.

#### Risks

Because the project does not involve intervention measures there should be no risks associated with my participation.

### Benefits

There will be no monetary benefits to my participation, other benefits, however, would include the furthering of research on the needs assessment of the delivery of special education services in Nepal, and also the opportunity to share my perceptions regarding the new opening of special education programs in Nepal.

### Confidentiality

My privacy will be protected through limited access to the data generated in the project (Ram Chandra Baral and Dr. James C. Chalfant both of the University of Arizona, USA). My identification, as well as the identification of my school, will be kept confidential and anonymous at all times.

### Participation Costs

I will not be responsible for any costs of the project.

### Authorization

BEFORE GIVING MY CONSENT BY SIGNING THIS FORM, THE METHODS, INCONVENIENCES, RISKS, AND BENEFITS HAVE BEEN EXPLAINED TO ME AND MY QUESTIONS HAVE BEEN ANSWERED. I UNDERSTAND THAT I MAY ASK QUESTIONS AT ANY TIME AND THAT I AM FREE TO WITHDRAW FROM THE PROJECT AT ANY TIME WITHOUT CAUSING BAD FEELINGS. MY PARTICIPATION IN THIS PROJECT MAY

BE ENDED BY THE INVESTIGATOR OR BY THE SPONSOR FOR REASONS WHICH WOULD BE EXPLAINED. NEW INFORMATION DEVELOPED DURING THE COURSE OF THIS STUDY WHICH MAY AFFECT MY WILLINGNESS TO CONTINUE IN THIS RESEARCH STUDY WILL BE GIVEN TO ME AS IT BECOMES AVAILABLE. I UNDERSTAND THAT THIS CONSENT FORM WILL BE FILED IN ANY AREA DESIGNATED BY THE HUMAN SUBJECTS COMMITTEE WITH ACCESS RESTRICTED TO THE PRINCIPAL INVESTIGATOR, RAM CHANDRA BARAL, OR AUTHORIZED REPRESENTATIVE OF THE SPECIAL EDUCATION AND REHABILITATION DEPARTMENT. I UNDERSTAND THAT I DO GIVE UP ANY OF MY LEGAL RIGHTS BY SIGNING THIS FORM. A COPY OF THIS SIGNED CONSENT FORM WILL BE GIVEN TO ME.

DELIVERY OF SPECIAL EDUCATION SERVICES IN NEPAL:  
A NEEDS ASSESSMENT

Instructions for Mail-Interview

You are getting a copy of the interview form. Beside this, I am writing some instructions to assist you in answering questions. It will be better to add extra paper if you need more space to answer.

This interview should not be viewed as an evaluation of your district's special education program. Please do not answer the questions to put your district into a more favorable light. Thus, please keep your position totally unbiased and free in judgment for the accuracy of the information.

Purpose of this Study

The purpose of this project is to assess the needs for the delivery of special education services in Nepal.

Selection Criteria

You are being invited to voluntarily participate because of the following:

1. You are District Education Officer of a school district in Nepal.
2. The demographics of your school district size fit the requirement of this study.

3. The issues affecting the needs assessment of the delivery of special education services at your school are representative of issues are comparable to other school districts in Nepal.

#### Standard Treatment

If you choose not to participate, you understand that you would not be subject to subsequent consequences of any kind.

#### Risks

Because the project does not involve intervention measures there should be no risks associated with your participation.

#### Benefits

There will be no monetary benefits to your participation, other benefits, however, would include the furthering of research on the needs assessment of the delivery of special education services in Nepal, and also the opportunity to share your perceptions regarding the new opening of special education programs in Nepal.

#### Confidentiality

Your privacy will be protected through limited access to the data generated in the project (Ram Chandra Baral and

Dr. James C. Chalfant both of the University of Arizona, USA). Your identification, as well as the identification of your district, will be kept confidential and anonymous at all times.

#### Participation Costs

You will not be responsible for any costs of the project.

## INTERVIEW QUESTIONS ABOUT PROGRAM

Seven questions will be asked by mail which are related to the delivery of service process for the school district community as follows.

INTERVIEW BY MAIL

(School District \_\_\_\_)

(If possible, please send your responses to these questions by October 15, 1994 or as soon as possible thereafter.)

1. What types of exceptionalities are:

a) served within the school?

b) sent to outside agencies?

c) not being served?

2. What types of services are available for persons with exceptionalities:

(a) within the school?

(b) provided by outside agencies?

(c) which are not available within the school, community, and/or country?

3. Which personnel provide the following services in your school district?

(a) identification/assessment

(b) determination of eligibility

(c) special education instruction

## (d) related services

Please check all that apply.

- audiologists
  - counselors
  - preschool teachers
  - medical doctors and nurses
  - occupational therapists
  - physical therapists
  - psychologists
  - school nurses
  - social workers
  - speech/language pathologists
  - other, please list: \_\_\_\_\_
- 
- 

## 4. What kinds of procedures are used for:

(a) identifying children with exceptionalities of:

(i) Preschool age?

(ii) School age?

. (b) Obtaining parental consent?

(c) Assessing individuals who may be exceptional?

(d) Establishing a multidisciplinary team?

(e) Developing an Individualized Education Plan?

(f) Maintaining confidentiality?

5. What are the barriers which make it difficult to serve special education students in the schools?

6. What are your suggestions to overcome the barriers identified in question # 5?

7. What kind of special education services are needed in your school district?

APPENDIX B  
PRIVATE AGENCIES CONCERNING SPECIAL EDUCATION  
PROGRAMS IN NEPAL

ORGANIZATION CHART OF EDUCATIONAL RESEARCH PROGRAMS

List of Private Agencies Concerning  
Special Education Programs in Nepal

National

1. Nepal Association for the Welfare of the Blind (NAWB),
2. Kathmandu Population Education Program, Kathmandu, Nepal
3. Laboratory School, Kirtipur, Kathmandu, Nepal
4. Shreejana Youth Club with Deaf School, Simalchaur,  
Pokhara, Nepal
5. Gandaki Association of the Deaf (GAD), Simalchaur,  
Pokhara, Nepal
6. Center for Educational Design, Thapathali, Kathmandu
7. Khagendra Nava Jiwan Kendra Jorpati, Kathmandu, Nepal
8. Health Services Coordination Committee, Kathmandu, Nepal

International

1. United Missions to Nepal, PO Box 126, Kathmandu, Nepal
  2. South Asian Partnership, Canada
  3. Helen Keller International, United States of America
  4. Tokyo Helen Keller Association for the Blind, Japan
  5. Danish International Development Agency (DANIDA),  
Denmark
  6. Kobenhavans AMT, Copenhagen County, Department of  
Special education, Geelsgaard Kostskole, Denmark
  5. Christoffel-Blindenmission, Germany
  6. World Blind Union (WBU)
  7. World Health Organization (WHO)
- and many others



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