

Inclusive Education in Nepal

From Theory to Practice



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Inclusive Education in Nepal

From Theory to Practice



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Abstract

Inclusive education is globally accepted as a movement of educational reform in order to establish universally accessible and quality education system that supports to address the problems of exclusion in education. Along with global community, The Government of Nepal also committed to ensure universal quality education and adopted principles of inclusion in education to promote overall education system. Despite the various provisions of inclusive education at policy level, many children in Nepal still remained out of school, among those who come to school, many children leave school before completing primary education and many children suffers from lower learning achievement as well as class repetition.

Keeping these concerns in background, this study has aimed to explore the actual situation of inclusive education in Nepal. The intent of this study was to dig out the problems perceived by school teachers to translate the ideals and values of inclusive education in classroom. The convergence parallel design was used as a research method and information were collected through multiple tools namely documents, questionnaires, observation and interview. Seventy five school teachers from fifteen schools were participated and filled questionnaire forms, four classroom teaching were observed, and four children with hard of hearing problem were interviewed in order to obtain desired information. The field data were analyzed, presented and discussed in a descriptive way on the basis of different dimensions of inclusive education.

The findings of this study clears that theoretically inclusive education in Nepal is grounded on the human right perspective. Although the Government has made different provisions of inclusive education at policy level, the practice of inclusive pedagogy in classroom was found less effective. The practice of inclusive education is affected by multiple factors such as lack of effective teachers, less inclusive culture in the school, weak coordination between community and school, and limited financial resources of the schools. Among those factors which are responsible in less effective practice of inclusive education, the negative attitude of

the teachers and parents towards disability was found very critical that demands the change of attitude that respect disability and diversity. Similarly, other social factors such as social values and the belief system, resource constraints, ignorance of children with disabilities are equally responsible in least effective practice of inclusive education in classroom.

Additionally, the findings of this study has showed that the general schools in Nepal have lack of culture of inclusion as they have traditionally oriented school organization, lack of dynamic leadership and weak resource mobilization. The situation of children with disability in general school was also found very critical as they are ignored by school teachers, peers and other school's staff as well as disadvantaged from assistive services. On the basis of findings from multiple data sources used in this study, this study has concluded that there is clear and visible gap between policy provisions and its practice as well as between knowledge of teachers on inclusive education and the application of this knowledge in classroom teaching. In other word, the study has clearly demonstrated the 'implementation gaps' regarding inclusive education in Nepalese context. As most of the teachers in general school perceived the various problems that are originated from the social structure and negative attitude to practice of inclusive education, this study has recommended 'cultural transformation of school' in collaboration with the local community as key strategy to steer the culture of inclusion in schools that ultimately supports to promote the effective practice of inclusive education in Nepal.

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1. Introduction

1.1 Background of the study

This study is about the exclusion and inclusion in education. Education is considered as foundation of development, means of empowerment, and basis of equal and just society. With the acceptance of education as basic human right issue globally, many efforts has been made to improve in education system to increase access and to provide quality education for all. However, as exclusion is ingrained into the global social fabric in general and education in particular (Slee, 2013), still there are many children remained out of school and deprived from opportunity of education.

In the first year of 21st century, the global community had established Universal Primary Education (UPE) as a global common agenda through Millennium Development Goals (MDGs) and concluded to work together against the exclusion in education. As a result, the last decade has enormous progress in expanding access to education worldwide. Despite this progress, 57 million primary school age children are still denied the opportunity to learn (UNESCO, 2014). The percentage is considerably higher in the Arab states and Sub Saharan Africa, where girls are much more affected. EFA Global Monitoring Report of 2013/14 reported that, girls make up about 54 percent of the global population of children out of school. The remaining half of the out-of-school population is split almost equally between children who enrolled but dropped out and those who are expected to enter school but will be older than the official primary school age, and so are more likely to eventually drop out (UNESCO, 2014).

Like this gender disparities, one of the crucial challenges is the exclusion of children with disabilities from educational opportunities. Children with disabilities still remained as most of the neglected and disadvantaged group in education. It was estimated that 93 million children under age 14 (5.1 percent of the world's children) were living with “moderate or severe”

disability. Out of these, 13 million of the world's children experience severe disabilities. The World Health Survey in 14 low and middle income countries reported that people of working age with disabilities were about one third less likely to have completed primary school. Similarly, around half the world's out of school population lives in conflict-affected countries. Furthermore, out of the 28.5 million primary school age children who were out of school in conflict-affected countries, 95 percent live in low and lower middle income countries (UNESCO, 2014).

Undoubtedly, the least developed and developing countries of the world still facing the problem of access and participation in education. For instances, Unicef (2014) noted that, 20 percent of primary age children are still out of school in ESAR. The report has also pointed out the proportion of out of school children in some countries such as Comoros, Ethiopia and Somalia is more than 40 percent. Similarly, For the eight South Asian Countries UIS estimates that 7.57 million children between the ages of 5 to 10 are out of school. Additionally, another 25.29 million children ages of 11 to 13 should be in secondary education but were not in school (Unicef, 2014). This situation clearly indicates that the large portion of children of school going age still disadvantaged from educational opportunities in developing countries. The reasons for children not being into school may vary among different countries, but most of these reasons are usually associated with poverty, gender, ethnicity or living in a rural area or a slum which are originated from social and cultural factors.

When a child does not have access in school, obviously it is an injustice, violation of human right and stimulates the situation of exclusion. However, the possibility of exclusion exists even in the situation where a child has access in school. In school community, children are suffering because they are not given the appropriate opportunity to learn. Save the Children reported that there are 130 million children in school who are not learning even the basic

skills- a shocking figure masked by the focus in recent decades on getting more children into classrooms. Save the Children has further reported that, educational inequity remains a major issues because a millions upon millions of children are still denied from real opportunity in life because of their gender, where they were born, or the income of their parents. As a result of this inequalities particularly between rich and poor, social cohesion is deeply affected that damaging for wider society (RCRD & Save the Children, 2014).

The situation presented above clearly showed that the global education system is seriously affected by twin problems of access of education and learning achievement. These twin problems of education, “access and learning crisis” affects more or less to every country of the world. However, the degree of the crisis largely varied among developed and developing countries. The countries where the inequality in development is exist, where the conflict is going on, and where the socio-cultural barriers to education has vital role are facing a great challenges of these problems. At present, most of the low and middle income countries of the world suffering from these twin problems therefore these countries need to look new way to reform their education system. For developing countries like Nepal, establishment of justice in education is big deal because it requires universal access on education and equal opportunities to learning. Therefore, to reform in present educational system and perform the learning achievements, developing countries should quest a new way of educational system based on inclusive principles so that existing problems could be minimized.

In order to reduce exclusionary factors of access to education and to promote inclusive environment in education the concept of inclusive education was developed and implemented globally. It is argued that, inclusive education is best way to reform in education system because it positively response the fundamental concerns of education. These concerns are to increase access and participation, management of individual differences and diversities and to ensure equal opportunities to quality education. Inclusive education demands to accessible

education system that foster the learning potential of every child. It is true that, without addressing the vital issues of access, participation, diversity and disability, the education system would not be inclusive.

On this background, this study has conducted to examine the situation of inclusive education in Nepal. Like many other developing countries, Nepal a developing country of South Asia still facing the basic problems in education system like access, participation, and learning crisis. With the political transformation from monarchy to federal democratic republic system, the country is seeking to introduce better education system to promote equal and quality education as well as to establish inclusive society. Keeping the highest consideration of these concerns, this study has aimed to dig out the socio-psychological factors which are responsible in successful practice of inclusive education particularlry in the context of Nepal, so that some policy intervention based on felt need and local priorities would be developed to improve the over all education system.

1.2 Understanding exclusion and inclusion

Before the discussion of inclusive education, conceptual understanding of the term exclusion and inclusion is very necessary. Etymologically, exclusion refers to the act of not allowing someone to take part in an activity. It was initially used in France in the 1970s as a term to mean “the rapture of social bonds” (De Hann, 2000) and now it is conceived as new type of social problem in which individuals and entire communities are blocked from rights, opportunities, and resources (Norwich, 2013). Broadly, social exclusion is the situation in which individuals or groups are wholly or partially excluded from full participation in social services. It is the result of complex and dynamic social relationship, and it prevent individuals or groups from the access of resources, participation in society, and asserting their rights (Beall & Piron, 2004). Goere and Figueiredo (1997) explained that, social exclusion is a recurrent pattern of social relationships in which individuals and groups are denied access to

the goods, services, activities, and resources. From these explanations, it seems that exclusion is the situation where the full participation is obstructed, opportunities are restricted and human right is violated which is resulted from multiple factors.

In order to overcome this problem, inclusion is coined as a means to remove the barriers of full participation of an individual. Inclusion has opposite meaning of exclusion as the state of including or of being included within a group or structure. It celebrates diversities, reconstructs lives, recognizes the enterprising of women, promotes dignity, protects livelihood, and listens to all voices (Stofile, 2008). Young (2000) viewed inclusion as a public discourse that focused to mainstreaming to excluded or marginalized population. According to Norwich (2013), it is a struggle for recognition that requires mainstream community accommodate to the minority. Inclusion can not remain a neutral and apolitical discourse, it is an event located in social experience (Camilleri, 1999) and serves to remove institutional barriers of access and participation. In summary, inclusion is a process to increase access and participation of diverse individuals and groups to development opportunities. By nature, inclusion has some principles that emphasized to ensure equal opportunity, social respect, and solidarity as well as to include excluded population in the national development process. Inclusion believes that equal distribution of national resources among different social groups in society is the key measure to reduce exclusion.

In terms of theoretical perspectives, exclusion and inclusion has different explanations. One of the theoretical perspective of exclusion and inclusion is 'social recognition' and this perspective believed that social exclusion is the result of being deprived from social recognition. According to this perspective, social recognition depends on a 'full citizenship' that enables full participation in the life of community. This perspective considered the 'full citizenship' as an approach to inclusion to bring excluded people in mainstream and to ensure their economic, social, and political participation in a community (Honneth, 1996). The social

recognition which is the foundation of full citizenship requires the assimilation of minority group to the majority or dominant group (Norwich, 2013).

Similarly, Sen (2000) described exclusion from two different perspectives as 'active' and 'passive' exclusion. Sen (2000) further stated that active exclusion is the result of deliberate policy or laws whereas passive exclusion is the result of social process in which there is no deliberate attempt to exclude. He suggested to change the policy from inclusive orientation in case of active exclusion and increase capabilities of excluded groups in case of passive exclusion (Sen, 2000) to mainstream excluded populations.

Young (2000) also categorised exclusion in two types. According to Young (2000), the first type of exclusion is 'external exclusion' in which individuals and groups are purposively or inadvertently left out from discussion and decision making. The second type of exclusion is 'internal exclusion' in which people do not have effective opportunity to influence the thinking of others even when they have access to the procedures of decision making. He proposed to increase the involvement in decision making to the excluded population to bring them in mainstream (Young, 2000).

Likewise, Silver (1994) described different three paradigms of social exclusion and inclusion. These paradigms are solidarity, specialization, and monopoly. According to Silver (1994), the solidarity paradigm perceived exclusion as the rupture of social bond between the individual (or group) and society. This paradigm has offers integration to reduce the exclusion and ensure inclusion. Specialization paradigm on the other viewed exclusion as discrimination that denies full participation or interaction of an individual. It has emphasize the contractual exchange of rights and obligations to promote inclusion. The third paradigm, the monopoly paradigm defined exclusion as a consequences of the formation of group monopolies where powerful groups restrict the access of outsiders to valued resources through social closure. It views social order as coercive, imposed through hierarchical power relations and believes that

inequality is mitigated by social democratic citizenship, which entails full participation in the community (Silver, 1994).

As these different theoretical perspectives mentioned above viewed exclusion and inclusion according to their own perception and understanding, there is no universally accepted definition of inclusion and exclusion. Some perspective has focused on the right based approach where as other has emphasized the empowerment of the people to include. However, more or less all the explanations have similar opinion that exclusion is the situation in which some peoples do not have access in resources. The population group of society whose participation is not represented by the core polity of the society understood as excluded group. These populations are often associated with the poor community, non-dominant ethnic racial or religious groups, rural population, refugees, and people with disabilities.

Exclusion creates a situation of social disequilibrium in which excluded population suffer from a convergence of disadvantages and have some kind of socio-economic problems. Because of their labeled inferior and disadvantaged position in socio-economic, political, and cultural power structure of the society, excluded population do not have access in the benefits from the fruits of nationals' development (Sen, 2000). On the other, inclusion is the situation in which everyone included, actively participated, and equally benefitted from the social resources and opportunities. Inclusion is the strategic intervention to reduce exclusion that accepts and welcomes diversity, ensure equal opportunity and encourage to full participation. Thus, inclusion is the means of social cohesion, integration and unification that ultimately supports to establish just and inclusive society.

With relation to education, as previously mentioned, many children and young population in developing countries does not have access to school and have poor learning achievements. This situation raised number questions regarding exclusion and inclusion in education such as why these children and young population were excluded, how these populations get the

opportunities of full participation in education, how the learning achievement of all children should be improved, what are social and psychological factors associated with the exclusion of children from educational opportunities and what types of interventions are required to bring disadvantage population in mainstream?

The answer of these questions is not simple because exclusion is not a result of any single factor rather it is a consequence of multiple factors of social interaction in education. Exclusion in education is the result of combine effect of poverty, gender and racial discrimination, and lack of positive influence of educational policies. As exclusion in education has multi-dimensional negative impact, it creates many hindrances in ensuring equal opportunities for full participation in the socio-economic benefits of society. While, social inclusion is accepted as a process to identify the excluded populations and promotes their mainstreaming to secure equal right in social resources and activities, this study has aim to assess the situation of exclusion and inclusion in education with the intent of identifying appropriate strategic intervention of inclusive education with reference to Nepal.

1.3 Brief overview of Nepal

Federal Democratic Republic Nepal is a land locked country in South Asia surrounded by Republic of India from three sides (South, East, and West) and People's Republic of China from Northern side, lies between the 26° 22' to 30° 27' Northern latitude and 80° 4' to 88° 12' Eastern longitude covering 147,181 Sq. km area, which occupies 0.03 percent of total land mass of the world (CBS, 2011). Despite the relatively small size, Nepal is very diverse country of South Asia in terms of geography, topography, culture, language, religion and ethnicity.

1.3.1 Geography

Geographically, the country is divided into three regions ranging from east to west namely the Mountain, Hill and Terai. The Mountain region has high altitude, arctic and inaccessible conditions, while the hill region has relatively easy accessible. The Terai has covers Indian border and has a comparatively good physical infrastructure. The Mountain region covers 35 percent of the territory, the Hill 42 percent and the Terai 23 percent of total land mass of the country. The northern range of Himalayas and the middle range (Hill) is covered with gorgeous mountains, high peaks, hills, valleys and lakes while the southern range (Tarai) consists of the plain of fertile soil and dense forest area (CBS, 2011).

1.3.2 Demography

According to Central Bureau of Statistics (CBS), the population of Nepal as of June 2011 was 26.5 million. The annual growth rate during the last decade was recorded as 1.35 percent. The sex ratio at the national level is accounted 91.6 that means there are 796,422 more females than males in the country. In terms of geographic regions, Terai constitutes 50.27 percent of the total population while Hill and Mountain constitutes 43 percent and 6.73 percent respectively.

Among the five development regions, Central Development Region (CDR) has the highest population (36.45 percent) and Far Western Development Region (FWDR) has the lowest (9.63 percent). Nepal's child population of age 16 years and below constitutes 39.8 percent of the population. Despite the various legislative and programmatic measures to ensure the rights of children, they are still facing many problems that lead to uncertainty and vulnerabilities in their lives (CBS, 2014).

1.3.3 Culture

In terms of culture, Nepal is the richest countries in the world. Nepal is a mosaic of many different cultures, languages and religions. The National Population Census of 2011 has recorded 125 caste/ethnic groups in Nepal. In addition, there are 123 different languages spoken as mother tongue. Similarly, there are different ten religion categories are reported in the National Census of 2011 (CBS, 2014). This kind of cultural and linguistic diversity of the country is both challenge and opportunity.

1.3.4 Political administration

In the context of political and administrative division, the country was previously divided into five development regions, and seventy five districts. Now, as the country is transferred to federal system, constitution of Nepal, 2015 has made the provision of seven federal states (GoN, 2015). With the promulgation of new constitution, the Government of Nepal is committed to change over all political and administrative system including education system of the country on the basis of federal provision made by constitution.

1.3.5 Human development

Human development is fundamentally concerned with expanding people's choices, which has multiple dimensions (NPC & UNDP, 2014). The human development is measured by the Human Development Index (HDI) which is a summary measure for assessing long-term progress in three basic dimensions of human development namely a long and healthy life, access to knowledge and a decent standard of living.

The HDI score for Nepal in 2011 is 0.458, the lowest ranking among the countries of South Asian Association for Regional Cooperation (SAARC), aside from Afghanistan. Since last decade, Human Development Index (HDI) of Nepal has been improving on the whole, but the trend and pattern varies by gender, caste and regions. For example, the Hill's has the highest HDI value at 0.520, compared to the Terai at 0.468 and the Mountains at 0.440 (NPC &

UNDP, 2014). It has indicates the uneven distribution of resources among the regions as well as unequal development within the country.

However, the analysis of data has showed remarkable achievements in the human development in Nepal over the years. For instance, overall literacy rate have increased to 67 percent in 2011 from 54 percent in 2001. The female literacy rate has reached 58 percent in 2011 which places Nepal in fourth position among SAARC countries. The life expectancy at birth for the census year 2011 is estimated at 66.6 years and the mortality rate is estimated 7.3 per thousand populations. Similarly, the other indicators such as declining population growth rate, improved sanitation and drinking water, maternal mortality rate also found satisfactory (CBS, 2014). Despite this improvement in some social indicators, disparities continue to exist across sex, rural-urban, districts and regions which is one of the formidable challenges to Nepal.

1.4 Education system in Nepal

1.4.1 Historical development

In the earlier time, education system of Nepal was guided by Hindu¹ culture. In its very beginning, the education system was home based and then it was transferred to Gurukula². Formal education system was started after the establishment of first school in 1853 AD with the aim of imparting the education to the children of elite and advantaged groups of people. Before 1950, only the children from Royal family, and the ruling classes had access to education. The modern education system of Nepal is considered as one of the youngest

¹Hindu is a dominant religion in Nepal. More than 80 percent people believed on Hinduism. Hinduism is one of the oldest religions, often known as polytheistic, recognizing as many as 330 million Gods. Although, it is third largest religion in the world, Hinduism exists primarily in India and Nepal. Basically Hinduism believed an “Brahma” which is considered as an entity to inhabit every portion of reality and existence throughout the entire universe.

²The Word Gurukula is derived from Sanskrit language in which Guru means teacher and Kula means extended family. In this sense, Gurukula is the house of the teacher where the student comes to be a part of family of guru and learn the culture and etiquette of the Vedas as well as knowledge. *Guru* teach student without curriculum and textbook. Student needs to support the work of Guru as tuition fee.

education system in the world. In 1951, when democracy was established after the fall of the Rana oligarchy, it had only 9,000 pupils in primary, 1,700 in secondary schools and little over one hundred in two undergraduate colleges. There was no university. Adult literacy rate was about 5 percent (Mathema, 2007).

After the establishment of democracy in 1950, Nepal National Education Planning Commission (NNEPC) was formed that laid the foundation for a national education system within the framework of national unity, democracy, and development (MoE, 2010). Within a decade, unfortunately the King Mahendra dismissed the infant democracy and introduced new political system in the country. After this change, the All-Round National Education Commission (ARNEC) was formed in 1962 and it has added nationalism and the prevailing political ideology to the national education system. After Some years National Education System Plan (NESP) was introduced in 1971 and it has attempted to nationalize education system in line with the values of the Panchayat Political System³. All these educational commissions have recommended to the Government to increase the access of education through the establishment of school over the country.

As a result of continuous struggle against Panchayat System, democracy was reestablished in 1990. After then, the Government of Nepal had formed two educational commissions the National Education Commission (NEC) in 1992, and the High Level National Education Commission (HLNEC) in 1999 for policy recommendations to improve education system over the country (MoE, 2010). As per the recommendation of these commissions, Government has launched different projects such as Primary Education Project (PEP), Basic

³Panchayat is assembly of Panch (Five members) consisted of so called wise and respected elders chosen and accepted by the local community. When the King introduced the Panchayat Political System, political parties in Nepal were banned. The assembly (Panch) settled the disputes between individuals and villages. Panchayat system was a party-less guided democracy in which the people could elect their representatives, but real power remained in the hands of king.

and Primary Education Programme (BPEP), and Secondary Education Development Project (Kafle, 2002) to improve education system of the country.

Again, in 2005, the people's revolution was held against monarchy and it has abolished the monarchy. The country was transferred to Federal Democratic Republic from central and unitary state system. As a result, the Government policies are shifted towards "fundamental reforms" such as decentralization, community involvement, and teacher development to improve school performances. These reforms programmes including the Education for All (EFA), Teacher Education Project (TEP), Secondary Education Support Programme (SESP), Community School Support Programme (CSSP), and Food for Education (FfE) are implementing in line with the spirit of decentralization and community support (MoE, 2010).

The School Sector Reform Plan (SSRP), a core document of the Ministry of Education has elaborated policy directions, articulated strategies, and introduced new sets of quality led interventions for improving governance, management and resource mobilization in school education. It has aimed to improve efficiency and ensuring students' learning with restructuring the school structure as Basic Level (grade 1 to 8) and Secondary Level (grade 9 to 12). The plan has also introduced interventional strategies to reduce educational exclusion over the country (MoE, 2010).

1.4.2 Educational structure

The present structure of education in Nepal constitutes school education and higher education. School education system further divided in to two levels as basic education (from grade 1 to 8) and secondary education (from grade 9 to 12). In the same way, higher education is categorized as bachelor, master, and doctorate degree. The figure 2 presents the current structure of school education along with level, grade and required age of children to admit at different levels and grade.

Figure 1

Educational structure of Nepal

Class	Year	Higher education	Ph. D. (3-7) Year	
			M. Phil. (1.5 year)	
			Master (2-3 year)	
			Bachelor (3-5 year)	
12+	16+	Secondary education		
12	16		Technical SLC	Technical Diploma
11	15		Secondary Education (4 years)	
10	14			
9	13	Basic education		
8	12		Basic education (8 years)	
6	10		Alternative education <ul style="list-style-type: none"> • Primary education extensive education program • Non-formal primary education program 	
5	9			
4	8			
3	7			
2	6			
1	5			
0	4		ECD (Early Child Development)	
	3			

Source: MoE, 2010.

1.4.3 Current situation

Within the current school educational system of Nepal, two types of school are imparting school education over the country. They are public and private schools. Public schools which are also known as Government schools are run through the budget allocated by the Government while private schools arrange their finance by themselves. At present, there are 35,223 schools including 735 religious schools⁴ are running over the country. Among them, 29,630 schools are public schools and 5593 are private schools. In 2014, altogether 7,542,393

⁴Religious schools are run by religious body and used the government curriculum, but these schools has their own regulation. These schools are known as Ved Vidyashram (Hinduism), Gumba (Buddhism) and Madarasa (Islam).

students were enrolled in school of which 3,822,580 are girls students. The current school-teacher ratio in school education is 8.32 (MoE, 2014a).

1.5 Rational of the study

As mentioned earlier, the public education system in the world has experiencing unequal educational opportunities. The dozen of factors are responsible in the creation of this unequal educational opportunity, which finally lead the situation of exclusion in education. In order to ensure global commitment to increase equal educational opportunities and to impart quality education, there are number of international convention were held globally led by UN in which most of the countries of the world committed to internalize the global provisions of education. The Government of Nepal, as a member of global community has ratified and signed various regional and international conventions relating education, all of which called for providing public education to all children, regardless of their physical, intellectual, emotional, social, and linguistic conditions (Unicef, 2003). Consequently, Nepal has developed various policy and legislative provision to make education more accessible and affordable.

Despite the various provision at policy Nepal, evidence at field level showed that there are dozens of problems remained in school education system. As Mathema (2007) noted that one of the most important problems in Nepalese education system is unequal access in educational opportunities. According to the Department of Education (DoE, 2013a), the Net Enrollment Rate (NER) at primary level is 95.3 percent. This means almost 5 percent children of age group 6-10 years do not go to school. Similarly, Net Enrollment Rate (NER) varies by development region and within development regions. The highest Net Enrollment Rate is found (96.4 percent) in the Mid-Western Development Region (MWDR) whereas Eastern Development Region (EDR) has the lowest (94.8 percent). Similarly, Net Enrollment Rate of girls is lower than the boys. This fact reflects the discrimination of access to education is

existed over the country. The following figure presents the situation of Net Enrollment Rate by gender and development regions.

Table 1

NER by development regions and gender

Development Regions	Girls	Boys	Total
Eastern Development Region (EDR)	94.4	95.2	94.8
Central Development Region (CDR)	94.4	95.7	95.1
Western Development Region (WDR)	94.9	96.4	95.7
Mid-Western Development Region (MWDR)	95.7	97.0	96.4
Far Western Development Region (FWDR)	94.9	95.9	95.2

Source: DoE, 2013a.

Although the access to basic education has increased over the year considerably, equity in education still remains a crucial challenge. Likewise, the disparity in educational opportunities across social groups is also realized vital problem in school education in Nepal. For instance, in comparison to their share in total population at around 12 percent, the share of Dalit⁵ enrollment is 20.3 percent at primary level and 10.6 percent at secondary level. Likewise, in comparison to their share in total population around 40 percent, the Janajati⁶ enrollment is 35.4 percent at primary level and 38.8 percent at secondary level. The total number of student's enrollment by extremely disadvantaged Janajati is 90,405 at primary and

⁵Dalit is one of the caste in Nepal which is culturally oppressed and not allowed to touch. These people often called untouchable. Dalits are oppressed, disadvantaged and marginalized since earlier. In Hindu caste system, the status of dalit is associated with occupations regarded as ritually impure such as leatherwork, butchering, removal of rubbish. Dalits are commonly banned from full participation in Nepalese social life and physically segregated from the surrounding community for instance they could not enter in a temple and even in house.

⁶Janajati is Nepali word that refers indigenous people. Janajati is a ethnic group of different caste, known as indigenous group which have their own language and culture.

14,377 at secondary level (DoE, 2013b). The Gender Parity Index (GPI) and proportion of Janajti and Dalit children in primary education is presented in following table.

Table 2

GPI and proportion of Janajti and Dalit children in primary education

Indicators	Year (2013)
Gender Parity Index	0.99
Janajti Students (%)	35.4
Dalit Students (%)	20.3

Source: DoE, 2013b.

Similarly, the access of education to the Children with Disability (CWD) is also formidable challenge in Nepal. The Nepal Living Standard Survey, 2011 showed that overall 3.6 percent of people have some kind of disability in the country. The disability rate is accounted for male is 4.2 percent and 3.0 percent for female. Of all persons with some kind of disability, 29.2 percent are physically disabled, 22.3 percent have visual related disability, 23.4 percent hearing related disability, 2.4 percent vision/hearing related disability, 8.6 percent speech related disability, 6.8 percent mentally retarded and 7.3 percent have multiple disability (CBS, 2011).

Unfortunately, there is no exact official data on children with disability who are out of school, Department of Education has reported that, out of total students enrolled in school education, 48,575 students at primary level and 6,760 students at secondary levels have different kinds of disabilities. Similarly, the dropout rate is measured 7.7 percent in grade one and 6 percent in grade five. The repetition rates for the same grades are 19.9 percent and 5.3 percent respectively (DoE, 2013b).

The above scenario in school education in Nepal basically raised two primary concerns regarding inclusion and exclusion in education. The first concern is about to increase the access of educational opportunity so that over 800,000 children who are still out of school come to schools. The second concern is about ensuring equality in quality education that helps to meet the different needs of the children. These two concerns are fundamental aspects of building an inclusive education system. As it is agreed that, the exclusion is rooted from structural and behavioral aspect of society, exclusion in education is the result of combined consequence of interaction of school and community as they both are active social agent. Therefore, in order to increase access in educational opportunity and ensuring quality education, identification of real situation of educational exclusion and the root causes is very important so that necessary provisions of inclusive education could be made. This study would support to assess the existing situation of exclusion in education and explored the required interventions to address these problems.

Similarly, although the Government of Nepal has developed several policies initiatives to ensure the right to education, the overall performance of school education is criticized as it has failed to achieve the task. More specifically, the educational performance is noted under achievement because there are various challenges including structures and environment are remained at school level. The student who come from poor family and has different mother language and has disabilities has more learning barriers in schooling comparing to other children. Because of these barriers, either they leave school early or do not actively participate in learning process. Despite the constitutional provision of teaching by mother tongue in school education, its practice is found very poor in the schools. Instruction materials based on children's mother language are neither adequate nor easily available in the schools. These factors have a negative multiplier effect which degrades children's performance (NPC, 2013a). It means the practical aspects of school education are not effective as expected. In this context, the Government needs to focus in effective implementation of policy provisions. This

study helps to quest the factors affecting in effective implementation of policy provisions of education so that interventional strategies at practical level could be identified and developed.

According to CBS (2011), social and cultural practices like early marriage of girl child, ignorance towards education, and the caste based discrimination encourage to uneven distribution of educational opportunities over the country. Additionally, school with poor infrastructure and poor community participation in school development continuously increases quality issues in education. This situation reflects the social structure as a responsible contributor of exclusion in education in Nepalese context. It has necessitates the change of social attitude regarding education in order to reduce the barriers to education. This study would contribute develop the strategies to change the social attitude so that local community could contribute to develop inclusive education system.

Teacher is considered as key to reform in educational system. Realizing the significance role of teacher, Government of Nepal has made the provision of teacher development, but many studies (CERID, 2006, DOE & DIRD, 2014, Unicef, 2003) reported that the output of the training does not have positive effect on learning achievement of the students. In order to address this problem and develop positive attitude of teachers towards inclusive education, the Government of Nepal needs to develop incentive teacher development programme to develop the required skills to adopt change. This study would contribute to explore the needed area of the teacher development that support to design and implement comprehensive teacher development programme to promote inclusive education.

As Nepal is multi-lingual, multi-ethnic and multi-religious country, education system of Nepal is experiencing the problems of bilingual and multilingual children, and children with cultural differences. Inclusive education system in Nepal therefore is necessary not only to increase the access of education, but also to build the foundation of inclusive society. As the school is conceived as social unit inclusive culture in the schools could stimulates inclusive

practice in the whole society with accepting and celebrating diversity, disabilities, and individual differences. Keeping the consideration of this prime role of school community to develop inclusive society, this study is focused to assess the situation of inclusive culture in the Government schools. This study would therefore contribute to develop the strategies to promote culture of inclusion in school community that ultimately helps to establish the inclusive and cohesive society.

1.6 Organization of the thesis

This thesis includes eight chapters. The first chapter is the introductory chapter. This chapter has provides the background of the study including rational of the study. It has also describes the concept of exclusion and inclusion along with brief introduction of Nepal.

Chapter two and three presents the review of literature on inclusive education. Chapter two presents theoretical perspectives of inclusive education whereas chapter three discussed different practical aspects of inclusive education. Chapter three also outlines the different approaches of effective implementation of inclusive education, problems in implementation and culture of inclusive schools.

Chapter four describes the objective and theoretical framework of the study. Similarly, chapter four also includes the research problem, significance of the study as well as delimitation of the study.

Similarly, chapter five outlines the methodology adopted in the study as well as the research methods used in collecting and analyzing data. It also includes a description of the research design and procedures for data collection, validity and reliability of tools and ethical consideration.

Likewise, chapter six of this thesis presents the major findings of the study. All the data obtained from the different sources are presented in this chapter. This chapter assesses the legal and policy provisions of inclusive education with reference to Nepal, outlines the

existing mechanism and provision made by Government, describes the teacher's knowledge on different dimensions of inclusive education, and presents the teacher's evaluation on existing mechanisms and provisions made by Government of Nepal in relation to inclusive education. Additionally, this chapter has interprets the situation of practice, problems in implementation, inclusive culture in the school, role of teacher, and situation of children with disabilities.

Chapter seven of this study includes discussion of findings. This chapter has summarizes the key findings, interrelate to findings with literature, compare and interpret different findings according to intent of the study. The discussions of findings were made on the basis of objectives and research questions of this study.

The final part of this thesis, chapter eight, presents summary, conclusion, recommendations and research implications. It also presents some strategic interventions to make education system more inclusive with reference to Nepal.

2. Theoretical Conceptualization of Inclusive Education

2.1 Inclusion in education: Inclusive education

The concept of inclusion in education often termed as inclusive education and viewed as an approach, to secure the right to education of children by promoting the educational system. The aim of inclusive education is to reduce exclusion in education through ensuring participation of excluded children. In the field of education, inclusion came to international practice with the UNESCO Salamanca Statement and within the few decades since the adoption, it has accumulated a positive role in educational policy and has become a global movement (Norwich, 2013). Recently, inclusion in education is recognised as a basic human right and the foundation for a more just and equal society (European Agency for Development in Special Needs Education, 2012).

There is no single and universally accepted definition of inclusive education because it is viewed from different social and contextual lens. Inclusive education is described basically an ideological shift of international educational discourse that underpins multiple disciplines. Although, inclusive education has been conceptualized in many different ways, the idea of inclusion within the educational framework is frequently attached to the concepts of mainstreaming, diversity management, learning environments, school cultures, inclusive schools, and equal educational opportunities (Westwood, 2013).

Earlier discussions of inclusive education mostly concentrated on special need education because disability discourse has very significant role in the development of inclusive education. The disability discourse in education has established the right perspective in education. But, now inclusive education is viewed in deeper connotation and it does not only refer to children with disability, it also includes all children who face some kind of barrier to learning. Lipskey and Gartner (1997) argued that, inclusive education is not a special education but the convergence of the need to restructure the public education system to meet

the need of a changing society. In the same opinion, Barton (1997) stated that inclusive education is not only concerned with the assimilation of discriminated groups or individuals within existing socio-economic conditions and relations, but it is ultimately about transformation of a society and its institutional arrangements.

Similarly, Forlin (2005) viewed inclusive education much broader than simply inviting children with disabilities into mainstream classrooms and mentioned that, it is a means of extending educational opportunities to marginalized students who are still unable to attend school. Broadly, inclusive education is an innovation of educational development resulted from continuous international debates to reform in education system.

Stofile (2008) noted that, inclusive education is a paradigm shift that focused on management of student's deficits through the creation of more inclusive classroom environments that respond constructively to class, poverty, gender, disability, and education for a multi-cultural society. From this perspective, inclusive education is an innovation of educational development that offers a strategy for promoting effective universal education to ensure the right to education of every child. It is about minimizing exclusion and fostering participation for all students in the culture within a wider framework of support for all children in ordinary schools and concerned both access and equality (Hay, 2003).

Understanding inclusive education is not easy as it includes multiple aspects because exclusion in education is rooted from multiple sources. For example, increased attendance of children in classroom does not ensure the learning achievement of children because within school too, children may be excluded from learning opportunity. Therefore, inclusive education is not only concerned with the increasing access to school, it also focuses to create equal and positive learning environment to every child. Loreman (2009) has provided a synthesis of the features of inclusive education. These features are:

- all children attend their neighbourhood school,

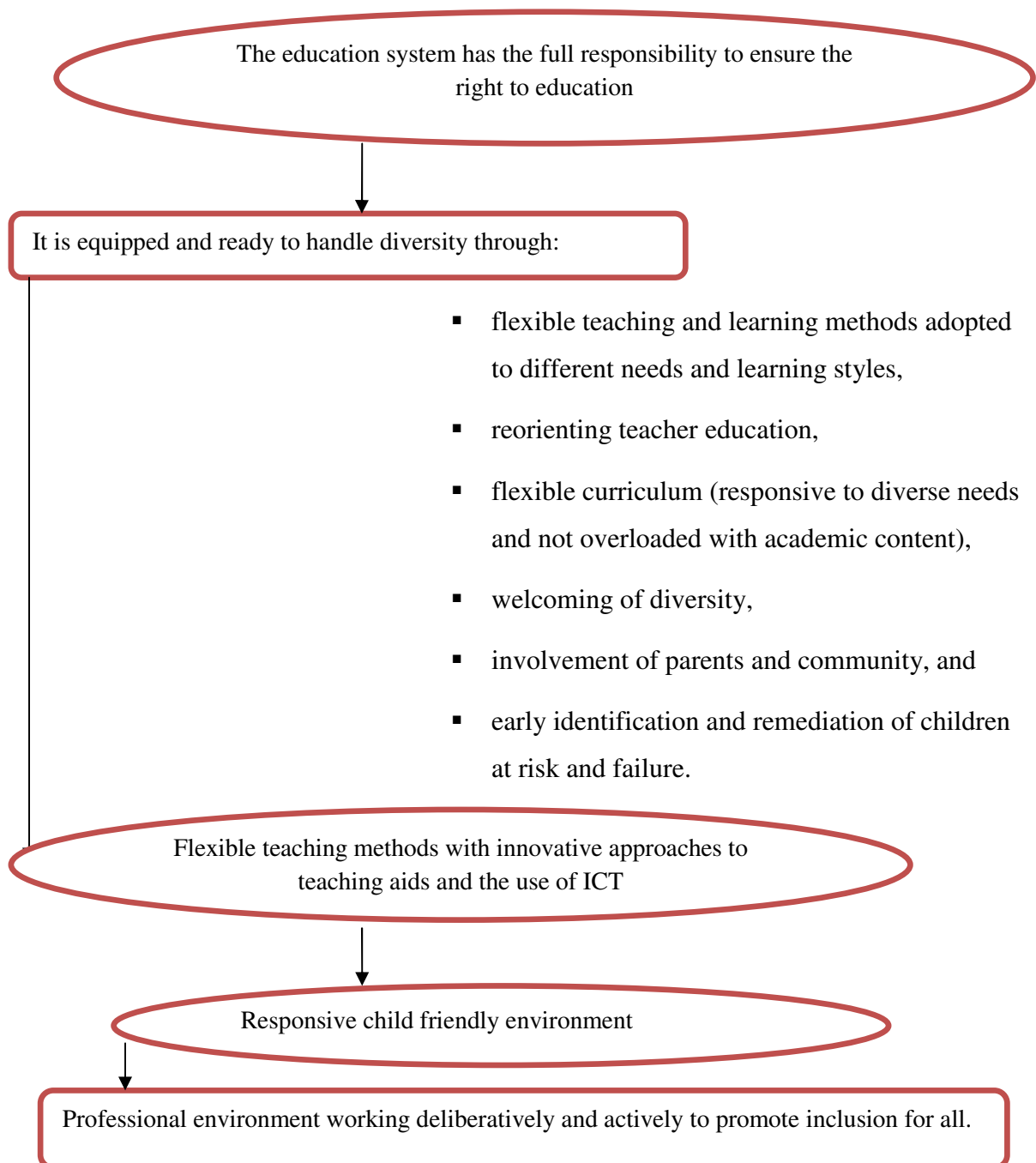
- school have a zero rejection policy when it comes to registering and teaching children, all children are welcomed and valued,
- all children learn in regular, heterogeneous classrooms with same age peers,
- all children follow substantively similar programs of study, with curriculum that can be adapted and modified if needed. Mode of instruction are varied and responsive to the needs of all,
- all children contributed to regular school and classroom learning activities and events, and
- all children are supported to make friends and to be socially successful with their peers.

As Loreman (2009) stated inclusive education is about the practice of educational ethics, the focus of inclusive education is to ensure such educational environment in which every one feel esteem and contribute to transform educational system through participation. Farrell (2004) added that, inclusion in education can be understood in three ways as a) the social inclusion and education of children presently excluded from education b) the inclusion of pupils currently in mainstream schools, and c) the balance of pupils in mainstream and special schools. It means inclusive education is about both access and participation. It has represents the concern of whole school reform. It is focused to effective delivery of quality education to all students and demands equal opportunities for all students whatever their age, gender, ethnicity, attainment or background (Farrell, 2004).

While Farrell (2004) described inclusive education as strategy of mainstreaming, UNESCO (2009) defined inclusive education as a process of strengthening the capacity of the education system to reach out to all learners. UNESCO has developed a framework of inclusive education on the basis of fundamental principles of inclusion which is very relevant to develop inclusive education system.

Figure 2

Education through the inclusion lens



Source: UNESCO, 2009.

In this way, inclusive education is viewed both as an approach and as a process. As an approach, it is designed to facilitate positive learning environment for all children that primarily concerned with transforming education system (Barton, 2003) and respond to the diversity of learners (UNESCO, 2003). The aim of inclusive education, as an approach, is to help all children to learn in regular classrooms (Korkmaz, 2011) and encourage to mainstreaming the children who are disadvantaged for any reason (Thomas, 1997). As a process, inclusive education listen the voice of childrens, raised the issues of quality and justice in education (Miles & Singal, 2010). In addition, it urges to critical examination of the structures of educational institutions, and teaching practices in order to develop better pedagogy and greater competence (Daniels & Garner, 1999).

These various conceptual descriptions and definitions of inclusive education mentioned above has their own perception and understanding. But, most of the explanations considered inclusive education as transformation of education system to promote the right of education of every children. Thus, inclusive education is conceptualized as an ideal discourse of educational justice that demands to restructure the public education system to meet the needs of a changing society. It is a system that provides quality education for all children (Daniels & Garner, 1999) and aimed to end all forms of discrimination as well as foster social cohesion (UNESCO, 2011).

On the basis of these explanations, inclusive education is summarized as an ideal discourse of education which is grounded on human right perspective that enhances access and participation in education as well as improves learning achievement of every child. Although it has different conceptualization and interpretation, it is more commonly viewed as educational reform movement to cope with existing exclusionary policies and practices in overall educational system. Additionally, inclusive education system demands to adopt such

educational approaches which are flexible, dynamic, and responsive to individual's needs within local context.

2.2 Origin and development of inclusive education

Primarily, the origin and development of inclusive education is highly influenced by disability movement. With reference to disability movement, there are two key movement that simulates the origin and development of inclusive education. The first, is disability movement and disabilities studies that urged refocused to education system and drew attention on discrimination and the barriers to participation experienced by children with disabilities. Second, is the promotion of the social model of disability that raised the critique of special need education (Stofile, 2008) and focused to restructure or reform ordinary schools. It means, disability movement has raised the voice of the right of education to the children with disabilities, which finally led continuous debate on education reform. This reform debate has established the foundation of development of inclusive education.

But, other educational reform movement also has significant role in the origination and development of inclusive education. In relation to educational practice, two parental movements namely a) school improvement, and b) special needs education has supported to the development of inclusive education. The school improvement movement has emphasized the inclusion of marginalized groups while special need education movement has provided some very practical expertise that established the foundations of inclusive education. Along with these, others groups and institutions such as primary stakeholders, activist groups, and community based organizations have also made significant contribution to the development of inclusive education (Ali et al., 2006).

Like these disability and educational reform movement, UN international conventions on education also played pivotal role in the development of inclusive education. The term inclusive education has been cited in number of key UN Declaration and Conventions

(UNESCO, 2005) that brought international attention to practice inclusive education globally. United Nations Declaration of Human Rights in 1948, established education as human right and appealed for free and compulsory elementary education. Similarly, UN Convention on the Rights of the Child, 1989 ensured the right for all children to receive education without discrimination on any grounds and made the provision of primary education should be compulsory and available free to all (Peters, 2004).

Although, inclusion has been indirectly advocated since the United Nations Declaration (UN) in 1948, especially it became the prominent only after 1990s. In 1990, the World Declaration on Education for All (EFA) has attempted to address gap between the ideals and reality in education. It has visualized universal access to education and appealed to promote equity to vulnerable and excluded children including girls, the poor, street and working children, rural and remote populations, ethnic minorities, and particularly disabled children. The declaration of EFA did not use the term inclusive education directly, but it has made several provisions to ensure the opportunity of education to the marginalized groups in order to bring them in the mainstream educational system. In the same way, the Standard Rules on the Equalization of Opportunities for Persons with Disabilities, 1993 has further incorporated the rules governing all aspects of right of disabled people. It has stated that, states should have responsibility for disabled persons' education and disabled persons should be educated as an integral part of the mainstream (Peters, 2004).

Similarly, in 1994, Salamanca Conference has coined special need education and it has used the term inclusive education. Salamanca Statement and Framework for Action on Special Needs Education, 1994 is still considered as the key international document on the principles and practices of inclusive education. It has outlined several pioneering and fundamental principles of inclusion that have not been discussed in previous documents. Salamanca Statement Framework for Action on Special Needs Education stated that, school should

accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Article two of this framework mentioned that regular schools with the inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, these types of schools provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 1994).

Likewise, the World Education Forum, 2000 was convened in Dakar, Senegal in order to evaluate global educational efforts over the decade. Dakar Framework has urged to create safe healthy, inclusive, and equitable educational environments to excellence in learning with clearly defined levels of achievement. It has explored the issues of children from marginalized and excluded groups and recommended that education system should be inclusive and actively search children who are not enrolled and responds flexibly to the circumstances and needs of all learners as well. World Education Forum, Framework for Action, Dakar (2000) ensured that all children have access to and complete free and compulsory primary education by 2015 focusing on marginalized and girls child (Peters, 2004). The UN Millennium Development Goals, 2000, has endorsed to achieve universal primary education as one of Millennium Development Goal.

With the intent of placing disability issues on the development agenda and to advance inclusive education as a primary approach to achieving education for all (EFA), Flagship Program on Education and Disability was launched at the end of 2001. After some years, UN Disability Convention was held in 2006 and it has promoted the right of persons with disabilities and encouraged mainstreaming people with disability in development (Peters, 2004). The International Convention on the Rights of Persons with Disabilities (ICRPD) has emphasized the role of government in providing an inclusive education for all learners, at all

levels of the education system. The convention also placed the responsibility of Government to promote education through:

- ensure the inclusive education system so that people with disabilities are not excluded from the mainstream of education as result of their disability,
- provide additional facilities to people with disability to increase access in education on the same basis as their peers in their own community,
- make provision of reasonable accommodation support to facilitate the access,
- ensure support system in mainstream school to facilitate effective teaching and learning, and
- ensure availability of effective individualized support to maximize social, emotional and academic progress that is consistent with the goals of inclusion (UN, 2006).

In this way, disability movement, educational reform movement and several other UN conventions has significant contribution in the development of inclusive education. Inclusive education has originated as a result of continuous debate within reform perspectives that established education as fundamental human right. Originally, it is grounded on human right perspective and developed from the disability right movement. Despite the short history of development, inclusive education became a global agenda and accepted as right based approach to reform whole educational system. Inclusive education in nowadays is also conceived as a tool to establish equity in education as well as foundation to develop inclusive society.

2.3 Theoretical perspectives of inclusive education

Theoretical perspective in general, is set of assumptions about reality underlies within given subject. In other word, it is an explanation based on certain assumptions which brings the attention to particular features of a phenomenon that contribute to better understanding. The inclusive education also has different theoretical assumptions to conceptualize its nature, features and values.

Dyson (1999) explained inclusive education from different four perspectives as right, efficacy, political, and pragmatic. According to Dyson (1999), inclusive education from the right perspective is a process to ensure educational right of every child as it accepts education as basic human right. The perspective of efficacy on the other, defines inclusive education as cost-effectiveness approach of educational services.

Similarly, from political perspective, inclusive education is concerned with the eradication of injustice in schools. This perspective described inclusive education as means to promote equity and social justice and has significant contribution to the development of inclusive community. It has emphasized to realize and protects the rights of students and monitors power distribution to promote justice in education. The pragmatic perspective viewed inclusive education as a process to improve the effectiveness of the school and concerned with what an inclusive school should look like in practice (Dyson, 1999).

Inclusive education also conceptualized from development perspective as it has different meaning to develop and developing countries. According to Sharma (2015), in developed countries education is largely inclusive of girls, the disadvantaged and the ethnic groups, children with disabilities, and learning difficulties, therefore educating children in separate schools is now being recommended to regular schools with inclusive orientation. Thus, inclusive education in developed countries mostly concerns to reform in special need education. This perspective believed that, children's disabilities are due to medical factors and

in order to fit them in the organized school, its curriculum and pedagogy should be reform. But, in developing countries large proportion of children is still out of schools and even those who enrolled are unable to complete minimum prescribed number of school years. Therefore, inclusive education for developing countries is the process to increase the access and participation in education (Sharma, 2015). Therefore, the priority of inclusive education in developing countries and developed countries is different as it is determined from the situational factors associated with exclusion and inclusion in education.

Next perspective on inclusive education is reform perspective. According to reform perspective, inclusive education has aimed to reform in existing education system. This perspective demands the reform in overall schooling process and advocates that school should respond the diverse needs of all children and fit themselves in children's learning styles (Mittler, 2000). Sebba and Ainscow (1996) also support this perspective and have contribution to develop the concept and practices of inclusive education. They have described inclusive education as the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organization and provision. Democratic perspective on the other hand viewed inclusive education as strategy for achieving a democratic and just society. According to this perspective, all general schools should transform the school environment and culture in democratic ways so that every child should be valued as democratic citizen (Engelbrecht, 1999).

In the same way, the disability perspective perceived inclusive education as appropriate response to the children with disability in school. Disability perspective has two different models namely medical model and social model to visualize disability. The medical model described disability as a personal tragedy which limits the capacity of the disabled person to participate in the mainstream of society and viewed the problem lies within the person but not in environmental factors and social barriers (UNESCO, 2002). The medical model treats

people with disabilities as objects rather than as authors of their own lives. In contrast, the social model drew attention to the environment to understand disability (Goodley & Runswick, 2011) and focused on the dynamic interaction between a person and the environment. According to this model, social environment within which the disabled have to live is responsible to the exclusion of disabled people from full participation (UNESCO, 2002). Unlike medical model, social model of disability has emphasized to the shared experiences, identity, and the cultures of disabled people. The social model advocates that each society has responsibility to take care of disabled people to promote their meaningful and respectful participation in social activities.

Inclusive education is also described from the critical perspective. The critical perspective of inclusive education is based on the transformation of education system. This perspective assumed that inclusive education is a process to providing the best possible learning environment for all children (Berlach & Chambers, 2011). In order to achieve the objectives of inclusive education, the transformation on educational system is required rather than changing children to fit within current exclusionary systems (Booth & Ainscow, 1998). Similarly, human right perspective on the other, conceived inclusive education as a part of human right. From this perspective, inclusive education recognizes the right of children to get education and foster social relations and conditions. Additionally, it ensures the right of every child to be included and adaptation of appropriate pedagogy to provide the opportunity of valued participation to all children (Cologon, 2013).

As discussed above, inclusive education has different concepts and interpretation from different theoretical perspectives. Each theoretical perspectives of inclusive education have their own explanations. Some perspectives defined inclusive education from narrow view where as some defined from broader lens. From narrow view, inclusive education is about disability and emphasized to integration (Slee, 2011). Narrow perspective of inclusive

education typically focused on integration of one group, while broader definitions emphasized on diversity and inclusion of all children (Armstrong et al., 2011). The broader view considers inclusive education as global movement comprising a broad range of groups who are vulnerable to marginalization from various reasons (Artiles et al., 2011) and accepted it as means to increase the access to education and to provide equal opportunities to participate in educational activities.

Although there are different interpretations, the intent of different perspectives is very close to each other. Every theoretical perspective has focused to building such educational system that could be able to cope with present exclusionary practices in education. Inclusive education philosophically focuses to create an inclusive society where every member has equal access to participate as a valued member and practically emphasized to use contemporary pedagogy to address the diversities and individual needs. Most commonly, inclusive education is considered as strategic intervention to promote socialization of children and to establish inclusive society through the application of inclusive culture.

But, the practice of inclusion in education is not simply an intellectual ideal, it is a physical and very real experiences (Mogharreban & Bruns, 2009). This requires considering how teachers understand the nature of knowledge and the students role in learning, and how these ideas about knowledge and learning are manifested in teaching and classwork (Ferguson, 2008). It is a way of looking at the world that enacts the fundamental meaning of education for all children, full participation, full membership, valued citizenship, and inclusion is what we make it and what we wish our culture to be (Kliewer, 1998). The notion of inclusion in education goes to the heart of how the community of human beings wishes to live with one another (Cologon, 2013). In essence, inclusive education is an ideology to accept and positively responds individual difference that promotes the full participation of an individual in group activities.

2.4 Dimensions of inclusive education

The discussions of theoretical perspectives on inclusive education in previous section clearly indicate that inclusive education underpins multiple aspects of education. The basic philosophical foundations of inclusive education are availability of opportunity, acceptance of disability and diversity, an absence of inequality and increasing full participation of all children in local school (Berlach & Chambers, 2011).

The ultimate goal of inclusive education is to end all forms of discrimination, foster social cohesion (UNESCO, 2011), and to identifies and removes barriers to participation in education (Mittler, 2012). Thus, inclusive education covers different dimensions rather than an individual or any single aspect of educational system. It has aim to reform whole educational system through the improvement of following dimensions.

2.4.1 Access and participation

One of the dimension of inclusive education is access and participation. Access refers the situation where everyone has an opportunity to be involve where as participation is about taking active role in social life. Access and participation are considered as key indicators to measure the situation of exclusion and inclusion. Inclusive education focused to ensure universal access to education and to increase participation (Miller, 2009) that requires ongoing engagement with removing barriers to active involvement and participation in shared learning (Curcic, 2009). It values the active participation of every child as a full member in family, community, and society (Frankel et al., 2010). As inclusive education accept the education as basic human right, it advocates to develop appropriate learning opportunities to enable the full and effective participation of all pupils in the process of learning.

Additionally, it is argued that, providing values to each individual is one of the core principle of inclusion. In this context, inclusive education is based on the “welcoming and valuing all pupils” that emphasize the active participation of children in the school (Booth & Ainscow,

1998). Inclusive education ideally accepted every child as a valued member of school community and believed that every child has the right of equal opportunity to actively participate in all areas of learning (Armstrong et al., 2011). It creates a situation where all children could be valued and experiences a sense of belonging and where all children are encouraged to reach their full potential in all areas of development (Conor & Goldmansour, 2012).

UNESCO further noted that inclusive education is not simply making school available for those who are already able to access them, it is about being proactive in identifying the barriers and obstacles of learning, in attempting to increase access opportunities for quality education, as well as in removing those barriers and obstacles that lead to exclusion (UNESCO, 2012). It is the process of increasing the participation of students in and reducing their exclusion from the cultures, curricula and communities of local schools (Booth & Ainscow, 2002). Thus, building an inclusive education system means extending educational opportunities, ensuring equal right and encouraging active participation in learning process. This requires fundamental change in educational value system.

2.4.2 Disability management

Disability management is about to develop such environment in which people with disabilities equally share the benefit as other people without disabilities. Disability management in education emphasized to provide special services and support to the children with disabilities with the intent of positive impact on their learning achievement. It is also focused to create positive attitude towards disability and emphasized to provide additional support to address the individual needs of children with disabilities to encourage social interaction and assimilation.

A large body of the literature on inclusive education specially focus to the inclusion of pupils with special educational needs (Mitchell, 2005) as disability movement has very significant

role in the development of inclusive education (Norwich, 2013). For instance, Giffin (2011) pointed that inclusive education is the practice of teaching disabled students alongside their nondisabled peer in regular classroom settings that includes the set of principles which ensures that the students with a disability is viewed as a valued and needed member (Giffin, 2011).

According to Grenier (2010), inclusive education promotes such educational policies and practices that uphold the rights of learners with disabilities. Additionally, it encourages the education of children with disability in the general education classrooms in their neighborhood schools (Seamus & Alur, 2010). Inclusive education opposed to segregation and integration as it believed that only the inclusion ensures the full participation of children with disability in school. Therefore, inclusive education focused to ensure the right of education to the children with disabilities and urges to develop such environment that values the disability, encourage children with disabilities to participate, and provide special support for socialization. Disability management in education thus, is the acceptance of children with disabilities in general school and addressing the individual needs through the management of appropriate learning environment in school.

2.4.3 Diversity management

Another dimension of inclusive education is to accept and responds diversity. The concept of diversity refers to the acceptance and respect individual differences with believing that each individual has unique character. The individual difference belongs to different dimensions of caste, ethnicity, gender, sexual orientation, socio-economic status, age, physical disabilities, religious beliefs, and political ideology. Therefore, diversity management is the exploration of these differences in a safe, positive, and nurturing environment.

Diversity management in education is to celebrate the diversity and supports participation of all pupils who face learning and or behaviour challenges of any kind, in terms of socio-economic circumstances, ethnic origins, cultural and religious context, linguistic heritage,

gender, sexual preference, and so on (Topping & Maloney, 2005). Messiou (2012) perceived inclusive education system as a subset of an inclusive society, in which diversity among people is acknowledged, accepted and valued. It emphasized to respond to all pupils as individual by reconsidering the curriculum, educational structures and other provisions (Sebba & Ainscow, 1996).

UNESCO (2005) has viewed inclusive education as a dynamic approach that responds pupils' diversities and sees individual differences is not as problems, but as opportunities for enriching learning. Pottas (2005) further added that it is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities. It has involves the changes in modifications in content, approaches, structures and strategies with in a common vision which covers all children of the appropriate age range. Basically, inclusive education concerned with providing appropriate responses to the broad spectrum of learning needs in education. As an approach it looks into how to transform education system and learning environment in order to respond the diversity of learners with the aim of enabling teachers and learners both to feel comfortable with diversity (Sands et al., 2000).

2.5 Social aspect of inclusive education

It is argued that, social exclusion is the result of social behaviour and interaction that have negative impacts on social development and participation. Social exclusion is the situation that obstruct the mainstreaming of poor and disadvantaged people. The concept of inclusion is therefore developed to overcome from the situation of exclusion which requires the change in over all social system, structure and values.

Since the exclusion in education originated from social structure of educational community and influences the value of educational system, inclusive education was adopted as a means to reduces negative impacts of social exclusion on educational development. Thus, inclusive

education concerned with different social aspects such as social values, cultural norms and attitude and interlinks to social life. Many research studies concluded that inclusive education also support to develop different social skills which are significant in the development of inclusive society. As a social unit, school has different socio-cultural values and practices that may obstruct the participation of some children where as some children may encouraged to participate. For example, Unicef (2013) pointed that children who experience disability may suffers from different misbehaviour from their peers and teachers resulting in marginalization, stigmatization, and often bullying and abuse (Unicef, 2013). These types of behaviour of the school are the result of social perceptions, social interaction and social values regarding disabilities. In order to minimize these negative influences, inclusive education could be useful that support to eliminate these types of abuse in school (Rose et al., 2011).

Similarly, inclusive education could be supportive to foster social development. Inclusive education facilitates social development in children who do and do not experience disability. It allows children to build and develop friendships (Finke et al., 2009) and encourages higher levels interaction (Theodoru & Nind, 2010) which results more opportunities for children to establish and maintain friendships. The more time child spends within an inclusive setting, the greater the social interaction (Antia et al., 2011).

Additionally, inclusive education supports to the self development to both types of children who do and do not experience disability (Finke et al., 2009). It leads to a sense of belonging (Chapman, 2006) and to a self concept not only as a receiver of help, but also as a giver of help (Jordan et al., 2009). For children who do and do not have experience disability, inclusive education has been shown to result in more advanced social skills (Cologon, 2012). Children who participate in inclusive education have been found to be more independent and develop qualities such as patience and trust and to become more aware of and responsive to the needs of others than children in non-inclusive settings (Finke et el., 2009). Inclusive

education also supports to children to increase awareness and acceptance of diversity and understanding of individuality (Wong & Cumming, 2010). This increased awareness to accept diversity finally support to establish just, equitable, and democratic society. Therefore, inclusive education is also considered as tools of social development and includes different social skills which are very helpful in socialization.

2.6 Psychological aspect of inclusive education

Like social aspects, inclusive education also deals with different psychological aspects of human behavior. It has focused to change of the attitude on disability and diversity. The development of inclusive education requires a radical change to schools and education system. Inclusive education focused not only to the presence of children in classroom but also concerned with the learning achievement of children.

Learning is a cognitive process and it is influenced by different psychological process. Psychological conceptions of learning have traditionally focused separately on changes at behavioural, cognitive and neural levels which represent behaviourist, constructivist and neuro-scientific school of thought. The process of learning range from simple behaviourist stimulus response associations and root learning to more complex accounts of information handling, language use, and meaning making, the workings of the brain and neural connectionism (Kershner, 2009). These all are psychological aspects which are integral part of learning achievement.

Similarly, the attitudes of teachers influence their behavior in classrooms (Ajzen, 2005). The behaviour of teachers in classrooms determines the learning of the student. The knowledge and perceptions of the teachers regarding diversity and disability influences their feelings and overall behaviors towards students with special education need (Rayn, 2009). The belief system of teachers plays a major role in inclusive teaching practice (Barnyak & Paquette, 2010). As stated above all these aspects directly associated with overall teaching strategies

and therefore inclusive education requires sound knowledge on educational psychology so that teacher could contribute to learning achievement of children.

In summary, inclusive education is multidimensional and multidisciplinary and because of this reason, it seek the combined effort of multiple stakeholders to establish just and equitable educational community. Some aspects which are dealt by inclusive education are related to psychology where as some aspect are related with educational pedagogy. Furthermore, some aspects of inclusive education like social value system, cultural attitude, policy matter are related with socio-political aspects. As exclusion is rooted from multiple sources, inclusive education covers different aspects to reduce the impact of exclusion. Thus, inclusive education is thus multidimensional in nature, and focused to increase access and participation of every child in education, encourage creating disability friendly environment and offering an appropriate educational pedagogy to manage the individual differences in school. It is neither merely segregation nor integration of children with disabilities in general schools, it is ultimately about the inclusion of all pupils to promote cohesive learning community.

3. Inclusive Education in Practice

3.1 Approaches of inclusive education

Practice of inclusive education is the application of values and principles of inclusion in education. It refers to the use of ideology of inclusion in education system to reduce the exclusion in education. In practice, inclusive education requires greater commitment and continuous engagement in educational reform activities. It demands the change in system of education so that inclusive education system could be established.

In order to translate the ideals and values of inclusive education in to practice, there are various approaches are developed. All of these approaches have different perception regarding the factors affecting educational exclusion and proposed different strategies to make education system more inclusive. These approaches mostly focused to the management of education of the children with disabilities. Among the various approaches, “social minima approach” is one that believed unavailability of resources lead the exclusion in education. This approach suggested to ensuring foundational level of substances to the excluded population to include them in mainstream. Additionally, it believed that educational exclusion can be reduced through the provision of resources to those who do not have access in education (Stofile, 2008).

Similarly, some argued that inclusion is never ending process and attaining full inclusion is very difficult task. Therefore, partial inclusion approach is recommended in education. The partial inclusion approach has criticizes full inclusion and argued that inclusive practice is not always inclusive. For instance, students with special needs in regular classes may require additional help or special instruction in the general classroom but general classrooms may lack of these special services. In this situation, student with disabilities may deprive from most specialized services. The most special services to children with disabilities are provided outside the classroom particularly if, these services require special equipment such as speech

therapy. In this case, students with special needs are pulled out from the regular classroom for these services. Therefore, this approach offers the student with special needs to attend smaller, and more intensive instructional sessions in a resource room to receive specific services, such as speech and language therapy, occupational and/or physical therapy, and social work (Pottas, 2005). But, the full inclusion opposed segregation of students with special needs and advocates educating students with special needs alongside students without special needs in general school. In full inclusion, all children are integrated together even those that require the most severe educational and behavioral supports and services (Pottas, 2005).

The next frequently described approach of inclusion is “regular inclusion approach”. According to this approach, some students notably those with severe autism spectrum disorders or mental retardation as well as many who are deaf or have multiple disabilities may not receive regular assistance from the teacher. As a result they can feel the barrier in classroom. In order to remove these barriers, this approach emphasizes to provide regular assistance from the teacher. Teacher can provide such regular assistance through the use of antecedent procedures, self-management strategies, peer-mediated interventions, positive response and naturalistic teaching setting (Bowe et al., 1992). But, in practice, it is difficult to find such type of skillful and motivated teacher in every general school.

In addition, Heiman (2004) introduced and described different four approaches of inclusion as 1) in-and-out 2) two teacher 3) full inclusion, and 4) rejection of inclusion. According to Heiman, in-and-out approach would be more effective for the students with learning disabilities. This approach enables students with disabilities to benefit from the special instruction they needed together with regular lessons and interactions with their peers in regular settings. In two teacher approach, two teachers teach simultaneously in the classroom. Among the two teachers, one teacher had training on special education and concentrates on the students with disabilities. Full inclusion approach on the other, focused the integration of

children with disabilities in regular classroom. This approach believes that additional support and cooperation could be beneficial for students with and without disabilities. The rejection approach favored segregation and believed that it would be better to teach students with disabilities in separate classes according to special programme so that they could progress at their own pace (Heiman, 2004).

Fletcher & Artiles (2005) elaborates different concepts and their fundamental strategies of inclusion regarding education along with the implications. They conceptualize inclusion as placement, as a education for all and as a participation. As a placement, the target of inclusive education is to placement of children with disabilities in general school. This concept is based on right perspective and offers integration of children with disabilities in regular classroom. It also emphasize to provide additional support to the students with special needs. As Education For All (EFA), inclusive education focused to provide an equal opportunity to all children including poor children and emphasize to provide quality education. This concept is based on non-discrimination and aimed to increase the access. It offers the strategy to increase the capacity to educating all learner. Likewise, as a participation, inclusive education based on pluralist and cohesive ideology and focused to all children especially those who are marginalized. It has aimed to reduce the barrier of participation and offers a strategy to critical examination of current practices to remove the barriers in education of children.

Table 3

Typology of varieties of inclusion

Types of concept	Target group	Process	Vision	Implications
Inclusion as placement	Children with Special Education Need (SEN)	Include in regular schools and classrooms	Right based	Acknowledge rights and provide support
Inclusion as Education for All (EFA)	Groups with poor quality education	Increase access	Non discriminatory	Increase capacity to educating all learners
Inclusion as participation	All learners especially those who are marginalized	Reduce barriers to participation	Right-based, pluralistic and cohesive	Critically examine current practices and remove barriers

Source: Fletcher & Artiles, 2005.

As discussed above, every approaches of inclusive education have their own argument to address the issues of exclusion in education. As the goal of inclusive education is the transformation of educational system and building inclusive society, the inclusive approach must be focused to increase the learning achievement of every child. At present, along with the problem of educating children with disabilities, educational community is facing the challenges of improving learning of multilingual children, addressing the needs of migrant children, increasing the access and participation of marginalized, poor and vulnerable children as well as to reduce discrimination on the basis of gender, race, socio-economic status and ideology. Thus, to practice inclusion in education in real sense, the approach of inclusion should be developed on the basis of multidimensional aspects of educational exclusion and flexible education system.

It is not easy to assess the advantages and disadvantages of each approach and to recommend the single approach of inclusive education because the situation of exclusion in education and focus of inclusion may differ from one context to another context. Therefore, the selection of the suitable approach of inclusive education extremely depends on early identification of factors affecting exclusion and learning barriers of students. But, the inclusive approach must be aimed to reduce the barriers of education.

3.2 Problems in practice

In recent year, the practice of inclusive education has been widely embraced as an effective strategy to improve education system. However, there are different problems at different level are realized in the process of implementation of inclusive education. Many countries of the world experienced various challenges to translate the principles of inclusive education into the classroom because effective practice of inclusive education is very complex process that requires sufficient resources, greater commitment and wider participation.

Studies on inclusive education showed different problems at different level in ensuring effective practice of inclusive education. The problems in practice are realized from the clear understanding of inclusive education to developing positive attitude. One crucial problem that contributes to the difficulties in the successful implementation of inclusive education internationally is conceptual confusion regarding inclusive education (Cologon, 2013). The teachers and educators have lack of clear understanding about the philosophy of inclusive education. The lack of common understanding and lack of knowledge about the practice of inclusive education is a barrier to inclusion itself. Research studies showed that the common misperception among teachers and educators is to perceive inclusive education as it requires a child (who is being included) to fit within a setting. This is not a real concept of inclusion, it is a notion of assimilation rather than inclusion (Armstrong et al., 2011).

Similarly, another frequently reported problem is an attitude (Westwood, 2013). Teachers and educators tended to have a negative attitude towards mainstreaming children with disabilities. Most of the teachers expressed doubts about the efficacy and feasibility of attempting to teach an ever increasing range of children with disability in one classroom (Korkmaz, 2011). As the teacher has central role in the practice of inclusive education, their attitude has direct impact on successful implementation. Teachers attitude towards inclusion found vary according to the nature of disability of the students (Westwood, 2013). Like attitude, there are various problems are also identified with relation to the teacher. Research evidences showed that teachers has lack of desired skills and expertise to implement inclusive education successfully and to teach students with special needs (Westwood & Graham, 2003, Smith & Tyler, 2011).

Another problem of effective implementation of inclusive education is resource constraints. Despite the introduction of inclusive education in all countries, it is reported that most of the developing countries suffering from lack of financial resources to implement inclusive education. Due to this problem, the practice of inclusive education is affected mainly from insufficient materials and equipment provision, lack of teacher training program, and lack of support staff (Dagnew, 2013).

Along with the resource problems, educational system factors also affects in implementation of inclusive education. These factors include physical environments of school, school curriculum, language and communication, socio economic status of the parents, educational policies, and organizational structures. Most serious factors are inadequate education and professional development for teachers, and specialist support staff, lack of funding and limited support from educational authorities (Unicef, 2013).

The problems related to schools are also realized in the practice of inclusive education. The problems such as absence of support staff in general school, lack of support center, lack of relevant materials, and lack of physical infrastructure affects in effective implementation of

inclusion (Elweke & Rodda, 2001). Additionally, inflexible curriculum, school culture, lack of coordination, and communication in the school creates many other barriers in successful implementation (Andrewa & Frankel, 2010). The teachers in general school have frequently reported the problems as of lack of time, difficulty in individualizing within a group, inadequate training and resources, lack of school support, and inadequate school infrastructure (Schadock et al., 2007).

In summary, although inclusive education is adopted by most countries, the countries are facing so many problems regarding its successful implementation. Even in some developing countries, inclusive education seems not practicable as they are still facing basic problems of educational access and infrastructure. The research evidence revealed that over all problems to practice inclusive education are: lack of resources including human resources, negative attitude, social discrimination, unequal learning opportunities, and system of education (Johnson et al., 2014). In addition, most crucial challenges are lack of support by community and administrators (Fuchs, 2010), lack of resources (Kalyva et al., 2007), insufficient teacher preparation and training (Slavica, 2010, Fuchs, 2010), lack of collaboration, limited understanding, and lack of expertise (Vaugh et al., 2011). All of these problems seem as systematic barriers that contribute to enlarge the obstruction in effective translation of inclusive ideology in education. Most importantly, the policy barriers in most case remained the root of the all problems realized in effective implementation of inclusive education.

3.3 Effective implementation

Effective implementation of inclusive education is complex process. It requires a clear vision and commitment to overcome all types of barriers in implementation mainly an attitudinal and socio-cultural. The effective and successful implementation of inclusive education depends on a myriad of functional variables to create the ideal system of education (Johnson et al., 2014)

and requires significant changes in policy, structure and delivery system of education to all students (Sharma et al., 2013).

Most of the studies on inclusive education concluded that, successful implementation of education requires over all reforms in educational system. For instance, in order to translate the ideology of inclusive education into practice, Oliver (1996) suggested to develop such educational system that valued differences, morally committed to the integration of all children into a single education system, urged school to work with children, and adopt flexible curriculum. Thus, building an educational system that accommodates and respect diversity is the primary task to steer the effective implementation of inclusive education. The formulation of such education system requires reevaluation of current educational strategies.

Along with the reform in educational system, the successful inclusion requires a fundamental change in the culture of schools and its roles and responsibilities. The implementation of inclusive education becomes problematic when the school has complex culture and organizational structure (Clark et al., 1999). In order to address this challenge, every school at present time needs to accept wider diversity.

Mittler (2000) suggested that, every school need to move from 'a deficit model' where the problem essentially was located within the individual to a 'social model' that believes disability is created through social institutions by oppressive, discriminatory and disabling practices. It means successful implementation of inclusive education requires the transformation of schools in such a ways that helps to increase their capacities to respond to all learners and not just children with special education needs (Biklen, 2000). In order to make inclusion more effective, school must recognize and respond to the diverse needs of their students, accommodating different styles of instruction and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, utilization of resources and partnership with their communities (UNESCO, 2005).

Most importantly, successful implementation of inclusive education requires effective teacher. Teacher factor is very important because teacher has pivotal role in realizing inclusive culture in the school. The attitude, skills and willingness of the teacher has significant influence on effective implementation of inclusive education. The effective practice of inclusion depends upon adequate number of teachers and their professional development (Sharma et al., 2013). When teachers are adequately trained and have access to appropriate resources and support and have a positive attitude towards including students with disability, there is a high possibility of good practices of inclusive education within their classrooms. These teachers, called 'high-impact teachers,' who have a positive effect on students because they discussed children's home and community lives and made an effort to connect these experiences with the classroom curriculum (Boyle et al., 2011). In order to develop positive attitude and response of the teacher towards diversity and disability, teachers are urged to learn and adopt new ways of teaching and interacting with students as part of the overall cultural transformation of their schools (Ainscow, 1999).

Similarly proper knowledge on the perspective of inclusive education, its policies and strategies among teacher and educator is also very necessary to handle the diversities and disabilities in the classroom. It has enlarges the thought of the teachers and educators and helps to build positive attitude (Schadock et al., 2007). Successful inclusion also requires technical skill and capacity among teachers and educators to handle diversities and differences in classroom and it could be achieved through teacher training programme.

The Council for Exceptional Children (CEC) has added the following additional elements for successful implementation of inclusive schools:

- A vision of equality and inclusion, publicly articulated,
- Leadership which publicly espouses inclusion and equal opportunities,

- An array of services that are coordinated across and among education and agency personnel,
- System for cooperation within the schools,
- Flexible roles and responsibilities, and
- Partnership with parents (Thomas et al., 2005).

Hutchinson (2010) proposed two basic strategies for effective practice of inclusive education as: a) reform in curriculum and instruction methods that must be beneficial to all students, and b) provide continuous supports and services for students and teachers. Similarly, Winter and O'Raw (2010) offered some key to success with respect to inclusive education. These include effective leadership, committed teacher, positive attitude, teacher training, sufficient resources, trained and knowledgeable teaching assistant, family involvement and flexible curriculum.

According to Brakenreed (2011) information sharing workshops, time management for planning, adequate resources, reducing class size, and training for school administrators are integral part in the implementation that help to promote inclusive education. Furthermore, Brakenreed (2011) advised to change in educational values and philosophy to establish inclusive education system. Slavica (2010) emphasized greater commitment and a clear vision to flourishing implementation of inclusive education.

In summary, the essence of inclusive education is to transform educational system that brings people together, improve the system, and promote the inclusive society. To achieve this goal through the effective practice of inclusive education, school requires a high quality of service, well trained teachers, support personnel and material resources. Moreover, inclusive schools are the heart of inclusive education. Such schools promote cooperative relationships, not only in school but also between school and the whole community. Inclusive schools are committed to proactive responsiveness to foster an inclusive educational culture in the school and

teachers play a key role in this process. By developing an inclusive pedagogy, teachers in inclusive school are able to connect individual learners and their own way of learning to the curriculum and with the wider school community (Corbett, 2001). Thus, school community has vital role in effective implementation of inclusive education through creating inclusive culture in school.

3.4 Inclusive school

Inclusive education is intended to remove barriers of learning and to provide opportunities for students to actualize their unique potential, regardless of their race, ethnicity, (dis)ability, exceptionality, socio-economic status, and sexual orientation (Kugalmass, 2014). This aim could be achieved through the inclusive school where every student experiences a welcoming and supportive environment that foster the development of a sense of belonging and value.

The concept of inclusive school originated as a part of philosophical explanation of inclusive education to address diverse needs of the students. Inclusive schools recognizes and responds to the diverse needs of their students, accommodates different teaching styles and ensure quality education to all through appropriate curricula, organizational arrangements, teaching strategies, effective use of resource, and partnerships with their communities (UNESCO, 1994). An inclusive school accepts all children (Thomas, 1997) and respond the diverse needs (Norwich, 2013).

The fundamental principle of the inclusive school is all children should learn together regardless of any difficulties or differences they may have. Inclusive schools therefore, deliver a curriculum to students through organizational arrangements that is different from those used in schools which support to exclusion to some students from their regular classrooms (Ballard, 1999). In an inclusive school, all member of the school community have a sense of being welcome, of belonging, and of being valued within the context of school and experience a pedagogy of care (Kunc, 2000).

According to Center for Studies on Inclusive Education an inclusive school has following characteristics:

- Community based: an inclusive school reflects the community as whole. Membership of the school community is open, positive and diverse. It is not selective, exclusive or rejecting.
- Barrier free: an inclusive school community is accessible to all who become members in terms of the buildings and grounds and educationally in terms of curricula, support system and methods of communication.
- Promotes collaboration: an inclusive school works with rather than competitively against other school.
- Promotes equality: an inclusive school has democracy where all members have rights and responsibilities with the opportunity to benefit from and take part in the education provided by the school both within and beyond its premises (Thomas et al., 2005).

As mentioned above, inclusive school strive towards developing practices that reflects support, and care to all children. In doing so, it has emphasize to build inclusive culture so that wide variety of individual needs including social, emotional, and behavioural could be addressed. Inclusive school has the collective commitment to educate all children and has the philosophy to value the individual contributions (Kunc, 2000). In a truly inclusive school, the principal, teacher, parents and students work collaboratively to ensure that all members of the school community experience a sense of being welcome, of belonging and of being valued within the context of school (Ainscow, 1999).

In summary, inclusive school accepts and positively responds individual needs with accepting the value of every students with diverse background and capabilities. It provides equal opportunities to all learners and encourage to participate as a full member of the school

community with providing necessary services and instructional assistance. Classroom teachers in inclusive school deliver meaningful learning experiences with the collaboration of support staff. Teachers seek to maximize the strengths of students and assure the success of all children in achieving curricular learning goals.

The principal goal of an inclusive school thus, is to invite every student to participate fully in all aspects of school life and valued as an integral member of the school community. Inclusive schools are those where the teacher, other staff, students, and local community valued the ideology of inclusion and committed to ensure fullest and meaningful participation in the school community with collaboration.

3.5 Role of teacher

Teacher has significant role in the practice of inclusive education. It does not matter how excellent the educational infrastructure might be, how well articulated educational policy might be, how well resourced a program might be, effective inclusion does not take place until regular classroom teachers deliver relevant and meaningful instruction to student with disabilities (Bhatnagar & Das, 2014). The general education classroom teacher has key role in successful implementation of inclusive education as they optimally assume responsibility for teaching and creating opportunities to learn for all students within their classrooms (Jordan & Stanovich, 2004).

A teacher could contribute to foster inclusive culture in the school through various ways. For instance, school teacher plays an important role to ensure the success for all students. Teacher creates a supportive and inclusive learning environment where students are valued as integral members of the classroom community and where positive interactions are paramount. The teacher takes the responsibility of classroom to meet the needs of all students. Similarly, creating effective learning environment that accepts diversities and address wide range of needs of the students in classroom is another major role of teacher (SCERT, 2010).

Similarly, school teacher supports to address the diversity of learners through the innovative teaching and learning strategies. To perform this task, teacher need to have good intention and knowledge on teaching practices that promotes inclusion in classroom. In inclusive education, the role of teacher is not limited on daily activities rather teacher can contribute in educational innovation through planning inclusion, developing new pedagogical strategies and conducting action research (Florian, 2008) as well as to identify resources to support inclusion (Agbenyega, 2007).

Opertti and Brady (2011) noted that inclusive teachers play key role in addressing the diversity of learners' expectations and needs through a vast repertoire of innovation teaching and learning strategies that do not marginalize them within the broader education system. In fact, the role of inclusive teachers does not limited in the norms of teaching a lesson but it also includes personal sensitivity to the complex nature of the specific disabilities of their pupils (Bourke, 2010) and the way to reach out to their students so that no learners suffers from their practices while delivering their lessons (Jordan et al., 2009). Ainscow (2007) added that teachers contribute to understand backgrounds of students so that appropriate teaching strategies could be developed. Teachers in inclusive education play the role as co-designer and co-developers of inclusive practices (Opertti & Belacaza, 2008).

Therefore, teacher is considered as catalyst of effective implementation of inclusive education. Along with ensuring inclusive pedagogy, teacher contributes to change the school culture through mobilizing resources, motivating local community to participate schools' development and innovating modern pedagogy which are integral part of inclusive education.

4. Objectives and Theoretical Framework of the Study

4.1 Research problem

Although, there is lack of sufficient and depth research, some study has been conducted in order to assess the situation and develop necessary strategies to promote inclusion in education in Nepal. Dynamic Institute of Research and Development (DIRD) has conducted research on “Analyzing educational status of children with disability and identifying critical intervention to promote their enrollment, retention and success in school” on behalf of Department of Education (DoE) in 2014. The major objective of the research was to identify, analyze and suggest critical intervention measures to promote the enrollment, retention and success of children with disability in school through the analysis of their educational status. The study found that some of the resources class in general schools were conducted beyond the principle of inclusive education. The study also listed the major factors hindering for the enrollment, retention and success of the children with disability in schools as low level of the awareness of parents, least publicity of the resource class, least influential campaign of the DoE/schools, poor infrastructures in the school, ignorance of the parents, least effectiveness of the inclusive education, different attitude of the teacher, lack of disability friendly materials, and inadequate training to the teacher. Similarly, the study has also identified some promoting factors for the enrollment, retention, and success in schools. According to this study, these factors include disable friendly school structure, positive learning environment, admission campaign, home visit, awareness raising, community mobilization, scholarship, teacher training, and use of promotional materials (DoE & DIRD, 2014).

National Center for Special Education (NASEC) has conducted a study of “Teacher management in inclusive education” in 2007. The primary aim of this study was to investigate the relation and importance of teacher development for promoting inclusion. This study has found the gap between policy provision and implementation. According to this study, the

major problems faced by teachers were lack of materials and equipment, inadequate training on inclusive education, inadequate professional development of teacher, weak relationship of teacher with students, head teacher, SMC members, guardians and community people, inadequate and less qualitative physical infrastructure of the schools, lack of coordination and leadership in school management, lack of support and facilities to teacher, and low participation of students in classroom learning (NASEC, 2007).

Another study on “Situation of inclusive classroom in Nepal” was conducted by Center for Education Research Innovation and Development (CERID) under the formative research projects (EFA, 2004-2009) in 2006. This study was intended to study the system and mechanism used in identifying different needs of children in the classroom. The objectives of this study were to investigate teachers’ awareness and sensitivity towards special need children's and to identify the effectiveness of the welcome to school programme. The study has concluded that little coordination between the assessment center, resource class and the inclusive school has resulted ineffective identification of special needs children. The study revealed that, although the teachers had received training on inclusive education, teachers have lack of skills to identify special need of children with disabilities, and not proper knowledge of individual education plan (IEP). Similarly, the study has reported that welcome to school programme was not effective as expected (CERID, 2006).

Likewise, Center for Education Research Innovation and Development (CERID) has conducted another research in 2004. This research was aimed to identify the strategies to bring disadvantaged and disabled children to the mainstream of formal schooling. This study has concluded that the assessment center was inactive in the selection of students with disability, the training and orientation program was not sufficient to help the teachers and focal persons to deliver effective teaching and managing the resources, there was lack of practical training and regular refresher training for the resource teachers, and there were gaps

between policy and implementation. This study has also reported the professional support to the resource teacher was insufficient to prepare them for addressing the needs of special needs children (CERID, 2004).

In order to find best practices of inclusive practices in classroom, Unicef has conducted study on “Examples of inclusive education: Nepal” in 2003. The study came to the conclusion that there was lack of awareness among the general public regarding the causes, early detection and prevention of disability and because of this reason children with disability are often marginalized within the general education system and within society in general. The study has reported that, the education of children was considered as a matter of general charity and welfare rather than a right that every child in Nepalese society. Similarly, study has also explored the existence of debate over the issues of special, integrated and inclusive education in the country because some teachers were advocated special schooling, whereas others favor integrated education. Furthermore, study has concluded that there is a shortage of appropriate training to the teacher, lack of learning materials for children with disabilities, and teachers have neither adequate training nor the experience to be flexible in the curriculum to handle the children with disabilities. Additionally, this study has also argued that the implementation of inclusive education is unrealistic in the absence of awareness and infrastructure, and without sufficient professional training (Unicef, 2003).

As the inclusive education is recent development in Nepal, studies on inclusive education in Nepal are very limited in number. Available research work on inclusive education discussed above mostly focused with the education of children with special needs. These research studies missed the other aspects of inclusive education such as individual difference, disparities, learning achievement and socialization of children with disabilities in regular school. Additionally, research reports also showed that there were many barriers remained both at school and at community because education system is highly influenced by cultural

beliefs. In addition, some research studies explored that most of the problems faced by children with disabilities remained unnoticed. Teachers are also facing personal and social challenges due to the lack of community participation school development but these are not explored yet. This situation necessitates an in-depth research to develop strategic intervention to the barriers of practicing inclusion in education. In this reference, this study used inclusive education from wider perspective including increasing the access and participation, management of disability and appropriate response of individual difference.

4.2 Research questions

Despite the various provisions at policy level, the current situation of school education in Nepal discussed previous section revealed that Nepal is still facing the twin problems of unequal opportunity to education and learning barriers. Particularly, there are significant number of children remained out of school, the variation in the participation is existed among social and ethnic group and children with disabilities continuously experiencing different types of difficulties in learning.

This situation clearly showed the limitation of existing education system of Nepal. In addition, present situation raised couple of questions such as why some children in Nepal does not come to school, how the learning achievement of children could be improve, why the policy provisions made by Government were not translated effectively, what are problems remained in practice, and what sorts of interventions required to effectively translate the policy provision in practice? These questions necessitate the in-depth study on inclusive education so that necessary feedback to develop the approaches of inclusive education in Nepalese context should be received.

The important of inclusive education in Nepal is not only to address the issues of educational exclusion, but also to address the needs of plural society and to establish cohesive and inclusive society. Thus, the Government of Nepal needs to identify such policy intervention

that helps to meet the present need. Realizing this fact, this study has attempted to seek the answer of following questions.

1. What is the theoretical orientation of present modality and practical situation of inclusive education in Nepal?
2. Are there problems in practicing inclusive education in schools? If so, what are the reasons behind these problems?
3. What sorts of interventions are required to ensure successful implementation of inclusive education in Nepalese context?

4.3 Objectives

This study has intended to assess the situation of inclusive education and to develop policy strategies that help to implement inclusive education effectively as well as assist to reduce exclusionary behavior in classroom. This study has following objectives.

1. To dig out the present theoretical orientation and practices of inclusive education in Nepal.
2. To find out the prominent barriers in successful implementation of inclusive education in Nepal.
3. To develop strategies of inclusive education based on socio-psychological context of Nepal.

4.4 Significance

With political change, the Nepal is transferred to federal system and seeking the new education system relevant to federalism. The country need to build such education system that support to mainstreaming excluded group, foster social cohesion of plural society and promote the right of education. The establishment of such education system is only possible when education system accepts, adopt, and apply the principles of inclusion. This study could

contribute to identify such intervention of inclusive education and to identify the sector of change in education system so that inclusive education could be established in Nepal.

As the inclusive education is relatively new concept in Nepal, studies on inclusive education are very few in number. Available studies did not cover the all aspects of inclusion and many areas and issues on inclusive education remained undiscovered. There is a lack of independent rigorous research to explore out prominent issues that pertain to progress of inclusive education. In this line, this study provides the framework for probable research issues of inclusive education and also helps in designing strategic intervention to ensure effective practice of inclusive education.

Additionally, due to the lack of in-depth investigation and analysis of inclusive education in Nepal, there is a lack of relevant information on effective practice of inclusive education in classroom. This study therefore, assists to gain knowledge on effective practice of inclusive education and added the value to understand inclusive education as means to remove the barrier of education in school.

Similarly, most of the research with reference to inclusive education in Nepal concentrated on disability aspects and did not cover wider framework of inclusive education such as individual differences and diversity, inclusive culture, and role of teacher to promote inclusion in school. This study has elaborates the greater significance of the other dimensions of inclusive education including access, participation and diversity, so that the wider framework of inclusive education system in relation to Nepalese context would be developed.

In addition, teachers and educators have realized various problems and issues in the process of implementation of inclusive education globally. These problems are originated from social and psychological context and varied from one country to another. So that, one approach to practice of inclusive education in one country may not work effectively in another country as they have different context. This necessitates the contextual analysis of the problems

associated in the process of implementation. This study therefore, helps to identify the problems associated with the implementation of inclusive education and explore the best practice according to social and psychological context of Nepal.

Likewise, Government of Nepal has committed at policy level to promote inclusion and equity in education. But, research evidence showed that these commitments were not implemented very effectively in practice. School teacher has central role in practicing inclusive education and to reform overall education system. Therefore, school must have an effective teacher with fullest knowledge on inclusive education, greater commitment to practice knowledge and skills and high motivation for professional work. In this context, this study contributes to find the areas of capacity development to teacher involved in inclusive education so that schools in Nepal would be able to develop effective teacher to ensure educational innovation.

Furthermore, this study has also adds the knowledge about the different dimensions of inclusive education, its values and goals, as well as mode of actions in classroom teaching. The findings of this study would be helpful to fill important research gaps between theories and practice through the discovery of the reasons and key determining factors associated with effective practice of inclusive education in Nepal. Furthermore, this study contributes to the policy debate on how the existing mechanism of inclusive education could be improve and efficiently used to deliver the quality education in the country.

4.5 Theoretical framework

Systematic research implies different theories to decide what can be observed or to investigate. Theories have the power of insight and understanding, allowing scientist to see phenomena that previously they would have been unable to conceptualize (Chadee, 2011). This study has framed within theoretical framework of interpretivism.

The theory of interpretivism aims to understand a particular social action to acquire an understanding and the meaning of what constitutes the action. The ultimate goal of interpretivism is to understand individual experiences with the belief that reality is subjective and constructed by the individual (Lather, 2006). It views the world through the series of individual eyes and chooses participants who have their own interpretations of reality to encompass the world view (McQueen, 2002). Willis (2007) argued that the objective of interpretivism is to value subjectivity and interpretivists eschew the idea that objective research of human behavior is possible. Interpretive researchers do not seek for their studies in rigid ways, instead they approach the reality from subjects, typically from people who have their own experiences and are part of a particular group or culture (Thanh & Thanh, 2015).

The use of interpretivism in education started in late 1970s that helps to build local understandings of the life-world experiences of teachers and students (Taylor & Medina, 2013). Because of diversity, distinct experiences, and different background, people construct the meaning and made interpretation about social world differently. This process occurs through steps of externalization and individual's transformation of various impressions which they convert into new knowledge (Schwandt, 2007).

Considering the main concept of this research, interpretivism in this study was used as tool to look how school teacher in Nepal externalized, objectified, internalized or institutionalized, accepted or rejected the concept of inclusive education. It helps to seek answers to the question of what constitutes the ideas on inclusive education and how new ideas around inclusive school and inclusive teacher are constructed. In other word, this study has used the theoretical framework of interpretivism to understand and analyze how school teachers construct their ideas on inclusive education and how social and psychological factors influences in meaning making, interpretation, and practice of inclusive education in Nepal.

4.6 Conceptual framework

Theoretically, inclusive education has the origin of human right and attempted to establish just and equitable educational society. It includes wider philosophical assumptions as equity, participation, non-discrimination, social justice which all promotes the human right. Therefore, practice of the values and ideologies of inclusive education ultimately promotes the human right and develop just and democratic society both inside and outside the school. But, translating the ideals and values of inclusive education is difficult. It requires greater commitment, full participation, and constant collaboration among practitioners. In addition, effective practice of inclusion in education also requires positive attitude, flexible structure, responsible behavior and friendly policy environment.

Review of international and national literature on inclusive education clearly indicates that there are different factors are associated with the process of conceptualization, interpretation, and practice of inclusive education. These factors are varies in different social context and significantly affects in the perception and practice of inclusive education. As the concept of inclusive education is closed to the nature of exclusion in education, it is difficult to conceptualize inclusive education in a single and universally accepted definition. This led educators and teachers to misconception and misinterpretation.

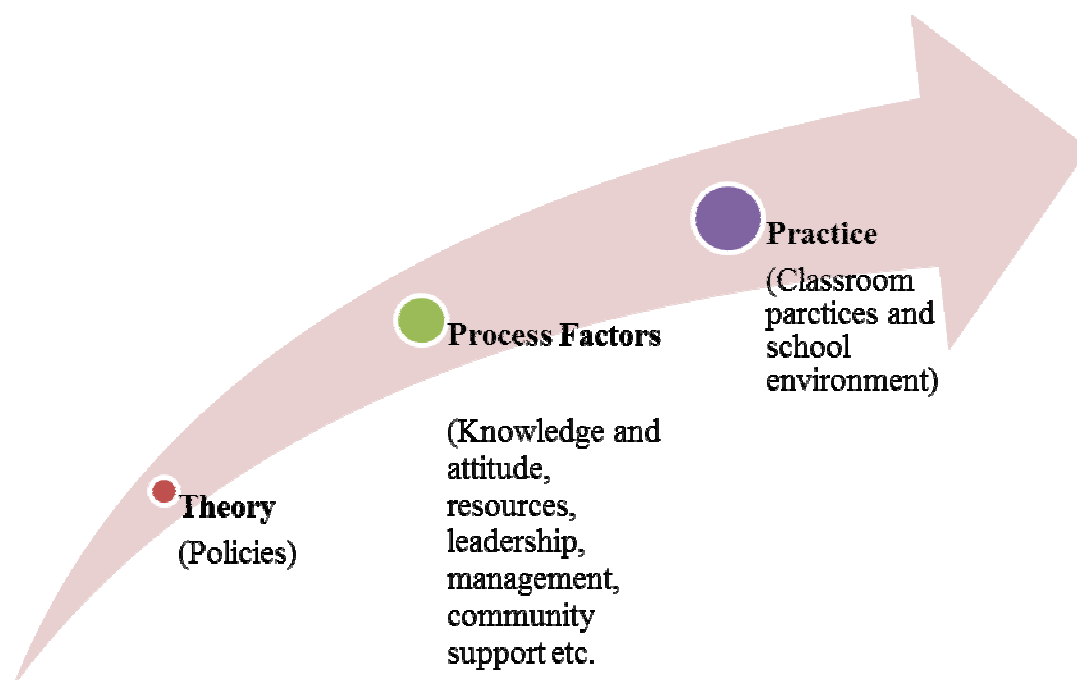
This study has designed to explore these factors associated in the process from theoretical understanding to practice within the framework of interpretivism. Thus the intention of this study was to identify social and psychological problems that have greater impact on perception, knowledge making, attitude development and interpretation of inclusive education. To achieve its objective, social-psychological inquiry was used as research strategy to diagnose the social and psychological factors related to the perception and practice to inclusive education. Social-psychology is an attempt to understand and explain how the thoughts, feeling and behavior of individual are influenced by the actual, imagined or implied

presence of others. Social psychological behavior is taking into consideration not only what is happening socially to the person but also what is occurring internally and cognitively to the individual which affects the effective practice of inclusive education (Allport, 1968).

Therefore, this study has based on the basic assumption of interpretation of inclusive education is influenced by the perception of the teacher and perception is also affected by the knowledge about the inclusive education. The level of knowledge support to develop attitude and both knowledge and attitude have greater impact on practice. In between this process, there are many social values and belief system of an individual affects to make a concept. On the basis of this fundamental assumption and the findings from review of literature on inclusive education, this study has used the following conceptual framework to guide this study.

Figure 3

Conceptual framework of the study



As the above figure showed, the social and psychological aspects of human behavior influence the whole process of translation of theoretical assumptions into practice. Effective practice requires the identification of these factors and use best possible strategies to minimize these factors. This study has therefore assumed some social and psychological factors for instances the knowledge, an attitude, sufficient resources, good policy environment, and continuous collaboration among practitioner have significant contribution in effective practice of inclusive education. Based on this conceptual framework this study has attempted to inquire the impact of these factors in the practice of inclusive education in classroom with reference to Nepal.

4.7 Delimitation of the study

This study has following delimitations:

1. The study includes only the Government schools of Nepal and teachers from the selected schools from Kathmandu, Kaski, and Banke District.
2. Participant's responses were the reflection of their personal experiences about inclusive education.
3. Among the several facets of inclusive education, this study provides only the perspective on access and participation, diversity management and disabilities.
4. The study has highly focused on effective practice rather than its perceptual influence on policies of inclusive education.
5. In order to analyze the situation of children with disabilities in regular school, case study was used only for the students with hard of hearing.

5. Research Methodology

5.1 Research paradigms

Social research is the systematic analysis of research questions by using empirical methods (Flick, 2015). It is an organized, systematic and logical process of inquiry by using empirical information to answer question or test hypothesizes (Punch, 2014). Social research is usually carried out in order to inform decisions about which policies or initiatives might be most usefully implemented to solve everyday issues and problems, or to evaluate the effectiveness of such policies in meeting the objectives (Henn et al., 2009). The major aim of social research is to make empirically grounded statements that could be generalized or to test such statements (Flick, 2015).

In general, paradigm is a basic set of belief that guides action and encompasses the ways of experiencing and thinking about the world, including beliefs about moral, values, and aesthetics (Morgan, 2008). Paradigm is also known from different words such as “epistemology and ontology” and “research methodology” (Neuman, 2009). Creswell (2014) conceived paradigm as “worldviews” and defined it as general philosophical orientation about the world and the nature of research that researcher brings to study. Similarly, Bryman (2008) described paradigm as a cluster of beliefs in a particular discipline that influence on what should be studies, how research should be done, and how results should be interpreted. Paradigms are based on discipline orientations, mentors inclinations and past research experiences as well as often leads to embracing a qualitative, quantitative or mixed methods approach in their research (Creswell, 2014). Thus, on the basis of theoretical orientation of the paradigm, a social science researcher inquires the subject of the study in a formal way.

With reference to social science research, mainly there are four paradigms (belief system) or worldviews (Creswell, 2014) namely post positivism, constructivism, transformative and pragmatism are developed. Post positivist paradigm also known as positivism challenges the

traditional notion of absolute truth of knowledge (Philips & Burbules, 2000). It holds a deterministic philosophy in which causes determine effects or outcomes (Creswell, 2014). According to this perspective, knowledge can be produced by collecting facts that provide basis for laws (Bryman, 2008). The research starts from the facts that can be collected and from which theories can be inductively derived and oriented on the ideal of objectivity (Flick, 2015). It believes that the social phenomena can be explained by observing cause and effect relationship (Henn, et al., 2009).

The constructivism is often known as interpretive paradigm. It assumes that individuals seek to understand the world on the basis of their lives and work. Individuals develop subjective meaning of their experience and this meaning is directed towards certain objects or things (Creswell, 2014). According to this perspective, every form of knowledge is constructed by the process of selection and structuring and facts only become relevant through the meanings and interpretations (Flick, 2015).

In the same way, transformative paradigm holds the idea that research inquiry needs to be intertwined with politics and political change agenda to confront social oppression at whatever levels it occurs. It places central importance on the study of lives and experiences of diverse groups that have traditionally have been marginalized (Mertens, 2010). This paradigm focuses on the needs of group and individuals and assumes that, the researcher should proceed collaboratively so that participants may help to design questions, collect data, and analyze information (Creswell, 2014).

The pragmatism emphasized to the actions, situations, and consequences. It is concerned with the applications of what works and solutions to problems (Patton, 1990). Instead of focusing on methods, researcher who believes in this worldview emphasizes the research problem and uses all approaches available to understand the problem (Creswell, 2014). The essential idea of pragmatism is to reject choices and the metaphysical concepts associated with the paradigm

wars and to focus on what works (Tashakkori & Teddlie, 2003). In fact, pragmatism is not committed to any system of philosophy and reality, therefore researcher has a freedom of choice (Morgan, 2008). Consequently, researcher is free to choose the methods, techniques, and procedures of research that best meet their needs and purposes. Pragmatists do not see the world as an absolute unity and argue that research always occurs in social, historical, political and other contexts (Creswell, 2014). Among these different paradigms of social science research, this study was conducted according to the basic assumptions of pragmatism.

5.2 Researching educational practice

In general, practice is a collection of different activities that are united in some common purpose and embodied certain values. It refers series of activities which can not be seen in isolation but are intelligible from an educational point of view because they encapsulate not only what should be learnt but also how that which learnt should be transmitted (Pring, 2005).

An educational practice is a transaction between a teacher and learner within a framework of agreed purpose and underlying procedural values. Such a transaction respects the learning needs of the learner on the one hand and on the other, mediates the aspects of culture which meet those needs (Pring, 2005). Education practice is a conversation between the teacher and student in which the student attempts to understand and appreciate the idea. The practice of inclusive education is therefore refers to collective activities of student, teacher and educators with the aim to implement the values of inclusion in education. Researching practice of inclusive education is complex and requires freedom and flexibility in the research process so that researcher can contribute in developing pragmatic idea on educational innovation. As this research is intended to assess the situation of practice of inclusive education, it focused to the mixture of different informations which are obtained from various data sources.

5.3 Research design

Research design is a plan of how the researcher intends to conduct research. It is the set of strategies of inquiry within qualitative, quantitative and mixed methods approaches that provide specific direction for procedures in a research (Creswell, 2014). The main elements of the research design are the conceptual framework, the questions of who will be studied, the tools to be used for collecting and analyzing data (Punch, 2014).

Literature on social science research described three types of research design as quantitative, qualitative, and mixed methods design. Quantitative research design is strictly goal oriented procedures which aims for the ‘objectivity’ of its result by standardization of all steps as far as possible and which postulates inter-subjective verifiability as the central norm for quality assurance. This type of research design basically, invoked the post positivist worldview and includes true experience as well as involved complex experiments with many variables and treatments (Creswell, 2014).

On the other, qualitative research design opposed measurement and emphasized to narratives of personal life history. The qualitative research design was originated from anthropology, sociology, humanities and evaluation science. This type of research design used much more open and flexible tools of data collection and presents the findings in comprehensive picture by reconstructing the case under study (Flick, 2015). Phenomenology, grounded theory and ethnography are some examples of qualitative research design.

The third type of research design is mixed methods research design. The mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study (Creswell & Plano Clark, 2011). The basic assumption of this design is to use both quantitative and qualitative methods in combination to provide a better understanding of the research problem and question than either method by itself (Creswell, 2014).

With reference to social science research, less structured design is preferred because it helps to make research process more open and transparent. As this study was intended to explore the problems associated with the practice of inclusive education in Nepalese context, the study has implied mixed methods research design.

The major rational for selecting mixed method research design was to use both qualitative and quantitative data to assess the theoretical and practical situation of inclusive education in Nepal. The practice of values and principles is crucial and complex because the process of implementation involves different people from different contexts and persuasions. The actual situation of practice depends on the interpretation of policy, expectations of different actors, current debates, tensions and negotiations. In order to understand such factors, this study has used mixed methods design to gain in depth understanding of the participant regarding the issues and problems that affects to the practice of inclusive education at school level.

There are various types of mixed method research design are developed with relation to research in education. Each design has own procedures and techniques to conduct the research. The following table summarizes the various research designs which are prominent in educational research under the mixed methods.

Table 4

Types of mixed method research design in educational research

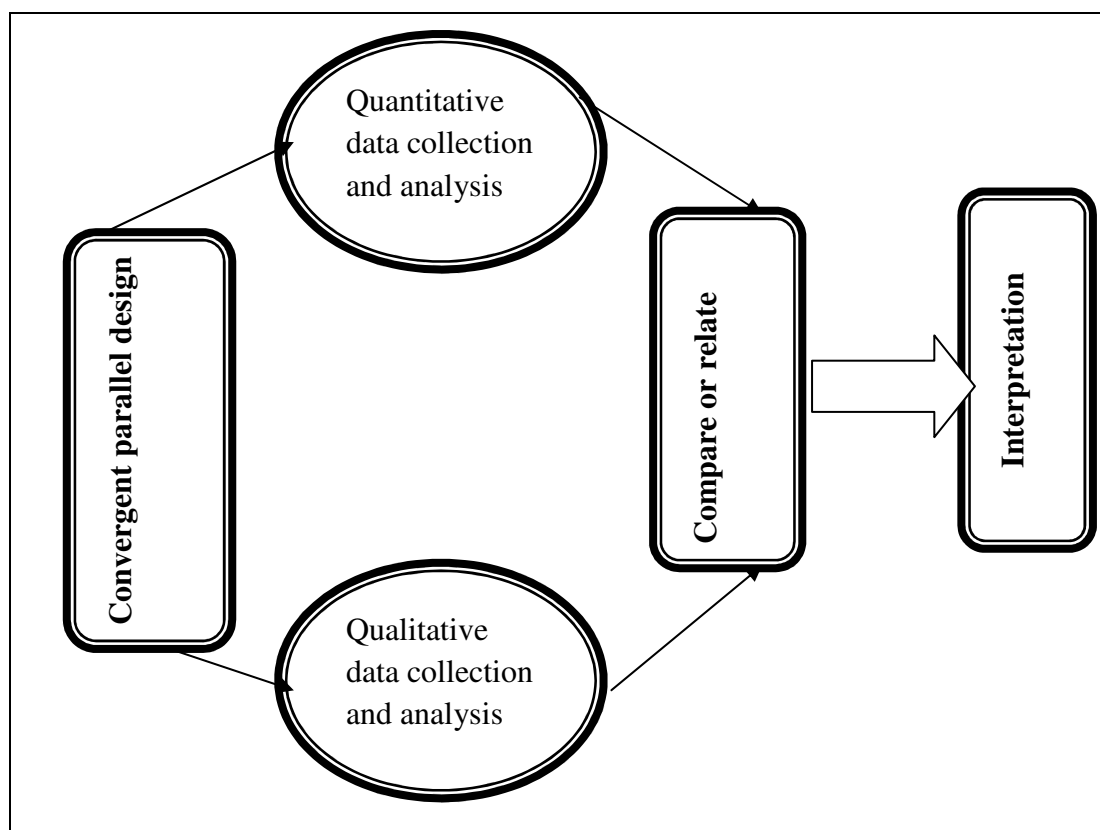
Authors	Mixed method research design
Tashakkori & Teddlie	<ol style="list-style-type: none"> 1. Equivalent status 2. Dominant/less dominant
Creswell	<ol style="list-style-type: none"> 1. Convergence model 2. Sequential model 3. Instrument building model
Creswell, Plano Clark, Gutmann & Hanson	<ol style="list-style-type: none"> 1. Sequential explanatory 2. Sequential transformative 3. Sequential exploratory 4. Concurrent triangulation, nested and transformative

Source: Creswell, 2014.

Among these various types of mixed method design, this study has used convergence research design. The convergence design helps to obtain different but complementary data on the same topic to understand the research problem (Morse & Niehaus, 2009). Additionally, it supports to simultaneously collection of both quantitative and qualitative data, to merge the data, and to use the results. A basic logic of this design is one source of data collection supplies strength to offset the weakness of the other source that helps in complete understanding of a research problem (Creswell, 2014). Therefore, this study has adopted convergence design with the objective to bring together different strengths of quantitative methods with those of qualitative methods to develop a more complete understanding of research problems and develop a convergent idea.

Figure 4

Convergence research design



Source: Creswell, 2014.

5.4 Research area

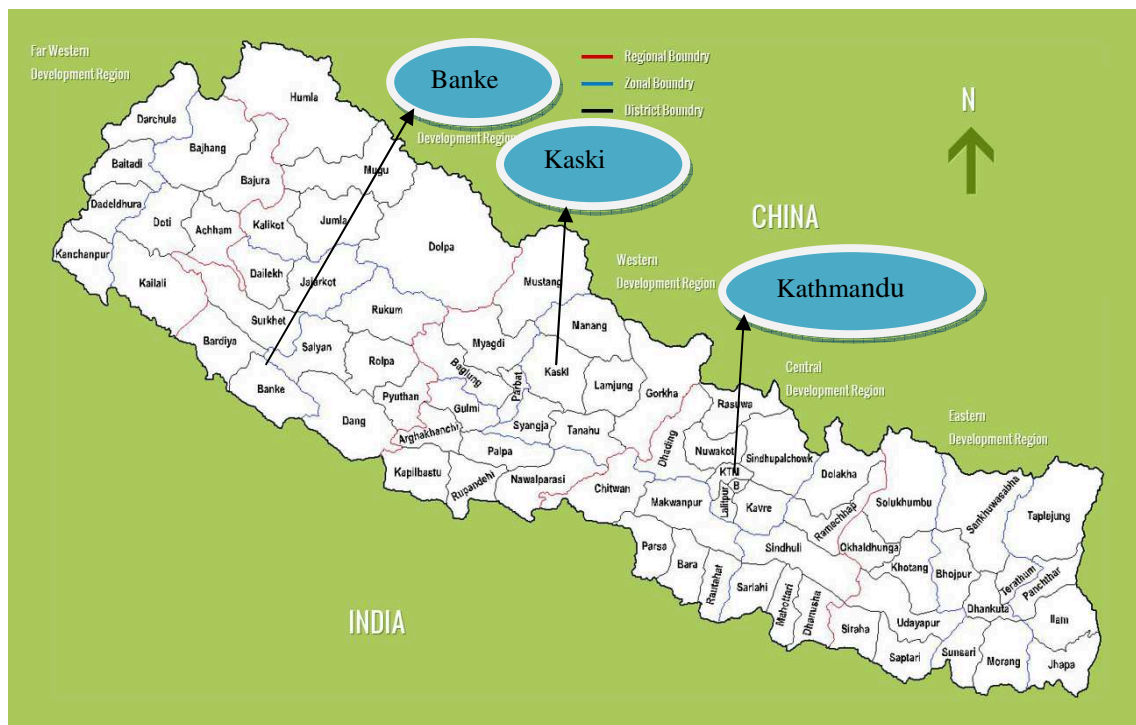
Keeping the highest consideration of the social diversity and geographical variation within a country, this study was conducted in different ecological and administrative regions in Nepal. The study included three different districts from different development regions that represent different socio-cultural and geographical diversities to address the greater diversity of the country. Therefore, the study has included Kathmandu, the capital of the country, Kaski, the central part of the western region and Banke district of mid-western development regions. Kathmandu and Kaski represents the hill and mountain as well as population group from Brahmin, Chhetri, Newar, Magar, Gurung, Tamang⁷ whereas Banke represents the Tarai and

⁷In Nepal, there were different 125 ethnic/caste group were recorded. This resulted plural society. Having plural society is both an opportunity and challenges to Nepal. Because of cultural barriers and other some structural constraints, there is great variation of development indicators is existed among caste/ethnic group.

population group from Madhesi and Dalit. The following figure presents the different district where this study was conducted.

Figure 5

Research area of the study



Source: <http://www.google.de/map+of+Nepal>

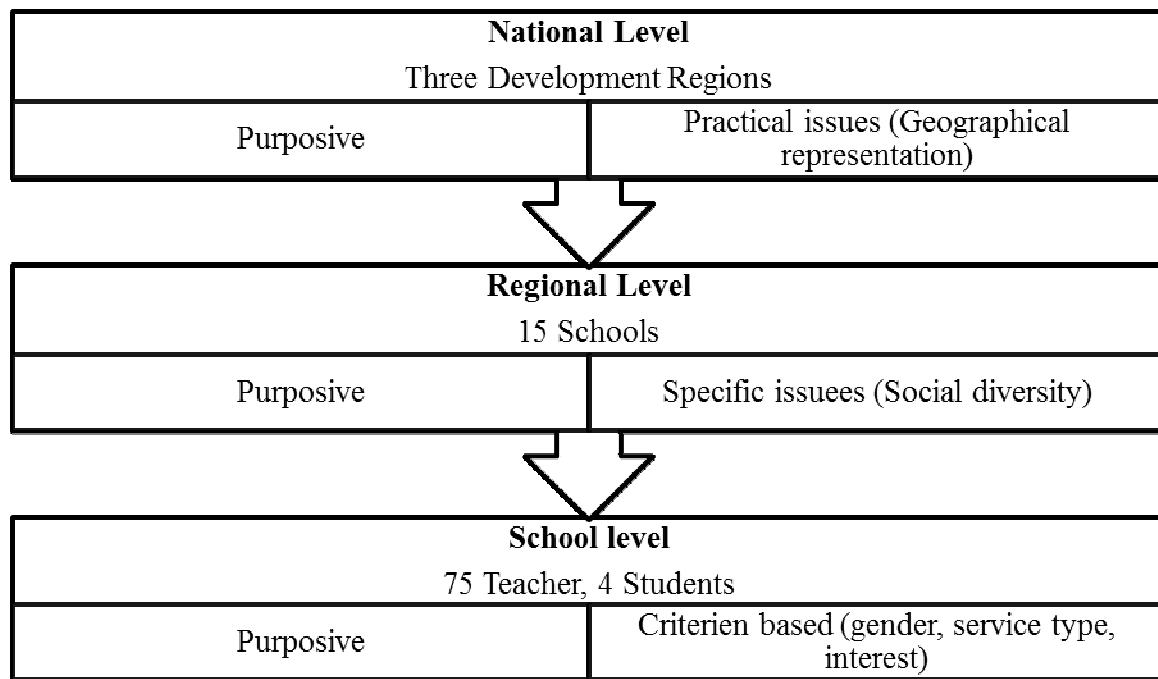
5.5 Sampling procedures

In order to select the research area and participants, the study has followed the purposive sampling method. The purposive sampling techniques have also known as non-probability sampling that involves the procedure of selecting certain units on a specific purpose rather than randomly (Tashakkori & Teddlie, 2003). Among the 75 districts of Nepal, 3 districts were purposively selected considering of human diversity and geographical variation. Likewise, 15 schools were selected from these three districts keeping the highest consideration of surrounded community of the schools. Teachers were selected on the basis of

service types and their interest to involve in the study. The following figure summarizes the process of selection of research participants and research area of the study.

Figure 6

Selection of research area and research participants



5.6 Tools of data collection

In social research, researcher collects the data through asking people (survey or interviews), observation, and document study (Flick, 2015). This study has used different tools to collect relevant data and information generation as per the objectives of the research. The tools of data collection used in this study were documents, questionnaire, observation and interview. The documents were used to gain the more precise information about the policy provisions and theoretical orientation of inclusive education at national level. The questionnaires and observation was intended to collect both quantitative and qualitative information regarding the situation of practices of philosophy of inclusive education at school level. In the same way, interview was carried out to analyze the situation of children with disabilities in school with

the aim of generating the information about how children with disability compelled to exclude from education and social interaction.

5.6.1 Document study

The first tool of data collection used in this study was document study. A document is defined as a record of an event or process, standardized artifacts which is produced on the basis of certain ideas and commonly included social, historical and administrative information (Cohen et al., 2011).

On the basis of creation, documents are categorized as private and public documents. The private documents might include diaries, letters, photographs, blogs, autobiographies, and notes whereas the public documents would include committee minutes, reports and memoranda but also formal item such as birth, marriage and death certificates (Plummer, 2001). The document study is an analysis of those documents that contains information about the topic under investigation. It provides access to, and facilitates insights into the related areas of knowledge about human social activity (Cohen et al., 2011).

From practical point of view, identifying and selection of appropriate document regarding the subject under study is a critical. Scott (1990) advised to focus on authenticity, credibility, representativeness and meaning during the analysis of documents. This study has used different documents to review policy provision made by Government of Nepal regarding inclusive education. The review of document was intended to answer the first research question of this study. The first research question of this study was about the theoretical orientation and present modality of inclusive education in Nepal. During the review of document, at first documents were collected from internet search, office visit and library visit. Then collected documents were listed, categorized and selected on the basis of objectives of the study. The selected documents were critically reviewed, important provisions were noted,

and an analytical chart was developed. With the help of this analytical chart, descriptions were made and discussed accordingly.

5.6.2 Questionnaire

Similarly, the second tool used in this research was questionnaire. The questionnaire is widely used and useful instrument for collecting information that provides structured and often numerical data. The questionnaires are such research tools through which people are asked to respond to the same set of questions in predetermined order. It aim at receiving comparable answers from all participants (Flick, 2015). It can be administered without the presence of the researcher and often being comparatively straightforward to analyze.

But, forming a questinnaires is complex task as it requires practical skill to coverage reseacrh questions under inquiry. Unrelevent questions and questions without appropriate words may lead wrong perception to the research participants. In making good and quality questionnaires, there is simple rule of thumb, that in the case of large sample size the more structured, closed and numerical the questionnaire is appropriate but in the case of smaller sample size, the less structured, more open and word based the questionnaire should be used (Cohen et al., 2011). Gillham (2000) advised that, questionnaires should be limited in length to four to six pages, otherwise the return may be adversely affected.

On the basis of research questions, a semi structured questionnaire form was developed. The semi structured questionnaire sets the agenda but does not presuppose the nature of the response (Cohen et al., 2011). The questionnaire used in this study involved a series of questions statements and the respondents were asked to write the answer. The questionnaire form was initially developed in English language and later on it was translated in to Nepali language. The questionnaire form was translated in Nepali language by researcher himself. There was a clear structure, sequence, focus, but the format was open ended to enabling respondents to reply in their own terms.

The questionnaire form was divided into four parts. The first part of the questionnaire form included some basic and demographic information of participants. The second part has included questions regarding the information about the classroom where as the questions regarding the understanding and practicing inclusive education included in the third part. The final part of the questionnaire has intended to receive the responses about inclusive culture of the school. The questionnaire was supposed to seek the answer of second research question of this study. The second research question of this study was basically about the problems in effective implementation of inclusive education. It has also included the questions about the theoretical understanding of different dimensions of inclusive education, teachers' role in implementing inclusive education and the culture of inclusion in the school.

5.6.3 Observation

This study has also used observation as data collection tool. As a tool of data collection, observation has long tradition in social science and it has been especially extensively employed by education researcher (Foster, 1996). It is the process of noting a phenomenon in the field to describe the events, behaviors, and artifacts in the social setting (Angrosino, 2007). An observation involves active looking, improving memory, informal interviewing and writing detail field situation. It provides an opportunity to check for nonverbal expression of feelings and generate more creative approaches to lending voice to others.

The distinctive feature of an observation as a research process is that, it offers an investigator the opportunity to gather live data from naturally occurring social situation (Cohen et al., 2011). Robson (2002) pointed that, what people do may differ from what they say they do, and observation provides a reality check. It enables researcher to look everyday behavior because it is focused on fact and behavior (Cooper & Schindler, 2001). The data which are obtained from an observation are useful for recording nonverbal behavior in natural setting

(Bailey, 1994) and should enable the researcher to enter and understand the situation that is being described (Patton, 1990).

Realizing the significant contribution of observation in describing the real situation, observation was also used as tools of data collection. In order to make effective observation, a classroom observation checklist was developed to ensure careful and systematic observation of teacher's activities in the classroom. The observation checklist particularly concerned to analyze the gap between saying and doing and included the indicators related to inclusive education. The observation check list included the thirteen indicators of inclusive pedagogy related to different dimensions of inclusive education. The main rational of using observation in this study was to assess how school teacher responds the individual needs of students in the classroom, what types of strategies they used to promote the learning of students, how they manage different dimensions of inclusive education as well as to find the gap between knowing and doing. Four classroom teaching were observed, each observation was about 45 minutes and information was recorded with the help of observation check list.

5.6.4 Interview

Interview in general refers to the way of talking and listening to people to collect data from individuals through conversation. It is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situation of research data (Kvale, 1996). Interview is not simply concerned with collecting data about life, it is a part of life itself, and its human embeddedness is inescapable (Cohen et al., 2011).

In order to obtain desired information on situation of children with disability in general school, this study has adopted an unstructured interview procedure. An interview guidelines was developed and interview was conducted according to this guideline to ensure uniform and relevant questions to the children with hard of hearing. The questions about the causes of hard

of hearing, family support, school environment, and community support were asked. Four students with hard of hearing problems from four schools were purposively selected and interviewed about their school, teacher, peer friends, family and community. The time of interview was 20 minutes to each children with hard of hearing. During the interview, students with hard of hearing problems were highly encouraged to speak openly, frankly, and give as much detail as possible. The goal of conducting interview with hard of hearing children was to find the situation of children with disabilities in school community.

5.7 Reliability and validity

The validity and reliability of research tools ensure trustworthiness of the study. In order to ensure the validity and reliability of the instruments of the research, attention was paid to the appropriateness of the techniques prior to the construction of instrumentation. The different literatures regarding validity and reliability were reviewed to choose appropriate techniques to established validity and reliability of tools of data collection. After the development of tools, discussion with the supervisor and colleagues in doctorate seminar was made to collect useful suggestions to establish content validity and to improve the quality of instrument. After the feedback from supervisor and colleague, some revisions were made. A pretest of the instrument was then conducted in two Government school of Bhaktapur district in Nepal. The pretest helped to determine whether there were any ambiguities in any of the items, and to determine which type of data could be meaningful in relation to the research questions of the study.

5.8 Data collection procedure

As mentioned earlier, different tools were used to collect the required information for the study. In this study, data were collected in two phases. In the first phase secondary data were obtained. In order to find relevant documents and research literature, strategies such as internet search, library visit and visit on public office were used. After then, research report,

policy report, journals, articles and book regarding inclusive education were selected and critically reviewed. The first phase of data collection basically focused on synthesis of theoretical orientation of inclusive education globally as well as Nepalese context and to develop conceptual framework with the expectation to guide overall research work.

In second phase, field work was conducted in selected schools. The field work was conducted from 25 November of 2014 to 5 January 2015. During the field work, firstly, permission was obtained from the respective school. After getting the permission, letters of request were given to the school teacher with explanations of purpose of the research and requesting their participation in the study. No participant was compelled to participate. Questionnaire forms were given to the school teachers to answer the questions when they are free either in school or at home. School teachers were humbly requested to answer all questions and return after a day of receiving questionnaire form. Teachers were assured about the confidentiality through the informed consent. Questionnaire forms were collected next day in respective schools.

Similarly, classroom observation was carried after the permission of school teacher. Observation was conducted with minimum disruption of classroom teaching. The total duration of observation was about 45 minutes. Observation was conducted on the basis of observation form but some aspects which were not included in observation form also noted in diary. Similarly, after the permission from the teacher and acceptance of students who experienced the problem of hard of hearing, an informal interview with the students with hard of hearing was conducted and responses of the students were noted in the diary. Later on, this diary notes converted as descriptions according to the objectives of the study.

5.9 Research participants

This study has used the school teachers from the Government schools in Nepal as primary research participants. The reason behind the selection of Government schools teacher was the desire to obtain teacher's knowledge and skills to practice as they have key role in effective

practice of inclusive education. Additionally, Government of Nepal has committed to reduce the exclusion in education over the country through the improving school's education. Teachers have the key role player to translate the policy provisions of inclusive education to practice. In this context too, school teacher has deep and close experiences regarding the practice of inclusive education therefore they can provide real information on issues and problems that they realized during the practice.

Therefore, this study has used 75 school teachers from different 15 schools as research participants. Similarly, four students with hard of hearing problems also participated in this study. These children were interviewed to find out the situation of children with disabilities in general school. These children were informally interviewed to obtain the data regarding their personnel experience in school. Likewise, in order to assess the situation of inclusion in classroom, four classroom teaching were also observed with the help of observation checklist. Following table briefly summarizes the research participants involved in this study.

Table 5

Research participants of the study

Research Participants	Districts		
	Kathmandu	Kaski	Banke
Schools where study was conducted	7	4	4
Teacher participated in questionnaire	35	20	20
Students interviewed (hard of hearing)	2	1	1
Classroom teaching observed	2	1	1

5.10 Data analysis and interpretation

As this study used both quantitative and qualitative data, data analysis strategies were also used differently. In order to analyze qualitative data this study has used phenomenological condensation approach that involves the reduction of large texts into brief statements. Consistent with this approach, first of all, the questionnaire which were filled by school teachers were translated in English language by researcher himself and then long statements were summarized in concise expression and meaning were determined. The theme that dominated a meaning was stated as simply, as possible. Themes were organized according to the research questions. The same procedure was applied to analyze the data received from observation check list. Similarly, quantitative data were scrutinized by using Microsoft office excels. Data were presented by using descriptive statistics. To make the meaning, both quantitative and qualitative data were combined, compare and interpreted on the basis of objectives of this study.

5.11 Ethical considerations

Research ethics is the branch of applied ethics focused on the specific contexts of planning, conducting, communicating and following up research (Punch, 2014) and addresses ethically relevant issues caused by the intervention of researchers. The research ethics aim to ensure transparency in research procedures and to eliminate any deception for participant as well as to take care of data protection (Flick, 2015).

Each stage in research sequences raises ethical issues (Cohen et al., 2011). Ethical issues may arise different sources for instances context of research, the procedures to be adopted, methods of data collection, the nature of the participant and reporting a data (Oliver, 2003). Main ethical issues in social research are harm, consent, deception, privacy and confidentiality of data (Punch, 2014). According to Hammersley and Traianou (2012)

researcher should pay highest concern on risk of harm, autonomy, and informed consent and privacy, confidentiality, and anonymity.

Research ethics helps to maintain researcher-researched relationship and ensures respect and sensitivity of the participants (Patton, 1990). In this study ethical issues like access and participation, anonymity, informed consent, confidentiality and researcher-researched relationships were highly considered. The access to the institution where the research is to be conducted and acceptance by those is very important. Bell (1991) advised to gain permission early, inform the participants the possible benefits of the research. It helps in achieving goodwill and cooperation. Similarly, privacy is the freedom from as well as freedom for. Researcher may have obligation to inform participants of their rights to refuse to take part in any or all of the research, to obtain permission to conduct the research, to limit the time needed for participant and to limit the observation to public behaviour (Cohen et al., 2011). The essence of anonymity is that information provided by participants should in no way reveal their identity. The principal means of ensuring anonymity is not using the names of the participant or any other personal means of identification (Cohen et al., 2011).

Informed consent is the knowing consent of individuals to participate as an exercise of their choice, free from any element of fraud, deceit, duress or similar unfair inducement or manipulation (Berg, 2006). It is the procedure in which individual has freedom to choose whether to participate or not in a research. Principally, informed consent protects and respects the right of self determination and places some of the responsibilities on the participant (Cohen et al., 2011). In order to provide the right to know risks and benefits of being involved in the study, all participants of this study were informed about the overall purpose of research as well as possible risks and advantage from participation through the consent form. Through the consent form privacy, anonymity, and voluntary participation of the research participants were also ensured.

6. Findings

6.1 Findings from document review

This section presented the major findings obtained from the critical review of different official and research documents in relation to inclusive education in Nepal. The intent of the document review was to assess the theoretical orientation, official conceptualization, policy internalization and existing provision and mechanisms of inclusive education. To achieve this goal, required documents were collected, selected, reviewed and summarized according to the objectives of the study. The key findings from the critical review of different documents are presented below.

6.1.1 Conceptualization of inclusive education

The Government of Nepal has ratified different regional and international convention regarding education and committed to internalize international policy provisions into national policies. As a cosignatory of Salamanca Conference, the Government of Nepal has attempted to increase the access in education as well as to promote quality education. In order to ensure the right of education to every child, inclusive education has adopted as an approach to promote inclusion in education system.

The focus of inclusive education in Nepal is to provide educational opportunities to those children at national and local level who are in the risk of being deprived of education and in risk of dropping out from the school due to lack of essential support and appropriate environment. The inclusive education is therefore aimed to encourage school to follow a child centered teaching and learning to fulfill socio-cultural and individual needs of all children. As an effort towards reaching a common understanding of inclusive education the Department of Education (DOE) of the Ministry of Education defines inclusive education as *a process of developing educational system that ensures the opportunity for receiving education in a non-discriminatory environment in their own community by respecting the multicultural*

differences. Inclusive education believes on the principle that all children can learn if they are given appropriate environment and support to address their needs and recognizes the importance of the ownership of the community in schools (DoE, 2011). This definition emphasizes the reform in overall education system by increasing access, assuring equal opportunities, and promoting quality education. Therefore, Nepal has adopted inclusive education as an approach to promote education system in line with education for all to ensure right of education to every child.

DoE has also identified the target groups for inclusive education as: girl child and women, children with disability, *dalit* children, minority ethnic groups, street children, children affected by conflict, children affected by trafficking and sexual abuse, children severely affected by poverty, children of bonded laborers, children in jail, children infected and affected by HIV/AIDS, and child laborers (DoE, 2011).

Inclusive education in Nepal, thus conceptualized as a coping strategy against exclusion in education. It has attempted to identify the barriers in education and primarily focuses in access, participation, and educational discrimination. It has aim to extend participation, reduce learning barriers, and provide equal opportunities to all students. The overall goal of inclusive education in Nepal is to mainstreaming those who deprived from educational opportunities and ensuring equity in quality education without any discrimination in school. The official definition of inclusive education made by Government of Nepal clearly articulated the fundamental principles of inclusive education which are accepted and adopted internationally.

6.1.2 Historical development of inclusive education in Nepal

The modern education system in Nepal started in 1950. Since then, the Government of Nepal has formed different educational commission from time to time to review and reform educational system of the country. In the series of educational commission, Nepal National Educational Planning Commission, 1956 (NNEPC) was first and most important of all other

education commission. The commission has suggested Government to ensure universal and free primary education. The commission has further recommended that, primary education should be made compulsory along with schools' infrastructure development and ensures the supply of teacher in schools (MoE, 1956). Although the commission has described about inequalities in participation in school based on gender, caste, and language, it did not suggested any special provision to address this inequalities.

After ten years, All Round National Education Committee (ARNEC) was formed in 1966. This commission has recommended the enactment of the Education Act in order to provide adequate legal base to the emerging national education system. This commission had opened the direct discussion of special education by including specialized teaching of crippled, blind, deaf and dumb. Additionally, it has concerned to the miserable situation of delinquent children and urged to work collectively to reforms to the condition of such children. The report of the commission suggested to establishment of social education center in each development regions and made the provision of training and certification in order to entrust these trained people with the responsibility of working with the disabled children in the country (Kafle, 2002).

The National Educational System Plan (NESP, 1971-76), like other previous plan has categorically described the role of the Government in the extension of special need education in the country by recognizing both its need and importance (Kafle, 2002). The NESP created special need education council as an apex body for running special education programme. The plan has also suggested establishing an uniform national education system by incorporating all components and level of education with respect to the development of special education. In addition, the plan mentioned that education should also be provided to those who are physically disabled (the deaf, the dumb and the blind). The plan has also stated that, although it may not possible to provide for such special education all over the country steps should be

taken immediately to make a start in the densely populated areas like Kathmandu (Kafle, 2002).

In order to evaluate the higher education system of the country and to suggest changes that were necessary to put the system on the right track, Royal Commission on Higher Education was set up in 1981. As the commission solely delineated various aspects of higher education without going down to the level of secondary and elementary education, nothing specific was mentioned about special education except that some financial incentives were suggested for the education of students coming from remote and disadvantaged community and difficult situation (Kafle, 2002).

After the restoration of multiparty democracy in 1990, the Government of Nepal has formed the National Education Commission (NEC) in 1992. This plan has mandated to review the existing education system as a whole in order to suggest changes to address the demands of the country and people in the changed context (MoE, 1992). This commission has considered the importance of linguistic and cultural diversity and suggested that primary education should be taught in mother tongue. The commission identified caste and gender disparities in education and suggested special provisions for women, physically and mentally disabled people, and economically and socially disadvantaged communities. The commission has also recommended the Government to make arrangements such as encouragements and priority to women at all levels of education, initiation of appropriate steps for educating the handicapped children to the highest level, educational provision and training for the backward communities, provision of special education for the disabled children and orphans and expansion of education in geographically disadvantaged areas (MoE, 1992).

Similarly, High Level National Education Commission (HLNEC) was formed in 1998. HLNEC has demonstrated its strong support to many recommendations of the previous commissions with urging the Government of Nepal to ensure effective implementation. The

commission has requested the Government to move along with the principle of inclusion in special education, and empower the oppressed and economically disadvantaged people. The High Level National Education Commission has also recommended to avoid gender and caste based discrimination as well as to promote language, ethnicity and cultural diversity of the country (Kafle, 2002).

As discussed above, most of the education commissions of Nepal directly and indirectly mentioned the important of inclusion in education and has recommended the different intervention regarding inclusive education. However, these commissions did not explore the discussion of educational exclusion in the classroom and to recommend appropriate measures to overcome this problem. The recommendations of different educational commissions mostly focused on designing and implementing strategic intervention to increase the access and participation in education. Similarly, the discussion of inclusive education in Nepal previously was influenced from special need education. The Government's efforts were focused to promote the access in education and establish education as human right. More recently, the Government of Nepal has changed the focus from policy to practice and specially emphasized to quality education with mainstreaming to those who are deprived from educational right and children with disabilities.

Most importantly, like an international ideological shift on educational discourse, the discourse of special need education was initially started in Nepal. As a result, some special schools for the children with disabilities were established, introduced special need education council, provided training to the special need education teacher and extended policy focus on development of special need education. When segregation was started to criticized internationally, Nepal has also started the integration of children with disabilities through the provision of resource class which were still running in regular school. The integration was also criticized as it is failed to support social assimilation of children with disabilities and

inclusion of children with disabilities were encouraged to admit general classroom. But in the context of Nepal, still the focus was found in integration. Therefore, the Government of Nepal needs to focus on inclusion rather than integration through the overall change in educational system.

6.1.3 Policies and legislations on inclusive education

The term policy refers to a country's developmental course of actions prepared by the Government and submitted as a legislative document stating what has to be done and by whom regarding a major change in social behavior (Gale, 2006). Policies are viewed as blueprints that are in place prior to an actual implementation and which are to be implemented through a guided process (Souto- Otero, 2011).

The Government of Nepal has ratified many international and regional conventions regarding education including Salamanca Declaration (1994). As these international instruments appealed to all party members to make domestic legal and policy provisions for improving universal access in education, Nepal has focused to developed policy with specific reference to inclusive education. The Government has adopted different legal and policy instruments to address the current issues and problems regarding access, participation and opportunities to education.

Constitution of Nepal, 2015

The Constitution of Nepal strongly protects the human rights on the grounds of religion, race, caste, sex, place of birth and disability. The constitution also ensured the right of education for all without any discrimination. The article 31 of the Constitution of Nepal mentioned that:

- a) every citizen shall have the right of access to basic education
- b) each citizen shall have the right to compulsory and free basic education and free education up to the secondary level
- c) the physically impaired and citizens who are economically very poor shall have the right to free higher education as provided for in law
- d) the visually impaired shall have the right to

free education with the medium of brail script and citizens with hearing impairment and speech impairment shall have the right to free education with the use of sign language e) every community living in Nepal shall have the right to acquire education in its mother tongue up to the secondary level, and the right to open and run schools and educational institutions as provided by law. Similarly, Article 39 ensured the right of children with stating that every child shall have the right to education, health care, nurturing, appropriate upbringing, sports, recreation and personality development from family and the state (GoN, 2015).

Child Act, 1992

The child Act 1992 recognizes the rights of child to survival, protection and development. It provides legal protection to all children, including children with disabilities in the workplace and in criminal proceedings. Article 4 of the Act indicates that the parents shall be under obligation to make arrangement to bring up child and to provide education, health care, sports, and recreation facilities to child according to the financial status of their family. As the Act called for the establishment of child welfare committees and orphanages, the Government has established few such institutions (Unicef, 2003).

Education Act, 1971

Education Act, 1971 has made the provision of special need education. In the article 6 (A) of the act, it is stated that the operating of special school education shall be as good as general education and the terms, conditions of services and the provision of the staff members and teachers working at present or to appoint to run special education shall be as prescribed. Similarly, Article 7 ensured the right of education through mother language with stating that “the education up to primary level may be imparted in the mother language” (GoN, 1971). Likewise, Education Rules, 2002 further specified different structural mechanism to implement special need education. The chapter eleven of the rules has made various provisions related to special need education as:

- special education may be provided to blind, deaf, mentally retarded or physically handicapped children,
- in order to formulate policy relating to special education and to manage it, there shall be a special education council under the chairmanship of Minister of Education,
- provision of appointment, and terms and conditions of service and facilities of the teachers and other staff working in special education institution shall be as prescribed in statute or rules of the same institution,
- school may be opened for providing special education, and
- facilities as specified by Government of Nepal shall be granted to institutions providing special education (GoN, 2002).

Protection and Welfare of Disabled Persons' Act, 1982

With reference to people with disabilities, one of the comprehensive legislation is the Protection and Welfare of Disabled Persons' Act, 1982. It has aimed to protect and promote the right of persons with disabilities in Nepal. Article 6 of this Act has made the special provision for education and training to the persons with disability with stating that a) in case any disabled person is to get admission to any educational institute to pursue education, he shall not be required to pay fees at such educational institute b) special arrangement of the teacher shall be made to teach the blind and deaf people. The Disabled Person Protection and Welfare Rule, 1994 mandates accessibility to buildings, transportation, employment, education, and other state services (Unicef, 2003).

National Policy and Plan of Action on Disability, 2006

National Policy and Plan of Action on Disability, 2006 has made the policy provisions as a) the Government shall increase the access to education to the children with disability b) the Government shall make the provision of free quality education from primary to higher education to the children with disability, and c) emphasize shall be given to inclusive

education. The Policy and Plan of Action also introduced different programme regarding the promotion of status of people with disabilities such as identification of disability situation and counseling services, free and quality education, barrier free environment in school, increasing access in higher education to disable people, and inclusive teacher training to the school teacher (GoN, 2006).

Special Education Policy, 1996

Special education policy, 1996 stated that special need education means the teaching, learning and teaching arrangement made through special method to meet the need of education of various types of disabled children as the other normal children in conformity with their disability. The special need education policy intended to place disabled in the national mainstream by making an arrangement of different types of grants to conduct special schools, creating environment to raise public awareness for socialization of various types of disabled persons and making proper arrangement of education in conformity with disability to make them independent and self-reliant (MoE, 1996).

Consolidate Equity Strategy, 2014

The most recent educational policy Consolidate Equity Strategy, 2014 has committed to strengthen equity across all levels and subsectors within the school education sector in Nepal. It has realized that inclusive education enable to achieve quality of life and contribute to establishing an equitable and inclusive society that values diversity. The prime objectives of the strategy were set as: a) achieving equity in access, identifying the most marginalized groups of learner that have so far remained unable to access education and thereby able to overcome their barriers in accessing education b) strengthening of equity in participation, retention and inclusion, identifying learners that are currently dropping out of education and addressing their specific barriers both school and non-school based, and c) strengthening the equity in learning outcomes, reducing inequitable learning outcomes and addressing root

causes of these discrepancies through targeted interventions focused on removal barriers for learners and catering specific needs (MoE, 2014b).

Building an inclusive education system requires clear and precise inclusive education policy. An inclusive education policy believes that education is the basic human right and the foundation of a more just society (Ainscow & Miles, 2008). It is a doctrine that overturns segregation practices in education (Hodkinson, 2012). Inclusive education policies worldwide usually have two concerns. The first is the choice between special education and integration or mainstreaming as well as all the strategies and methods for progressively incorporating students with special needs into regular school, investment in physical facilities and equipment, curricular renewal and adjustments and teachers' roles and practices. The second is how to respond to the expectations and needs of targeted excluded groups mostly linked to ethnic, gender, cultural, socio-economic and migrant factors (Opertti & Brady, 2011). In other words, an inclusive education policy is developed firstly, to integrate special and regular education together in a unified education system whereby the education of children with special need are supported with appropriated facilities and resources so that they can learn alongside their able bodies peers. Secondly, an inclusive education policy is developed to integrate a diversity of learners from varying backgrounds to learn together (Vlachou, 2004).

On the basis of provisions made by Government of Nepal on existing legal and policy documents discussed above, it could be argued that existing policy and legal mechanism in Nepal does not sufficient to address the intent of inclusive education policy. However, the Constitution of Nepal, a mega policy has ensured the right of education as fundamental human right. It has made the special provision for the children with disability and mother language as a means of instruction. The constitution has accepted right based approach and ensures the equal right of education to every child. Likewise, Education Act and Education Rules also have made the provision of special school focusing on children with disability.

Education Act and Rules are oriented by welfare based approach and accepted the right of disable people and attempted to mainstream by the legal provision of basic need of people with disability. The equity strategy has aimed to establish equitable education system with emphasis of access, participation, and learning outcomes. It has accepted different dimensions of inclusion as best practices to establish equitable education system. But, one of the main lacks in all of these policy documents is not mentioning the term inclusive education as well as failed to capture the principles and philosophical dimensions of inclusive education.

In fact, inclusive education policy is a reform in education system that sheds new light on old educational practices to promote a new vision in education. It is a legitimate document that supports integration and upholds students' right to education (Ainscow & Miles, 2008). It is vehicle to raise awareness of disabled children's power and a means to protect their vulnerability in terms of receiving education (Peters, 2007). According to Furtado (2005), it closes the gap opened up by perceptions that one person is better than the other by placing all students in one classroom. Thus, the quest for the realization of inclusive policy and practice is primarily an attempt to alter the education system so as to include and respect diversity of the students.

Inclusion is fundamentally different from integration in the sense that it requires the education system to be radically restructured so as to provide quality education for all children irrespective of their variegated developmental trajectories (Liasidou, 2007). As the legal and policy document of inclusive education in Nepal has dual provision such as there is provision of both special school and integrated school, it led the conceptual confusion of inclusive education within the teacher and educators. Consequently, they conceptualize inclusive education either from the perspective of special education needs or from integration perspective. Thus, the Government of Nepal need to develop a single and clear policy document on inclusive education to reduce this conceptual confusion regarding the

understanding and interpretation of inclusive education as well as to foster the real practices of inclusive ideology in classroom teaching.

6.1.4 Inclusive education on development plan

The Government of Nepal has adopted periodic development plan over the country. The focus of development plans in education sector have been based on Government's vision reflected on education commissions reports and recommendations, international commitments including MDGs, EFA as well as perspective plans in education sector. Each development plan sets objectives, policies and strategies to achieve national educational goals. From the first development plan in 1958, education has been taken as one of the important sectors for the Government's investment. However, inclusion in education as special need education came in to priority from seventh development plan. The seventh plan (1985-1990) was not very specific about Government's commitment towards inclusive education but it had marked the initiation of child development component with the statement of facilities for the physical, mental and social development of children shall be provided. The Eight Plan (1992-1997) has realized the importance of education in development and made the provision of integrated development process over the country (Kafle, 2002).

Similarly, the ninth plan (1997-2002) has clearly emphasized educational provisions for people with disabilities in order to bring them in to the national mainstream. It has made an attempt to develop special education as an integral part of the education system which is heavily occupied with the motto of ensuring equitable access. The tenth plan (2002-2007) at the first time introduced the term inclusive/integrated education. The plan has aimed to increase the access of education and envisioned the strategy of inclusive and integrated education system according to the concept of special education. The plan had target of increasing access to education of children with special learning needs. The plan had also

conducted different program for the disadvantaged, deprived and excluded population to ensure the educational access (NPC, 2002).

Likewise, the eleventh three year interim plan (2007-2010) (TYIP) had set the objective to make equitable and inclusive education at all levels. The plan has focused to gender discrimination and adopted gender mainstreaming as common educational approach to enhance gender equity/equality in education. The plan has also focused in the participation of Janajati, Dalit, Madhesi, disabled, conflict victim and disadvantaged group in education. On the other hand, the twelfth plan (2010-2013) has focused to ensure quality education. The plan has made the provision of compulsory and free basic education (from grade 1 to 8) to all children and has committed to expand equitable access to secondary (from grade 9 to 12) and higher education (NPC, 2011).

The ongoing 13th three year development plan has committed to the extension of equal access in all level and to develop inclusive and equitable education system. The plan has introduced two key strategies to reach its goals. These are a) free and compulsory education, and b) target programme to increase the access of poor, marginalized and disable people to education. This plan has clearly mentioned the inclusive education as core strategy to ensure quality and equitable education. It has made the special provision for marginal and deprived community (NPC, 2013b).

Similarly, Ministry of Education has developed School Sector Reform Plan (SSRP) as one of the core documents for restructuring of education system in the country. This plan used the term inclusion in education first time under the intervention of early childhood education and development with a view to ensuring all children's access and participation, particularly girls' children with special needs and the populations who are facing multiple exclusions. The plan has promoted a community based early childhood education development (ECED) as a prime

approach to combat exclusion in education. The plan has made the provision of following strategies to reform over all school education over the country:

- ensuring students' learning, recognizing their cultural identity,
- equitable allocation of resources to securing participation, retention and success of the excluded population,
- differentiated approach to pedagogical practices catering to diverse needs,
- introduction of multi-lingual education (MLE) for social inclusion,
- targeted intervention with local level flexibility to respond to diverse needs, and
- differentiated treatment for facilitating the process of integration of the disadvantaged groups, in particular, the people living with HIV/AIDS, IDPs, extremely marginalized communities, differently abled persons e.g. sign-language users (MoE, 2009).

In the same way, SSRP has made the special provisions to the students in *Karnali Zone*⁸, students from Dalit communities and students with disabilities across the country paying special attention to girls. These provisions include free alternative education to disadvantaged children, special incentive package to promote access, participation and completion of secondary education, classroom construction, improving school environment, and promoting equity and social inclusion (MoE, 2009).

6.1.5 Existing mechanism and provision on inclusive education

Organizational mechanism

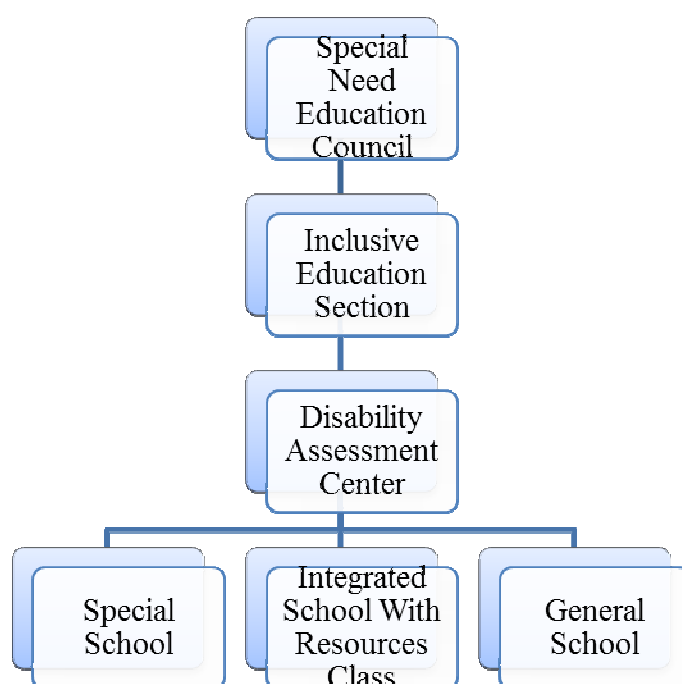
There are different levels of organizations performing their different roles regarding the inclusive education in Nepal. Ministry of Education (MoE) has a vital role as an apex body in formulating the policies to enable the equitable participation of all children in education. Other central level organizations also involved to work on inclusive education such as

⁸ Karnali Zone includes five districts of Mid-Western Development Region. These districts have lowest HDI and are lack behind from development. It is said that more than 50 percent population in this zone remained under the poverty line.

Department of Education (DoE), Curriculum Development Center (CDC), and National Center for Educational Development (NCED). Department of Education is responsible to the management of school education over the country. Likewise, the key function of Curriculum Development Centre is to develop textbooks and other learning materials including children with disabilities whereas National Centre for Educational Development is primarily responsible for conducting the training of school teacher. In relation to inclusive education, the Government of Nepal has made special organizational structure within the educational system.

Figure 7

Existing structural mechanism of inclusive education



Source: MoE, 2013.

As the provision made by Education Rules, 2002 the Special Education Council (SEC), was established in 1973. The council is chaired by Minister of Education and comprises the members representing from different agencies such as Ministry of Finance (MoF), Ministry of Women, Children and Social Welfare (MoWCSW), National Planning Commission (NPC),

National Disabled Federation (NDF) including special education specialist and school teacher. The council is primarily responsible to formulate policy related to special education and to coordinate special education programmes in the country. The Education Rules, 2002 enlisted the functions of special education council as:

- to approve the grant to conduct special education,
- to implement special education curriculum having taken approval from the Curriculum Development Centre,
- to determine procedures for examinations to be taken on special education,
- to make the provisions for coordination, management, supervision, control and inspection of special education institutions and schools, and
- to prescribe certain criteria relating to financial grant to be given to the community school to conduct special education (GoN, 2002).

Similarly, there is a provision of inclusive education section under the Department of Education (DoE). It plays key role in developing inclusive education over the country. This section is mainly responsible to coordinate between different agencies that are working in the field of inclusive education, and conduct country level activities regarding inclusive education. According to the Department of Education, the functions of inclusive education section are:

- to develop and implement policy and strategies of inclusive education,
- to coordinate with different stakeholders who are working with in the field of education and special need education,
- to supervise and monitor assessment center and schools,
- to conduct and coordinate training, seminar and workshops regarding inclusive education or special need education,

- to facilitate to implement inclusive learning system to the children with disability,
- to conduct research on learning and management of children with disability, coordinate in providing support materials, its management and rehabilitation of children with disability, and
- to act as a secretariat of special education council (DoE, 2011).

In each district, there is provision of an assessment center chaired by the district education officer. These assessment centers are responsible to the identification of children with disability, recommendation for prevention and treatment, enroll them in schools, and coordinate with organizations working in the disability field and the parents with the children. In addition, these centers carried the function of disability data collection and reporting the central level, facilitating to the integrated and special schools to create disability friendly environment (DoE, 2011).

Special Education Policy, 1996 defined special school as “the school that teaches only to the particular types of disabled persons by making special arrangement as per the disability”. As the initiation to educate the children with disabilities, Government of Nepal has made the provision of special schools over the country. Special schools are running to cater the education for a single type of disability and most of these schools are residential. Mostly, special schools are based in urban areas and provide the facilities to the children with mild and moderate disabilities. Apart from the grant from Special Education Council’s annual grants, some of these schools are getting financial, technical and material support from local Government and International/National Non-Governmental Organizations. Almost all of the teachers working in special schools are considered as trained teachers. There are some special schools for the children with autism, cerebral palsy, dawn syndrome and mental retardation

which are registered in the Social Welfare Council and run privately or with the support of international development partner or local donors (DoE, 2011).

In addition, there is a provision of integrated school that offer the education to the children with disabilities in general school. According to special education policy, 1996 an integrated school means the school that arrange the provision of teaching to the children with disabilities through the teachers who received training on special need education. These schools have an arrangement of resource class and necessary materials to educate children with light and medium disability in the regular school. The practice of such schools was started in 1994 along with the implementation of Basic and Primary education Project (BPEP). In a resource class of an integrated school, students with only one type of disability are getting the educational facilities. These schools are running from the regular fund of Government. In comparison with special schools, the educational achievement of the students with disability in integrated schools is lower, but better in socialization (DoE & DIRD, 2014).

As the Government of Nepal has a special attention on education for all, the children with disabilities are encouraged to enroll in general schools. The Government is very conscious to practice inclusive pedagogy in general school and provides disability friendly infrastructure, provides the training on inclusive education, and give the orientation to the people including school management committee. General schools also enrolled the children with disabilities but in most case only children with moderate physical disabilities enrolled in such schools (DoE, 2011).

Existing incentives and provision to promote inclusive education

As the Government of Nepal is committed to ensure education for all and striving to address inclusive education, various initiatives such as policy reform, awareness creation and teacher development were adopted. To translate the commitment into practice, the Government of Nepal has been launching various programmes under Ministry of Education to promote

inclusive education over the country. These programmes are based on incentives and focuses in motivating parents to admit their children in school. Among other, scholarship is the major incentive regarding inclusive education over the country.

Similarly, the Government of Nepal has been implementing different types of incentives under the School Sector Reform Plan (SSRP). The SSRP has adopted MDGs and EFA goals, aiming at structural and functional changes in school education. Since the implementation of EFA, Government emphasized to expand educational access to all, and to reach this goal inclusive education is accepted as one of the major strategies to reform overall education system (MoE, 2009).

Additionally, in order to increase the participation in basic education, the Government of Nepal has made special provisions to the children with disabilities. These provisions include disability allowance, disability identification card, and support materials and services at a discount rate. Similarly, there is special provision to support the education of the children from the disadvantaged communities such as alternative education programs, open and distance learning, flexible schooling, day meal for students especially for those from rural areas, upgrading physical facilities like drinking water, separate toilet for boys and girls, and recruitment of female teacher (DoE, 2013b). All of these targeted interventions aimed to promote inclusive educational environment in the school.

Likewise, the Government of Nepal has made different efforts to promote equitable access to educational opportunity for all children including children with disability. These provisions includes free education up to secondary education, scholarship and residential facility at the school level, free textbooks including the Braille materials for the blind students, priority in recruiting people who have disability in teaching, teacher training, management of resource classes to ensure transfer to regular classes are recently implementing (DoE, 2013b). Recent data of Department of Education showed that these efforts contributed to increase the access

to school, but lack of proper facilities and suitable teaching environment has greater effects on retention of the students in the schools once they are admitted there. In order to ensure retention in school, the Department of Education has made the special provision of incentive based scholarship program to promote access and participation in education.

But, the scholarship scheme was criticized as the amount of incentives is less significant and it was not working effectively to motivate people to send their children in schools. There was no any provision were made to promote the inclusive activities inside the school. Similarly, there was no any special arrangements were made to manage diversity except the policy commitment of teaching in mother language to address the linguistic diversities of the country. Teacher development is also one of the very important parts to improve the practice of inclusion in education. The available documents regarding inclusive education in Nepal clears that there was no any special programme of teacher development to improve skills of the teachers to implement inclusive education effectively.

The existing policy environment, institutional provision and other incentives of Government of Nepal regarding inclusive education seems appreciable. Being a developing country, Nepal is facing the problem of access of education, teacher development and infrastructure barriers which results the difficulties in internalization of inclusion in education. While the scholarship scheme is considered a main strategy to increase the access of disadvantaged and excluded groups, the Government of Nepal needs to increase the amount of scholarship with targeting most vulnerable population.

6.2 Findings from questionnaire

In this section result obtained from the questionnaire are presented. Altogether, 75 school teachers were participated and filled the questionnaire form. The aim of the questionnaire was to assess the theoretical understanding of teachers' on different dimensions of inclusive education, the strategies they used to manage the diversity, disability and to increase the participation in the classroom, and to identify the problems perceived by teachers to implement inclusive education. This section also presented the result on inclusive culture in the school, teacher training situation and evaluation of teacher on existing mechanism and provision made by Government of Nepal to promote inclusive education.

6.2.1 Knowledge of teachers on inclusive education

Ideally, inclusive education is focused to ensure the right of education to all children. Mittler (2000) argued that inclusive education responds to the diverse needs of all children by using variety of innovative practices to address the individual differences and ensuring participation in the learning process. It is holistic reform strategy for education system (Operti & Brady, 2011) that includes adaptations to respond unique characteristics of each learner. Previously, educators relates the term inclusive education only with disabilities and emphasized special need education but now the concept of inclusive education is transformed from the medical model to social model and conceptualize as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education (UNESCO, 2003).

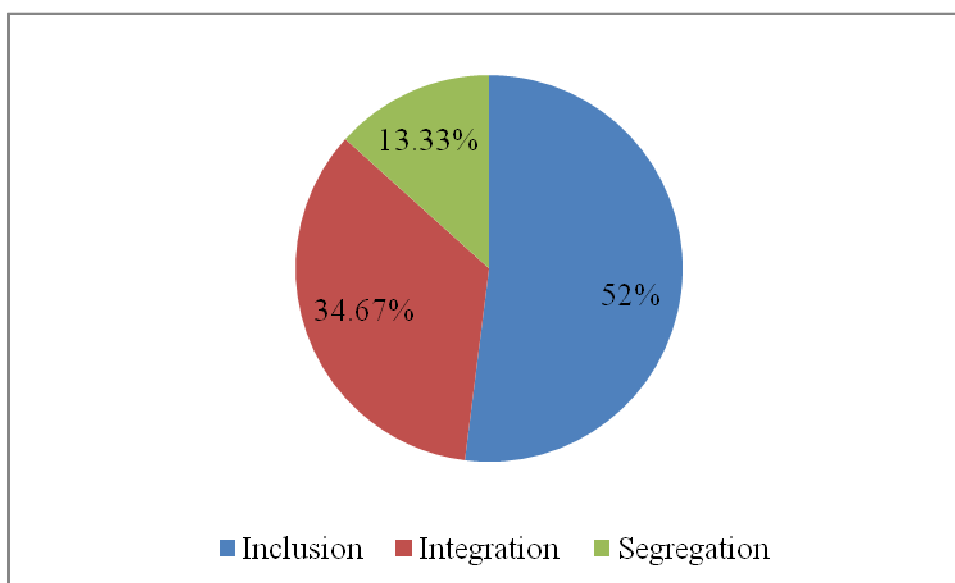
Despite the global acceptance of inclusive education as an effective means to transform the education system, the conceptual confusion is still exists among the educators and teacher in perceiving inclusive education especially in developing country. Most of the teacher in general school perceived inclusive education as special need education. Research evidence

also showed that, the confusion remains mainly on basic assumptions of special need education, integrated education and inclusive education (Ali et al., 2006).

Definitely, the effective practice of inclusive education depends how it is perceived, how it is conceptualized and how it is defined by those who are directly involved in the practice of inclusive education. Thus, proper knowledge on philosophical underpinnings of inclusive education is required to identify individual difference and to use appropriate strategy to address needs of children. Participants of this study were asked what you understand by inclusive education. Responding this question, participants defined inclusive education in varied ways on the basis of three broad spectrums of segregation, integration and inclusion.

Figure 8

Teacher's understanding on inclusive education



According to figure 8, out of total participants, 52 percent perceived inclusive education more closely to the principles of inclusion. Similarly, 34.67 percent perceived inclusive education from the perspective of integration and rest 13.33 percent teachers have the perception on inclusive education the perspective of segregation.

Among the teacher who perceived inclusive education from the perspective of inclusion, 23 percent teachers defined inclusive education as *a process to increases the access, participation and equal opportunity to all students (see questionnaire)*. Similarly, approximately 21 percent teacher defined inclusive education as *education for all* where as 15.38 percent defined *as a process of addressing cultural, lingual, physical and gender differences of children*. Other definitions of inclusive education given by teacher includes *inclusive education attempts to reduce various discrimination in education, inclusive education emphasize to create classroom atmosphere in which all students are able to participate in learning, and inclusive education focuses to manage such environments in school that meets and enhance the needs of all students (see questionnaire)*.

Those who perceived inclusive education from the perspective of integration defined inclusive education as *an opportunity of education to diverse students in integrated setting, inclusive education ensure the physical integration of children with disability in general school, inclusive education allows the children with disability in general school, it is the practice of educating children with disability in the general classroom, inclusive education advocates to include all students in the regular school and activities but use different instructional methods, and inclusive education is to provide services to the children with disability within regular classroom teaching (see questionnaire)*. Likewise, majority of the teacher who perceived inclusive education from segregation perspective defined inclusive education *as it is similar to special need education that demands special settings for children with disability*. Other definitions from this perspective given by teacher were *inclusive education is such system in which students with disability receive special service in special setting, and inclusive education is such education system where a student who is identified as disability received education separately by special education teacher in inclusive education system (see questionnaire)*. The following table presents the explanations of teachers on inclusive education.

Table 6

Thematic explanations of inclusive education by teachers

Teacher's explanations on inclusive education	Response (%)
It increases the access, participation and equal opportunity to all students	23.08
Inclusive education ensures education for all children	20.52
It addresses the cultural, lingual, and gender differences of children	15.38
It attempts to reduce various discrimination in education	15.38
It emphasize classroom atmosphere that ensures participation of children	12.82
It focuses school environment that meets the needs of students	12.82
It provides an opportunity of education in integrated settings	26.92
It ensures the physical integration of CWD in general school	19.24
Inclusive education allows a children with disability in general classroom	15.38
It is the practice of education including CWD in the classroom	15.38
It advocate to includes all students in the regular school	11.54
It provides services to the CWD within regular classroom teaching	11.54
It is similar to special need education that demand special setting for CWD	40
In inclusive education, CWD receive special service in special settings	30
A student who is identified individual need receive education separately	30

6.2.2 Teacher's understanding on access and participation

The etymological meaning of access and participation is an opportunity to taking part. The term access and participation in education, in general refers to the ways in which educational institutions ensure equal and equitable opportunities to the students to take full advantage through policies and provisions. In the context of inclusive education, access and participation is the process of hearing the voices of children, and ensuring their active involvement in learning. It is a process that enables school to develop a culture where all children have the opportunity to play an active role in teaching and learning.

International literature on inclusive education frequently described that, one of the core concerns of inclusive education is to ensure the access and participation of children in education (Mittler, 2005, Slee, 2001, Young, 2000, UNESCO, 2009). Thus, extending access and participation is a part of philosophy of inclusive education. Inclusive education is regarded as processes where systematic barriers to learning and participation are reduced and emphasize is given to the children's right to participation as well as encourage to involve as an active member in all educational activities in the school. In addition, it is about the ensuring equal opportunity to participate to every child without any discrimination.

In order to assess the knowledge on inclusive education, teachers were asked to explain about access and participation on education what they really understood. Table 7 presents the different explanations of teachers on access and participation. According to the table 7, nearly 19 percent teachers in general school in Nepal understood the access and participation as ensuring equal opportunity to all children to enroll in school without any discrimination. Other explanations given by teacher on access and participation were increasing the facilities of the children in school, reducing barriers of children to admit in school, reducing distance between school and home by establishing school close to community, and ensuring regular attendance of the children in school. In the same way, some teachers have defined access and

participation as ensuring peace and child friendly learning environment in classroom, encouraging active participation in classroom, and mainstreaming deprived and vulnerable children (see questionnaire). These explanations indicate that teachers have basic ideas and have etymological understanding as they used relevant words to define access and participation. But, teachers do not have single and similar understanding regarding the conception and it has significant impact on the selection and use of pedagogical approach in classroom.

Table 7

Explanations of teachers on access and participation

Teacher's explanations on access and participation	Response (%)
Ensuring equal opportunity to all children to enroll in school	18.67
Increasing facilities of the children in school	14.66
Reducing barriers of children to admit in schools	12
Reducing the distance between school and home	10.67
Ensuring regular attendance of the children in school	10.67
Establishing education as right of children	9.33
Ensuring peace and child friendly environment in classroom	9.33
Encouraging active participation in classroom learning	8
Mainstreaming deprived and vulnerable children	6.67

6.2.3 Teacher's understanding on disability management

Disability movement has significant role in the development of inclusive education globally. Most of the educators agreed that inclusive education is an appropriate tool to address the disability problem in education. Disability management is very important part of inclusive education because children with disability are more vulnerable to receive educational opportunity in comparison to other children without disability.

A large body of the literature on inclusive education indicates inclusive education as the inclusion of pupils with special educational needs in general school (Mitchell, 2005). Norwich (2013) pointed that inclusive education has very influential position on the education of children with difficulties and disabilities. Additionally, inclusive education is the practice of teaching disabled students alongside their nondisabled peer in regular classroom settings, instead of segregating them in special school (Giffin, 2011). It encourage to use the principles which ensures the students with a disability is viewed as a valued and esteemed member of the community in every respect.

To address the different needs of children with disability, teacher must be aware from the various approaches to identify disability, use appropriate pedagogical strategy so that teacher could offer appropriate atmosphere in the classroom. Disability management simply refers to the creating such classroom environment where children with disability feel valued, receive support from other peer, and take a part actively in the classroom activities. A general teacher need to have good knowledge on disability management and positive attitude to practice the principles of inclusive education in classroom. Keeping the highest consideration of this fact, participants of this study were asked to explain about disability management. The following table presents the explanations of the teachers regarding the knowledge on disability management.

Table 8

Explanations of teachers on disability management

Teacher's explanations on disability management	Response (%)
Creating disability friendly environment in school	20
Providing additional help and support to children with disability	16
Establishing separate education system (special school)	14.67
Integration of children with disability in regular school	12
Responding positively to the individual needs of CWD	9.34
Ensuring equal educational opportunity to CWD	8
Using disability friendly pedagogy in school	6.66
Mainstreaming children with disability in regular school	5.33
Using special instructional materials during classroom teaching	4
Teaching by special education teacher	4

As shown in above table, teachers have defined disability management differently. Most of the teachers have explained disability management as creating disability friendly environment in school and providing additional support to children with disabilities. Other explanations of teacher includes establishing separate educational system to provide education to the children with disability, integrating of children with disability in regular school, and responding positively to the individual needs of the children with disability. Likewise, some of the teachers have understood disability management as ensuring equal educational opportunity to children with disability, mainstreaming children with disability in regular school.

6.2.4 Teacher's understanding on diversity management

The major issue underlying inclusion is the acceptance of diversity. The concept of diversity is the acceptance of the fact that each individual is unique characteristics and recognizing individual differences as reality. The diversity in education encompasses students from many races, gender and socioeconomic backgrounds, students who speak a variety of languages and students from many cultures (Ruggs & Hebl, 2012).

In order to address the individual difference, the concept of inclusive education was developed and extended rapidly over the world. The diversity management is the concept of all students has the right to be truly included, to actively participate with others in the learning, to be valued as members of the school community and to have access to a system that delivers a quality education (Ainscow, 2007, Farrell, 2004). Slee (2001) argued that, inclusive education is about listening to the voices in a school community and empowering all members to develop an approach to schooling that is committed to identifying and dismantling actual and potential sources of exclusion. It is a philosophy of acceptance of differences where all people are valued and treated with respect (Carrington & Elkins, 2002).

Thus, diversity management in education offers multiple strategies to address individual differences. It has emphasizes in the acceptance of all students regardless the background and needs. In order to evaluate the understanding of teachers on diversity management, teacher were asked the question of what do you understand the term diversity management. Table 9 presents the explanations of teachers on diversity management.

Table 9

Explanations of teachers on diversity management

Teacher's explanations on diversity management	Response (%)
Accepting and responding cultural and social differences of the student	29.34
Identification and addressing individual needs of the children	22.67
Addressing linguistic problems of children by ensuring MLE	16
Managing of different abilities of the children	12
Providing equal educational opportunity without any bias	10.67
Addressing gender, religious, economic and cultural differences	4
Ensuring social justice and self-respect to all children	2.66
Integrating of all children in single educational settings	2.66

Among the participants of this study, one third teachers understood diversity management as accepting and responding cultural and social differences of the students. In the same way, teachers viewed diversity management as the identification of and addressing individual needs of the children, addressing linguistic problems of children, and as the management of different abilities. Other explanations given by teacher were providing equal educational opportunity without any bias to the children from diverse social groups, addressing gender religious, economic and cultural differences of the children, ensuring social justice and self-respect to all children, and integration of all children in single educational settings.

6.2.5 Classroom strategy used by teachers to promote access and participation

The inclusive classroom is characterized as the presence of children with disability and different abilities as well as different background in general education classroom. Because of varied abilities and different learning needs of the children, an inclusive teacher is required to develop relevant skills, provide relevant resources, use appropriate pedagogy to deal with inclusive classroom, and to be more accountable for the performance of the students.

Since dealing with inclusive classroom is critical and challenging task, scientific practice during teaching is required to effectively implement the fundamental principles of inclusive education in classroom teaching. An inclusive teacher as a scientific practitioner need to observe their students, develop hypothesis about learning, develop plans, observe results, use people and resources to support their student's learning and ensure the benefit of every student (Eunice & Orodho, 2014). One of the tasks of inclusive teacher is to consider the priority to the development of fundamental skills such as successful interaction task, problem solving skills, and contributing to the class room. Additionally, inclusive education is an ongoing process of putting inclusive value into action and requires engaging with change in everyday process.

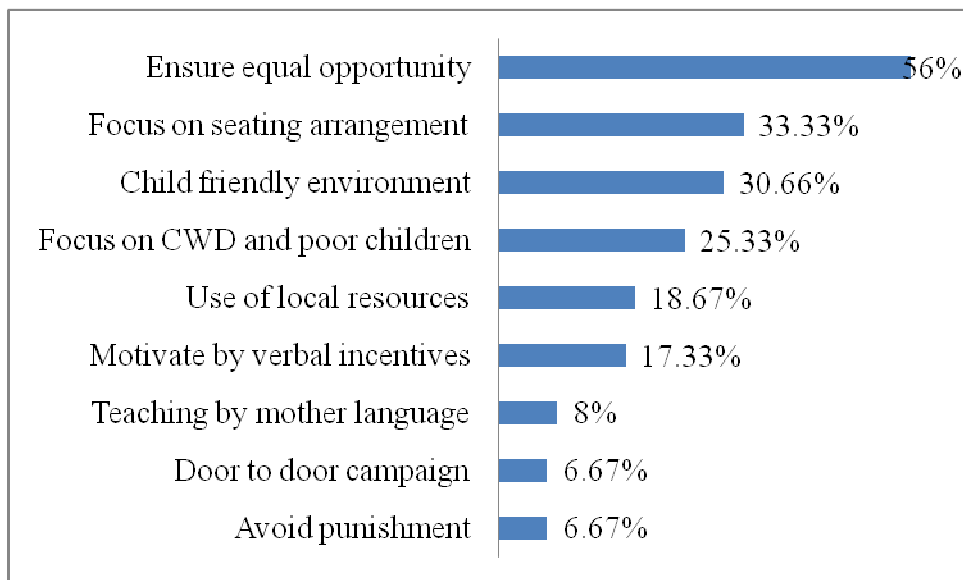
There are number of reasons such as social conflict, child labor and exploitation, disability, poverty, and gender which affects in access and participation of the children in school across the world. In developing country, like Nepal, the problem of access and participation of children in education is relatively high because of schooling is not easily available, the quality of schooling is poor, and schooling has high opportunity cost. Teacher could play key role in ensuring the access and participation of children in education through the use of different techniques in classroom teaching.

The basic concept of access and participation is to create equal opportunity to all children to ensure their active involvement in learning process. Equality of educational opportunity

requires an understanding of the conditions for success where children with diverse needs will be given more support or additional provision in order to have an equal chance to access, success, and achievement in general classroom. Teacher participants of this study were asked to describe the strategies they used to ensure access and participation of their students in classroom. The following figure presents the different strategies to increase the access and participation in classroom reported by teachers.

Figure 9

Strategies to increase access and participation



According to figure 9, majority of the teacher have reported to ensuring equal opportunity as key strategies to ensure access and participation of the students in classroom. Other strategies reported by teachers were seating arrangement, child friendly environment, special focus to the poor and children with disability, verbal incentives and motivation, use mother language of the student, door to door campaign to visit parents of the children, and avoidance of punishment in classroom. As teachers have mentioned, these strategies could support to increase the access and participation of students in learning. But most importantly, sustaining the access and participation in learning process is very critical as it requires continuous involvement of teacher in students' learning.

6.2.6 Strategies to manage disability of the students

Teaching children with general classroom is always critical and challenging. In this situation teacher in general schools need to be more responsible and accountable so that the need of children with disabilities could be addressed. In order to build inclusive environment in the classroom, teacher should encourage the children who do not have disability to support the children who have disabilities.

Research on students with physical, mental and emotional disabilities considered Least Restrictive Environment (LRE) is best approaches to manage disability. In this approach, more and more students with disabilities are being served in the regular education classroom with some outside help from specialized teachers. It is believed that, this approach helps to promote their peer acceptance and self-esteem as well as their academic performance. Some researcher suggested to 'normalization' to manage the learning of children with disabilities. The principle of normalization is to provide opportunity to the children with disabilities to get education as similarly children without disability as possible. In this method, teacher provides the same opportunity to children with disability along with children without disability through the right instructional materials in the classroom.

With the aim of assessment of pedagogical skills to manage disability of the children in classroom, teacher participants of this study were asked to describe the strategies they applied to manage the learning of children with disabilities in classroom. Like strategies to ensure access and participation of children in classroom, they have listed various strategies which were used to manage disability. The following figure presents the different types of strategies which were used by teacher to manage the students with disabilities in general classroom.

Figure 10

Strategies to manage disability

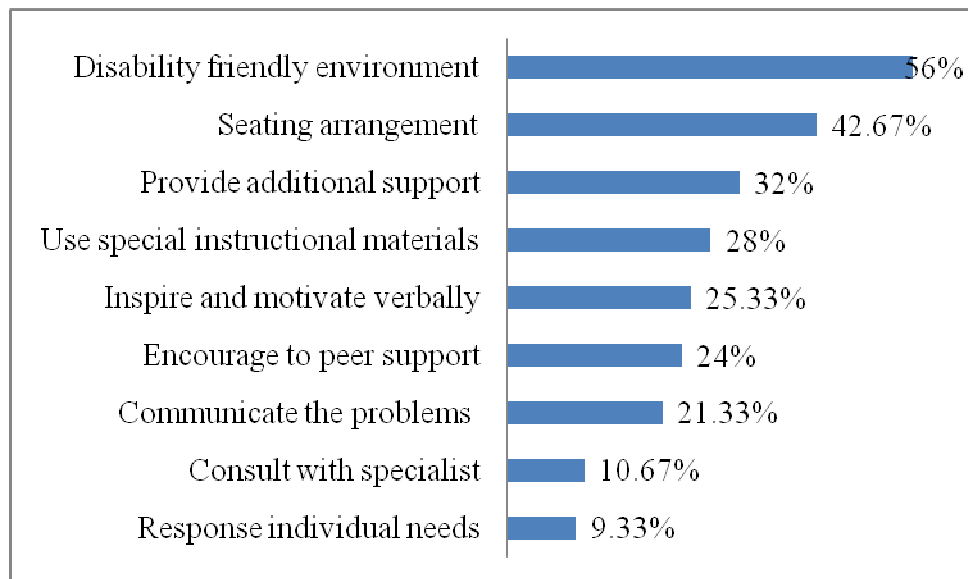


Figure 10 showed different pedagogical strategies used by teacher to manage the learning of children with disabilities in the classroom. According to the figure, most frequently used strategies are ensuring disability friendly environment and seating arrangement. Other strategies reported by teachers were providing additional material, using special instructional material, using verbal motivation, encouraging the children without disability to support children with disability, communicating the problem of children with disability to their parents, consulting with specialist about the problems of children with disabilities, and individually response to the need of children with disability.

6.2.7 Strategies to manage diversity of the students

Diversity in the classroom is the presence of children from different cultures, abilities and needs in a single environment. As the Nepalese society is very diverse in terms of social and cultural context, classroom in Nepal also composed with different students from different socio-cultural background and abilities. Diverse classroom have both benefits and challenges. Children have different experiences, skills, knowledge, values and abilities. All children contribute and bring some ingredients to the teaching learning process of the classroom. Children learn in a different ways because of hereditary factors, experience environment or their personalities. Consequently, teacher needs to use variety of teaching methods and activities to meet the different learning needs of the children (SCERT, 2010).

In order to manage diversity in classroom, Gay (2000) suggested to the culturally responsive teaching approach. Culturally responsive teaching incorporates respecting cultures and using the experiences of various groups as meaningful resources for teaching and learning. This approach emphasizes to create sense of belonging, respect for human dignity and promotes the individuals self-concept that offer just educational opportunities. Likewise, collaboration among stakeholders is very important to realize a positive and appropriate learning environment to responds the diversity of the students (Eunice & Orodho, 2014). Since students have different needs, inclusive classroom demands such instructional strategies that cooperate to identify the need of the individual student and to organize content of learning for effective learning environment in classroom.

As this study was intended to explore the situation of inclusive classroom, participants of this study were requested to write the pedagogical strategies that they used to manage the diversities in the classroom. To response the questions, teachers have listed various pedagogical strategies of diversity management. The following figure presents the various

instructional strategies which are used by teacher in order to manage diversity in classroom teaching.

Figure 11

Strategies to manage diversity

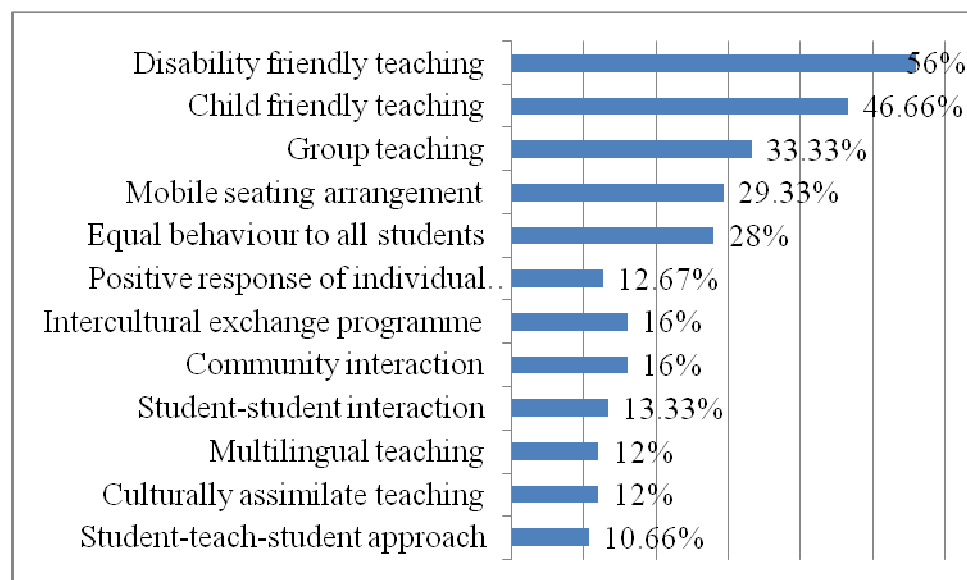


Figure 11 illustrates different instructional approaches to manage diversities in the classroom. The most frequently used strategies by teacher to manage diversity in the classroom were disability friendly teaching, child friendly teaching, and group teaching. Similarly, other strategies used to response individual differences of students were mobile seating arrangement, equal behavior to all students, positive response to the need of the student's intercultural exchange programme, community interaction, student-student interaction, multilingual teaching, culturally assimilated teaching, and student teach student approach.

6.2.8 Perceived problems to implement inclusive education

Education system throughout the world is facing the challenges of providing an effective education for all, however the challenges are more serious in developing countries. Although the practice of inclusive education has been widely accepted globally as an ideal approach to deal with contemporary problems of educational inclusion, there are many challenges are realized in its successful implementation. Successful implementation of inclusive education depends on many factor such as attitudes and actions of school teacher (Zollers et al., 1999), school culture (Ainscow, 2002), and availability of resources (Bornman & Rose, 2010).

Although, the attitude of school teacher has key role to translate the ideals and values of inclusive education, there are other problems may exists in the practice of inclusive education. Exclusion in education is the result of multiple sources and therefore it requires collective efforts to minimize its effects on education. In order to identify these problems, participants of this study were asked to list the problems that they faced in the process of practicing philosophical values of inclusive education. In response to the question, teachers have listed different problems ranges from resource materials to policy. The following table presents the perceived problems reported by research participants during the implementation of inclusive education.

Table 10 presents different types of problems perceived by teachers during practicing inclusive education. Among these problems, the highly reported problems by teachers were lack of special education material, diversity of mother language of the children, difficult to assess the disability, lack of disability friendly infrastructure, and high rate of drop out from school. In addition, school teachers also perceived problem of irregular attendance of the children in classroom too large class size, family ignorance, difficulty in educational assessment of children with disability, and social misconception towards disability in order to implement the principles of inclusion in education.

Table 10

Perceived problems to implement inclusive education

Perceived problems by Teacher	Response (%)
Lack of special educational materials in the school	64
Difficult to address language problems of multi-lingual children	57.33
Difficult to assess the disability types and magnitude of the children	52
Lack of disability friendly infrastructure in school	50.67
High tendency of drop out from school	41.33
Irregular attendance of the students	36
Class size is too large and it make difficult to teach	33.33
Family ignorance to education of the children	29.33
Difficult to evaluate the educational performance of CWD	24
Social misconception about disability and caste based hierarchy	16

Many research literatures on inclusive education worldwide stated that the attitude of the teacher is most influential factor of effective implement of inclusive education in classroom. For instance, Pollat (2011) argued that resources and improved infrastructures are necessary but the meaningful participation of children and adults with disabilities in the school is affected by the cultural attitudes and values of school community. If a school community expressed disregard and prejudices towards differences and disabilities, then discriminatory practices will continue.

The problems perceived by teachers in Nepal in the implementation of inclusive education were found similar with the findings by Dagnew (2013). According to Dagnew (2013), the practice of inclusive education in the classroom in South Africa is affected by various problems such as lack of trained teachers in inclusive education, the inflexibility of teaching methods based on the needs and abilities of the learners, uncomfortable classroom, large class size, inappropriate curriculum and weak support for children with disability, budget constraint, lack of knowledge and adequate classroom support (Dagnew, 2013). This fact situate that most of the developing countries have similar problems regarding inclusive education as schools are mostly affected by either financial or human resource problem. Most importantly, many schools in developing countries have lack of human resources including trained teacher, skilled support staff, therapist, language interpreter and caring staff. Along with these constraints, social and cultural values further supports to develop negative attitude towards disabilities and diversities which is considered one of the key problem to success the inclusion in education.

The identification of reasons of the problems in practicing inclusive education is very necessary not only to minimize the problems but also for maximize the effectiveness of inclusive pedagogy in classroom. Thus, teachers were also asked to mention the causes of problem perceived in implementing inclusive values in classroom teaching. Table 11 presents the major causes affecting the effective implementation of inclusive education. Teachers have identified different causes which are responsible to create the barriers in implementing inclusive education in Nepal. Teachers have reported that, one of the major causes having so many problems during the implementation of inclusive education in classroom is the weak financial position of the school. One teacher (T46, questionnaire) wrote in the questionnaire: *my school sometime suffers even to buy chalk and board, in this situation we cannot imagine the sufficient education material to the children with special need. Therefore, in this situation the school cannot afford the education to the children with disability.* Similarly, other causes

reported by teachers were diversity of language, lack of skill to assess disability, involvement of children in household activities, lack of assessment center and lack of training. Some teachers have also reported to irregular attendance of children, misconception and negative attitude, family ignorance, cultural difference of community, and hierarchy based social system as causes of different problems that hindrances in the process of implementation of ideological values of inclusive education in classroom context.

Table 11

Causes of problems

Causes of problems	Response (%)
Weak financial position of the school	64
Many language in the same locality (diversity of language)	57.33
Lack of skills to assess the disability of the children	52
Children involved in household activities to support their parents	46.67
Lack of training on inclusive education	46.67
Lack of assessment center	42.67
Children, specially girls child do not come school regularly	37.33
Misconception and negative attitude about disability	32
Family ignorance to the education of children	28
Cultural differences	22.67
Hierarchy based social system	22.67

Most of these problems and causes reported by the school teachers were found very close to school and culture factors. The school as a social unit has its own culture and system. Consequently, school perceives disability and difference from its own understanding. As noted by Tirussew (2005), the problems of misconceptions and wrong beliefs and social barriers also found very significant while teachers realized the problem of social misconception about the disability and caste based hierarchy system. By nature, inclusive education is interdisciplinary, and therefore problems were also realized from different sector and level like economic, managerial, social, cultural and psychological.

6.2.9 Role of teacher in implementing inclusive education

The role of teacher in implementing inclusive education is vital not only translating the values of inclusive pedagogy in the classroom but also in transforming the overall school culture. Bourke (2010) stated that the role of teachers does not limit to the norms of teaching a lesson but it also includes their personal sensitivity to the complex nature of the specific disabilities of their pupils. Teacher in inclusive education requires being able to cater for the needs of the most diverse student academically, socially, and culturally (Rose, 2010).

As basic premises of an inclusive classroom is educating all students regardless of ability in common educational setting (Loreman et al., 2010), it requires modification of the environment, curriculum, and pedagogical methods. School population worldwide includes students with special educational needs such as disability or learning difficulty as well as learners with an enormous range of others need that can impact on their capacity to engage with the regular curriculum and pedagogy, both academically and or socially. These can include among others students from different socio-economic backgrounds, racial minorities, asylum seeker, refugees, those in poverty, and those who have mental issues caused by internal or external influence (Forlin, 2012).

In order to address these issues, an inclusive teacher needs to have desired skills with proper knowledge on modern pedagogy. An effective teacher could contribute to implement inclusive education as well as to establish inclusive society through following inclusive values in daily life. The participants of this study were asked to suggest required strategies which support to inclusive teacher development. The strategies to make effective teacher for inclusive education suggested by teachers are presented in following table.

Table 12

Strategies to make effective teacher

Strategies suggested by teacher	Response (%)
Provide training on inclusive education to every teacher	62.67
Increase teachers incentives such as increase monthly pay	60
Develop disability assessment skills to the teacher	52
Ensure proper availability of instructional materials in the school	52
Emphasize policy focus on child friendly teaching	44
Teacher involvement in curriculum and use local curriculum	34.67
Maintain good relationship between local community and school	33.33
Prepare students-specific materials and communicate with parents	32
Develop positive attitude to the teacher by training	30.67
Work together with special need education teacher	29.33
Implement effectively of reward and punishment system	28
Provide training on local language to the teacher	26.67

Table 12 showed different strategies to make effective role of teacher suggested by participants. The highly suggested strategies by the teachers were teacher training on inclusive education, incentives to the teacher, development of disability assessment skills, and ensuring availability of instructional materials in the schools. Teachers have also believed that other strategies such as involvement of teacher in curriculum design, maintaining good relation between school and community, preparation and use of student specific teaching materials, developing positive attitude to the teacher, working with special need education teacher, effective implementing of reward and punishment, and provide training on local language also supports to enhance the role of teacher which finally lead the success of inclusion.

The successful implementation of inclusive education depends largely on the capacity of teacher's skills and knowledge in inclusive education (Bourke, 2010). As suggested by participants, teacher training on inclusive education can enlarge the capacity of the teacher. In inclusive education system, teachers require creative and innovative capacity to accommodate diversity and disability among students.

Teacher's role becomes in realities when the skills and knowledge of inclusion they have acquired through formal training in teacher colleges and universities and their own personal characteristics meet their understanding of children with special needs and diverse learning requirements (Florian, 2008). The attitudes of teachers influence their behavior in classrooms (Ajzen, 2005) and the behavior in classrooms determines how students will learn. Thus, the change in belief system of teachers is necessary to promote effectiveness in overall activities of teachers to foster inclusion in school. This requires intensive teacher development programme that could enhance the required skill to the teacher to facilitate the practice of inclusive pedagogy in school.

6.2.10 Situation of teacher training on inclusive education

Training refers to organized activity with the aim of imparting information and instruction to improve the recipient's performance. It helps recipients to attain a required level of knowledge and skills. In this sense, teacher training is the process of imparting knowledge and skill to develop the proficiency and competency of the teacher so that teacher meet the requirements of the profession and face the challenges. In educational sector, teacher training is often known as teacher education and conceived as better way to develop professionalism of the teacher. Teacher education programme encompasses teaching skills, sound pedagogical theory and professional skills. It is based on theory that teachers are made, not born and related to the practicality of implementation rather than simply focusing on the theoretical underpinnings of the paradigm, or government policy (Forlin, 2012).

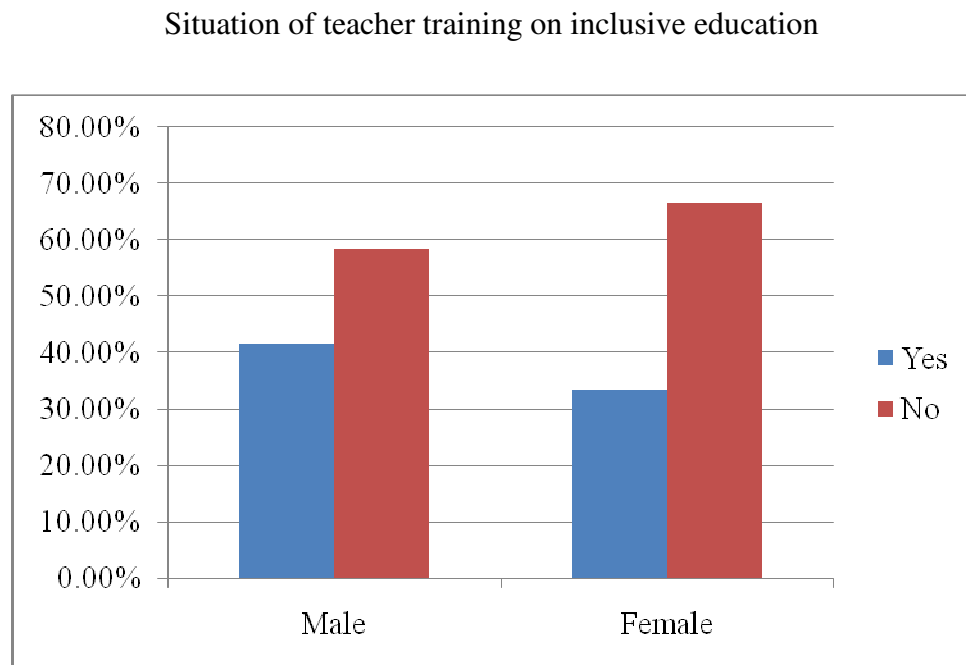
With reference to inclusive education teacher training is very important because without the trained and proficient teachers, the need of the diverse students in the classroom could not be addressed. Similarly, without a positive mindset towards inclusion and genuine willingness to differentiate the curriculum to meet student's diverse needs, inclusion is unlikely to become more than rhetoric (Forlin, 2013).

As the teacher has very vital importance in effective implementation of inclusive education, preparation of teachers for inclusion requires appropriate and effective training to be available both prior to and during the establishment of inclusion (Sharma et al., 2013). Unfortunately, research evidence showed that, most of the developing countries are facing the problems of lack of qualified and trained teacher to implement inclusive education (Forlin, 2012).

Figure 12 highlights the situation of teacher training on inclusive education in Nepal. This study has found that overall only 16 percent teachers have received in-service training on inclusive education. By gender, 66.67 percent female teacher and 58.33 percent male teacher never attended in-service teacher training on inclusive education. This situation reflects poor

situation of teacher training on inclusive education and as a consequence teachers have lack of required pedagogical skills for inclusive classroom.

Figure 12



Even the teachers, who received training on inclusive education, were not satisfied with the content and duration of teacher training. One teacher in the questionnaire form wrote that *the training period is too short (3days) and training activities were based on theoretical knowledge. This type of training did not support me to develop the skills to handle the problems of children with disability (T22, questionnaire)*. Another school teacher added that *I was participated Teacher Professional Development Training (TPD). This training included one session of inclusive education just like introduction. I have never attended in a separate training programme on inclusive education (T59, questionnaire)*. The teacher further recommended that *training should contain wider pedagogical skills so that we (teacher) would motivate to deal with children with disabilities (T59, questionnaire)*.

As suggested by the participants of this study, teacher training must be related to practical aspects rather than simply focusing on the theoretical underpinnings of the paradigm, or

government policy (Forlin, 2012). Training content should also take greater account of the opinion of teachers and the approaches that they have found useful and manageable in supporting inclusion. In particular, developing countries like Nepal, where inclusion is just started to implement as part of teacher training, teacher educators also require up-skilling before being able to prepare teachers for inclusive education. Therefore, Nepal needs a intensive teacher development programme so that high impact teacher could be develop to ensure effective implementation of inclusive education.

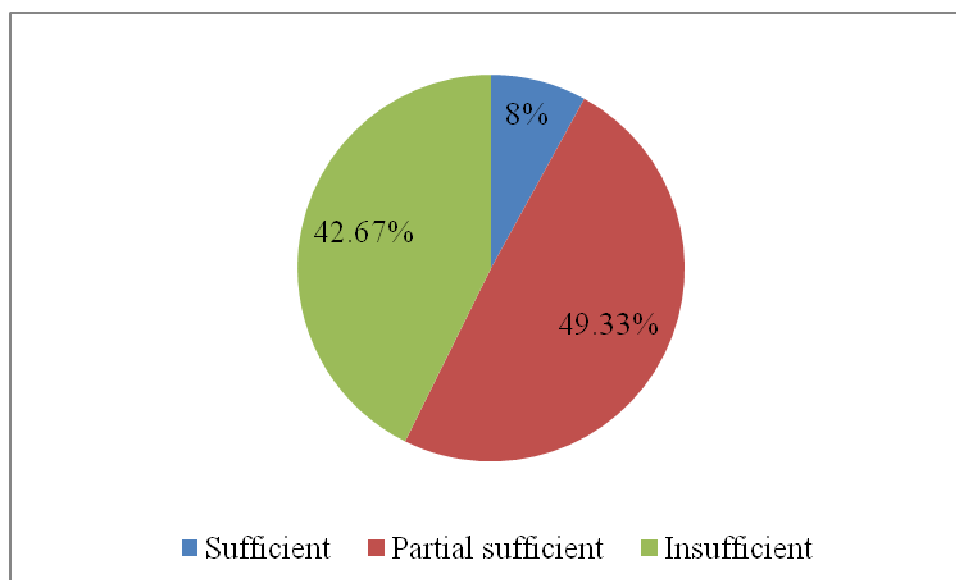
6.2.11 Response of teachers on existing mechanism

As the effective practice of inclusive education requires very positive classroom environment, a classroom teachers has significant role to promote inclusion. Teachers are key factors to contribute in enhancing inclusive education. Teachers can contribute to practice inclusive education by practicing the values of inclusion in classroom and by evaluating the currents system and mechanism that were made with relation in inclusive education. Participants of this study were asked to evaluate the existing mechanism and provision made by the Government regarding inclusive education in Nepal. Among the participants, only 8 percent has reported to sufficient and rest other participants reported to either partial sufficient or insufficient. Approximately, 50 percent respondents reported to partial sufficient and rest 42 percent reported to insufficient.

Participants of this study were also asked to suggest required interventions if the current mechanisms and provisions regarding inclusive education were insufficient. Teachers have suggested different measures in order to improve the practice of inclusive education. The key interventions suggested by teachers were ensuring child friendly environment in the school (62.67%), developing disability friendly physical infrastructure in the school (60%), and raising awareness of the parents (56%). The following table presents the opinion of the teachers regarding the existing mechanism and provision of inclusive education in Nepal.

Figure 13

Evaluation of teachers on current mechanism and provision of IE



Similarly, other interventions to improve the inclusion in education suggested by teachers were in-service training on inclusive education (48%), teaching by mother language till basic education (45.33%), proper implementation of free and compulsory school education (42.67%), and the provision of specialist such as therapist, language interpreter in the school (38.67%). In addition, some teachers have also suggested to provide sufficient financial grant to needy children (37.33%), change in the student's performance evaluation system (29.33%), availability of additional support to children with disabilities in school (28%), provision of special need education teacher in general school (24%), increase educational budget of the school (21.33%), and promote economic status of the parents (17.33%).

These responses from school teachers clearly indicates that present mechanism and provisions made by Government of Nepal to ensure inclusion in education system is seem not sufficient to address the existed exclusionary factors of educational exclusion. The exclusion in education reduces the opportunity to participate in education, generate barriers in learning

achievements and obstruct to gain quality education. Thus, the most important aspects to facilitate effective implementation of inclusive education is to ensure sufficient facilities and progressive and dynamic organizational mechanism of educational service that foster the translation of principles of inclusion in reality. The following table presents the ways suggested by teacher to make inclusive education more effective.

Table 13

Teacher's suggestion to make inclusive education more effective

Teacher's suggestions	Response (%)
Ensure child friendly environment in school	62.67
Develop disability friendly physical infrastructure in the school	60
Raise awareness of the parents	56
Provide in-service training on inclusive education to every teacher	48
Ensure teaching by mother language till basic education	45.33
Implement free and compulsory school education	42.67
Recruit specialist such as therapist, language interpreter in the school	38.67
Provide sufficient financial grant to needy children	37.33
Change the students' performance evaluation system	29.33
Provide additional support to children with disabilities in school	28
Recruit special need education teacher in general school	24
Increase educational budget of the school	21.33
Promote economic status of the parents	17.33

The table 13 showed that school teacher in Nepal believed that ensuring child friendly environment in school is core strategy to effectively implement inclusive education. It is

important to note that, teacher has fundamental role to ensure child friendly environment in school as they closely monitor the activities of children in school. It is important to note that most of recommendations given by teachers are resource and school environment based rather to effectively taking the responsibility of teacher to steer implementation of inclusive education. This clearly indicates unwillingness of the teachers to take part effectively and responsibly to accept individual differences and diversities and ensure the classroom implication of values and principles of inclusive education.

6.2.12 Situation of inclusive culture in the schools

Inclusive culture is an organizational environment that allows people with multiple backgrounds, mindset and ways of thinking to work effectively together and to perform their highest potential in order to achieve organizational objectives based on sound principles. In such environment, different voices are respected and heard, diverse viewpoints, perspectives and approaches are valued and everyone is encouraged to make a unique and meaningful contribution (Pless & Maak, 2004).

School as a social organization has its own organizational behaviour that affects both schooling and overall development of children. From wider perspective, education is considered as a right of every child towards the realization of full potentials of life, school need to focus on management of diversity to foster children's potential. UNESCO (1994), stated that school should accommodate all children regardless of the physical, intellectual, social, emotional, linguistic or other condition and should include the disabled, street and working children, the gifted, children from remote and nomadic populations, ethnic and cultural minorities, and children from other disadvantaged and marginalized groups.

Armstrong (2004) argued that, the inclusive culture in the school is characterized by a teaching practice that affords a visibility to diversity, that acknowledge diversity as a learning resource and that ensures an accessibility to learning experience through lessons that respond

to and reflect pupil diversity. Inclusive culture in the school is therefore, creating the environment that accepts and respect diversity, ensure equality and reduce inequality. The culture in the school emerged from the structures, systems and practices and helps to shape and guide school's activities. School is a common place and includes many children with diverse need and backgrounds. Thus, school need to modify its culture in inclusive way to meet the need of every child.

According to Armstrong (2004) inclusive school has following characteristics:

- it acknowledges and affirms differences and diversity and the practical implications of this differences and diversity,
- it values differences and diversity as resources,
- it has high expectations of all pupils within a diverse pupil population,
- it emphasizes partnership between staff and management, teachers and pupils, school and parents, and school and community,
- it promotes relationship of mutual solidarity, respect and dignity across diversity,
- it promotes participation of all pupils in all areas of school life,
- it interrogates and challenges negative stereotypes and false assumptions in relation to groups experiencing inequality, and
- it seeks equality and inclusion in a context of staff and pupil diversity,

Similarly, Booth and Ainscow (2002) described various indicators of inclusive culture in the school. In the index of inclusion, Booth and Ainscow (2002) further elaborated different indicators mainly on building community and establishing inclusive values. Through the application of these indicators developed by Booth and Ainscow (2002), school teachers in this study were asked to evaluate the inclusive culture in their school by self-judgment. Following table presents the teacher's evaluation about the culture of inclusion in the schools.

Principally, inclusive education urged to general school to seek the way of nurturing and educating all children regardless of their differences in any ability. In an inclusive school, children are given equitable support so that every child could be able to participate physically, socially and academically with their peers (Pearce, 2009). The culture of inclusion in school thus, is the combination of recognizing and responding the diverse needs of their students, accommodating both different teaching strategies to meet individual needs and ensuring quality education to all through appropriate curricula, organizational arrangements, resource use and partnership with their communities.

Table 14 clearly indicates that the schools in Nepal have lack of desired culture of inclusion. The situation of some indicators showed that schools were attempting to transfer their culture from traditional way to inclusive way for instances schools were attempting to admit all students, seeking to remove learning barrier of the students and strives to minimize all forms of discrimination. But most importantly, some indicators which are very important in practical aspects such as disability friendly infrastructure, implementation of individual education plan, sufficiency of human resources and sufficient learning material were found poor.

Table 14

Situation of inclusive culture in the school

Indicators	VG	G	A	P	VP
School seeks to admit all students	37.33	40	14.67	6.67	1.33
School seeks to remove learning barriers	8	46.67	28	14.67	2.67
School strives to minimize discrimination	8	46.67	30.67	12	2.67
School respect individual differences	12	44	29.33	12	2.67
School promote to implement IEP	4	17.33	32	37.33	9.34
School has disability friendly infrastructure	0	12	25.33	34.67	28
School has sufficient human resources	5.33	17.33	28	36	13.34
School has sufficient learning materials to CWD	2.67	4	16	45.33	32
Both teacher and student respect one another	12	53.33	32	2.67	0
Local community is involved in the school	12	28	37.33	14.67	8

Note 1: VG= Very Good, G= Good, A= Acceptable, P= Poor, VP= Very Poor

Note 2: All the numbers given in the table indicates percentage (%).

The fundamental element of inclusive school is inclusive learning environment where every student feels esteemed, interact with other peer without any obstruction, assimilate with other and achieve quality education as other. The truly inclusive school has vision of widening diversity and using individual difference as an opportunity rather problem. In addition, an inclusive school supports the interaction and involvement of local community in the development of school through dynamic and coordinating leadership. The result of this study has supports to conclude that, government schools in Nepal at present time have lack of ideal practice of culture of inclusion. In this situation, schools could not able to provide the

knowledge and ideas to the teacher to understand equality and informed choices in relation to addressing challenges posed by differences and diversity. The general school in Nepal thus requires to transform their culture to accept diversity as a resource as well as means to cope with inequality and to ensure equal opportunities in learning to all students to receive quality education.

6.3 Findings from classroom observation

In order to find the practical situation of inclusion in classroom, the observation of classroom were also conducted. The intention of observation of classroom teaching was to assess the gap between knowing and doing of the teacher as teacher has the key role in implementing inclusive education. The effective practice of inclusive education requires the teacher with sound knowledge on inclusive pedagogy, greater commitment to practice the principles of inclusion, higher level of motivation as well as skills to identify individual differences. This section has presented the key findings of classroom observation.

Inclusive education emphasizes to use inclusive pedagogy to ensure equal benefit of all children from classroom activities. Inclusive pedagogy is an approach whereby the teacher provides a range of options which are available to everybody. It accepts the human diversity as strength, rather than a problem and focuses in such educational environment, where children work together, support one another, share ideas and learn from their interactions with each other (Spratt & Florian, 2013).

As inclusion in education accepts the diversity as strength, inclusive pedagogy rejects ability labeling, and offer alternative framework for organizing learning. The inclusive pedagogical approach therefore, fosters an open ended view of each child has potential to learn and demands that teachers extend what is ordinarily available so that it is accessible to all (Florian, 2010).

Booth and Ainscow (2002) described various indicators of inclusive practices in school. These indicators are categorized in three different dimensions as creating inclusive cultures, producing inclusive policies and evolving inclusive practices. The dimension of evolving inclusive practices further divided into two parts as orchestrating learning and mobilizing resources. There are many indicators of inclusive practice described in index of inclusion as planned teaching, encouragement of participation, understanding differences, students involvement in learning, collaborative learning, assessment of achievement, mutual respect, partnership, support of teaching assistant, resource use, utilization of expertise, resource distribution, and mobilization of community resources (Booth & Ainscow, 2002).

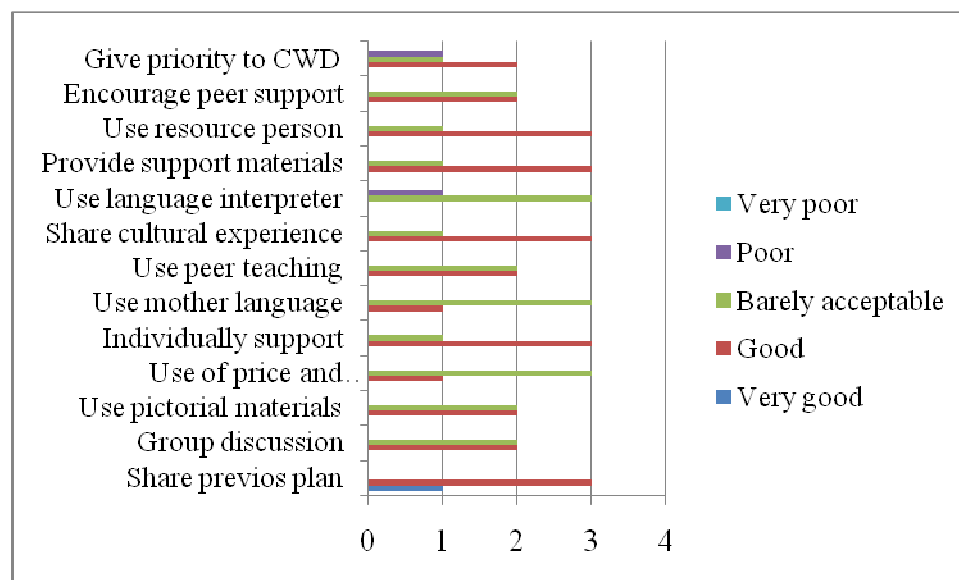
It is generally agreed that level of knowledge on theoretical aspects has significant effects on the practice. The gap between knowing and doing is the vital reason that has negative impact on effective practice of inclusive education. Having good knowledge about content and to practice is complement to one another. Having knowledge does not necessarily means to practice it effectively. There are many social and psychological factors may plays very significant role in the process of practice. In order to find the real situation of practice of inclusive education in classroom, four classroom teaching were observed with the help of observation form.

The result of classroom observation showed that, generally the classrooms in schools in Nepal are far to reach the inclusive pedagogy. Most of the indicators of inclusive pedagogy which were used during the classroom observation were found barely acceptable. Among the indicators which were used in classroom observation, only one indicator (i.e. share previous plan) was found very good which means teacher have started the classroom teaching with little discussion of previous lesson in the classroom. Other indicators used in this study such as group discussion, use of pictorial materials, share of cultural experience, and personal

support to children with disability were found either poor or barely acceptable. The following table presents the overall findings of classroom observation.

Figure 14

Situation of inclusion in classroom



Additionally, from the overall general observation, classrooms were found very diverse and with large size without required physical infrastructure. Teachers have used traditional chalk and talk approach to teach their students. The classes were found very diverse in terms of gender, language, disability and socio-cultural differences. There were more than 40 students in a single class and seating arrangement was not appropriate. Teachers were continuously telling the story and students were listening passively. There was no any active interaction and discussion however in some times teacher encouraged verbally to their students to participate by asking question (see the observation note). This situation clearly indicates the lack of readiness of the teacher to adopt inclusive practice in classroom. It may happen because of lack of appropriate training and motivation. In order to increase the level of motivation of the teacher and positive attitude to adopt inclusive pedagogy, the Government of Nepal should conduct an intensive teacher training on inclusive education.

6.4 Findings from interview: Context of hard of hearing children (as an example)

This section has presents the result obtained from the interview with hard of hearing children. The objective of interview was to receive the information to assess the situation of children with disabilities in general school. In order to obtain required information, four students who experienced the problem of hard of hearing were interviewed informally with the help of interview guidelines. In this section, the overall socio-cultural perception of Nepalese society towards disability is also discussed.

6.4.1 Concept of disability

A disability is generally is a condition which may restrict a person's mental, sensory, or mobility functions to perform a task. Traditionally, disability was conceived as physical dysfunction, but these days disability has been described from environment perspective along with physical condition. Disability has multiple dimensions and is more than an individual health or medical problem. It is defined as the outcome of complex interaction between the functional limitations arising from a person's physical, intellectual or mental condition and the social and physical environment (UNESCO, 2009).

Disability is thus, not just a health problem, it is a complex phenomenon, reflecting the interaction between features of person's body and feature of the society. The Convention on the Right of Persons with Disabilities described people with disabilities as including those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (WHO & WB, 2011).

It is reported that around 15 percent of the total populations of the world have some kinds of disabilities and largest part of this population is in developing and underdeveloped countries (WHO & WB, 2011). Despite the increased advocacy on disability as human right issue, many people with disabilities deprived from equal access to basic facilities such as health

care, education, and employment opportunity and excluded from everyday life activities. For instance, UNESCO (2013) reported that nearly 57 million children currently out of school and one of the most important reasons for such situation is disability. It is the result of negative attitude towards disability and leading factors to social and economic disadvantage, denial of rights and limited opportunities.

6.4.2 Paradigms on disability

Paradigm is a perception or a frame of reference that includes not only thinking, ways of seeing and evaluating judgments, it also deal with crucial practices. It is the way of perceive, understand and interpretation of things (Naiker, 2000). Thus, perception is considered important factor because it has a direct impact on the process of peoples' understanding and interpretation. The paradigms of disability therefore refer the way of perception, understanding and interpretation of disability and people with disability.

Disability has often described from two different paradigms as medical and social. The medical paradigm, also known as clinical-pathological paradigm viewed disability as a sickness or disease that requires the medical intervene with treatment to correct it as much as possible (Mulvany, 2000). According to this paradigm, disability is a personal tragedy and problems experienced by disabled people are the consequences of a disease (Kett et al., 2009). The medical paradigm assumes that, because of the physical and psychological defect in their bodies, disable people are dependent and need extra support to perform tasks. The medical paradigm is criticized as it is failed to address to social factors such as discrimination, prejudices, and the inaccessibility that disabled people faced. It saw disability purely as a problem of the persons with disability and ignores other social interaction. The term impairment is the physiological loss or abnormality on the person's body but disability is related to the reduction of the person's full function and participation in all activities (Badley, 2008).

While medical paradigm focuses on physical aspects, the socio-cultural paradigm viewed disability as a result of socio-cultural interaction. According to this paradigm, disability is the product of specific social and economic structures caused by institutional forms of exclusion and by cultural attitudes embedded in social practices (Terzi, 2004). This paradigm has emphasized to address the oppression and discrimination of disabled people through the appropriate social approach. It believes that the attitudinal and environmental barriers that are existed in the societies are the predominant obstacles of the people with disability (Mulvany, 2000) and advocates to made suitable place like building, schools and play ground to accommodate people with varying disabilities (Chappell et al., 2001).

The socio-cultural paradigm also viewed disability as human right issue (Kett et al., 2009) and appealed to ensure the participation of people with disabilities in all aspects of life (Chappell et al., 2001). It has aim to eradicate the attitudinal and environmental problems faced by disabled people by understanding them as full members of the society and adjusting situations to enable them to adapt and function within their society (Kett et al., 2009). It is considered as a tool for supporting the principle of equity and inclusion in society by taking a firm stand a person with disability is a full human being (Skritic, 1991).

In this way, disability is perceived differently from different lens. The medical perspective views disability as a feature of the person, directly caused by the disease, trauma or other health condition, which requires medical care provided in the form of individual treatment by professional. This perspective offers the medical or other treatment as intervention to correct the problem with the individual. In contrast social paradigm viewed disability as a socially created problem and demands a political response, since the problem is created by the attitudes and other features of social environment.

6.4.3 Disability situation in Nepal

There is limited data on people with disabilities in Nepal, including how many adults and children are living with disabilities, their specific housing, education, and health care needs, and what factors promote or hinder their equal membership in Nepalese society (Human Right Watch, 2012). The national population census has reported that 1.93 percent of the total population has some kind of disability in Nepal. The following table summarizes the disable population of Nepal along with the share of deaf and hearing loss population (CBS, 2014).

Table 15

Types and number of people with disability in Nepal

Types of disability	Male	Female	Total	Percentage
Physical	186,457	108,279	294,736	0.703
Blind	47,041	47,724	94,765	0.357
Deaf	41,204	38,103	79,307	0.299
Deaf-Blind	4,803	4,633	9,436	0.035
Speech	33,190	25,665	58,855	0.222
Mental	16,787	14,210	30,997	0.116
Intellectual	82,80	6,608	14,888	0.056
Multiple	20,502	18,114	38,616	0.145
Total	280,086	233,235	513,321	1.933

Source: CBS, 2014.

Table 15 indicates that, the proportion of people with disabilities in Nepal comparatively higher than developed countries. Among the disabilities, physical disabilities have shared the

highest proportion. Likewise, in overall the male population with disabilities was recorded higher than female population with disabilities. The population of deaf and deaf blind constitutes 0.299 and 0.035 percentage of population in Nepal. This situation clears the lack of medical facilities, nutrition, and unavailability of basic health facilities in Nepal.

6.4.4 Education and children with disability in Nepal

In Nepal, generally children with disabilities are deprived of education, basic health services, early intervention, rehabilitation and many other special support which they are entitled of having from the state as their rights as the citizens (DoE & DIRD, 2014). They often face with infrastructural barriers, social discrimination and discriminatory ill treatment in the family, and rejection from schools (RCRD & Save the Children, 2014). It is reported that, around 97 thousand children with disabilities in Nepal are studying at mainstream school while the number of out of school children with disabilities is unknown (DoE, 2014).

Table 16

The number of students with disabilities in Nepal

Level	Girls	Boys	Total disabled	% in total enrollment
Basic (1-8)	30,801	33,546	64,347	1.04
Secondary (9-12)	4,464	4,758	9,222	0.70

Source: DoE, 2014.

While the Ministry of Education reported that 73, 569 children with disabilities are in school, there is exact data on the number of children with disabilities who are out of school. Human Rights Watch (2012) stated that significant number of children with disability does not go to formal school. Mostly they are rejected in school admission and the parents also do not know the education is the right of their children. Due to the barriers and problem at school and family, the dropout rate of children with disabilities is also high (Human Right Watch, 2012).

Additionally, Unicef (2003) mentioned that main obstacles in the education of people with disabilities are poverty and false beliefs prevalent in society. These are further aggravated by the inaccessible location of school, inconvenient physical infrastructure, and lack of effective and required education resources. In addition, parents will often send their disabled sons to school but not their disabled daughter (Unicef, 2003). This situation reflects the false belief regarding the perception of disabilities in Nepal is existed and it is a major obstacle to get access of education of children with disabilities. In order to increase the access and to provide quality education to the children with disabilities in Nepal, the Government needs to focus to change such false perception of people towards disability.

6.4.5 Causes, detection and treatment of disability

One of the major problems with reference to disability in Nepal is lack of research and depth studies regarding people with disabilities. The national census has counted the head of people with disabilities but failed to cover all in-depth information on disability. A study jointly conducted by NPC/Unicef and New Era in 2001 has reported that, disease such as typhoid, small pox, scabies, meningitis, encephalitis, epilepsy, paralysis, jaundice, pneumonia, measles is the main cause of all type of disabilities in Nepal. In addition, hearing impairment is sometimes a hereditary problem, speech impairment is normally related to the hearing power of the person and accidents are a predominant cause of loco-motor disability in Nepal (NPC/Unicef/New Era, 2001).

During the interview, questions regarding the cause, detection and treatment were asked to the students with hard of hearing problem. Among the four students who experienced the problem of hard of hearing, two students did not know about the exact cause of hard of hearing. One student had an infection on his ear during the age of 6 and because of this infection he had lost the hearing ability (S3, interview note). Another student answered as: *my parents were deaf and I also have this problem from my birth (S4, interview note).*

Similarly, students were also asked about the treatment and use of hearing devices. Among four students, three students have answered that they had never visited to hospital to check up their problem of hearing. One student visited the private medical near his village for treatment but doctor refereed him to the hospital in Kathmandu because there was no such facility to diagnose the problem. He said *I did not visit to Kathmandu for further treatment due to lack of money (S3, interview note)*. In addition, from the interview it was found that all students neither heard about hearing devices nor have opportunity to use it (interview note). This situation supports to conclude that the children with disabilities in Nepal have limited access to basic facilities like health care.

6.4.6 Support in family

Undoubtedly, the family has a great role in overall development of children with disability. Children with disability requires more supportive family environment with respect so that children with disabilities can feel themselves as one of the esteem family member and receive the opportunity to full development. Available research in Nepal showed that family environment is not positive and supportive to the people with disability. According to Unicef (2003), significant percentage of parents who had children with disabilities felt that it was the result of their bad fate. Most people are not aware of the disease and lack of nutrition that caused the disabilities or impairment. Some people believed that disability is the result of sins committed by the parents and some have superstitious beliefs regarding the causes of disability (Unicef, 2003).

All the students participated in this study have responded that family members including parents helped and encouraged to other activities but not for education. One student said that *my parents wanted to support my schooling but they do not have money (S1, interview note)*. Another student reported that *my parents never concerned to my education because they are illiterate. They have expected to support their work (S2, interview note)*. These responses of

the students reflect that many parents of children with disabilities are not positive to send their children in school. According to CERID (2006), lack of awareness among parents is the major barrier to educating children as the parents were not aware about the importance of education and was not giving proper environment to their children at home. The Human Rights Watch (2012) has further added that children with disabilities are also subjected to abuse by their families or care takers. In some cases, children with disabilities are not given sufficient food and water (Human Right Watch, 2012).

6.4.7 School environment

According to Unicef (2003), the school curriculum in Nepal is not flexible and does not meet the learning needs of children with different abilities. All children are expected to follow the same lessons, disregarding differences in learning abilities and needs of the children. There is lack of motivation, awareness, knowledge and skills on inclusion and quality education among the teachers and administrators at educational institutes. In most school, teachers are accustomed to the lecture method of teaching. Teachers have also lack of support to work effectively. They are under pressure to follow and complete a structured curriculum and syllabus (Unicef, 2003).

Students with hard of hearing problem were asked to answer their experiences regarding teacher's behavior in classroom. Out of four, two students have answered as *our teachers do not spoke loudly during the teaching and as a result we cannot hear easily teacher's voice. When we requested to spoke loudly, teacher posed the anger (S1, S4, interview note)*. Similarly, other two students have said that *teacher's behavior is good but they do not use support materials (S2, S3, interview note)*. With reference to school environment, students have expressed negative response about the support system in school. One student said that *school environment is not supportive because most of the teachers and friends ignore me (S3, interview note)*. Rest students with hard of hearing problem have reported that *school*

environment is not so good because there is no any special provision for students with disability like me. Generally, for all children with disabilities, it's not a disability-friendly environment (S1, S2, S4 interview note). This study has also found the behavior of peer in the classroom is less supportive as student participants frequently reported that *our friend used dominating terms such as lato, bahiro, bodo⁹ and we feel very sad.* One student responded that *my classroom friends never support, they only make my hearing problem as a matter of laughing and teasing. Sometimes, they have harassed, and they have told me that I am not competent in life. It made me so sad (S3, interview note).* This is the greatest barrier in assimilation of children with disabilities in general school.

This result revealed that the school environment in Nepal is not encouraging and supportive to the educational achievement and socialization of children with disabilities. The school environment including physical infrastructure, learning materials, support mechanism and social interaction were found poor so that student with disabilities facing various kind of barriers. As noted by Unicef (2003), inflexible curriculum, lack of resources, lack of trained teachers, traditional schooling approach, weak coordination and lack of awareness regarding disabilities are some common problems that support to increase the barriers in learning to the children with disabilities in school in Nepal.

6.4.8 Community support

In response to community support in educational activities, students with the problems of hard of hearing have answered that the entire community is negatively behave towards people with disabilities. All the students have similar responses. They have responded as *the community and the people of community both are negative and ignore our participation in the social activities. They disregard and teased us with various terms like lato, bodo and bahiro (S1, S2, S3, S4, interview note).* These responses from the students clears the fact that non-disabled

⁹ Lato is a person who cannot speak, the terms Bahiro and Bodo used to refer the person who is deaf.

people in society considered people with disabilities as weak, feeble and a burden to society. According to Unicef (2003), disabled children, especially girls with disabilities from low caste communities are further discriminated and marginalized. Factors such as illiteracy and lack of knowledge about people with disabilities, often lead to the disabled being treated with low priority in respect to fulfillment of their rights as members of society.

During an informal interview, the question about the barriers of education and learning was also asked to the children with hard of hearing. The students have reported the major barriers of education and learning is negative attitude of community towards disability. Other barriers reported by student with hard of hearing problem were lack of hearing aids, lack of teacher with sign language, insufficient learning materials, negative environment of school, and poverty of parents (see interview notes).

6.4.9 Summary

The Government of Nepal has made various provisions at policy level to ensure the right of children including children with disabilities. Despite these initiatives at policy level, generally children with disabilities in Nepal are deprived of basic human rights like education, basic health services, early intervention, rehabilitation and many other special supports. In addition, children with disabilities often faced with infrastructural barriers, social discrimination along with discriminatory practices in the family and rejection from schools (RCRD & Save the Children, 2014).

This situation, however is the result of multiple factors, the primary factor is the negative and stigmatization of disability in Nepalese society. Hinduism is the predominantly practiced among 80 percent of the population in Nepal. Hindu ideal plays a significant role in the organizational culture and practices. An important aspect of Hinduism which affects attitude towards people with disabilities is the belief in reincarnation. This belief holds that life does not begin with birth and end with death but rather every person has several lives based on acts

(*karma*) in previous life. The *Hinduism* is basically influenced by Vedic¹⁰ culture and traditions. The *Manusmriti*¹¹ is the most influential compendium of ancient *Hindu* legal theory which was prescribed by sage *Manu*. According to *Manu*, disability is caused by failure to emancipate the sins of past lives. This is the classic *Hindu* law of *karma*. The law code gives a lengthy list of physical ailments and disorders associated with specific acts of wrong doing. *Manu* prohibits the people with disabilities, from inheriting property. According to *Manusmriti*, the person with impotency, outcastes, those born blind or deaf, the insane, the mentally retarded, mutes, and anyone lacking physical strength does not share inheritance. But wise man (state) should provide all of them with food and clothing according to his ability until the end (Dennis, 2005).

Similarly, *Manusmriti* had also expressed the opinion to exclude the people with disabilities from the participation in meetings of the king with his counselors on the basis of claiming that they cannot be trusted. In *Manusmriti*, it is stated that the king should remove the idiots, the dumb, the blind, the deaf, old people, women, foreigners, the sick, and the crippled when he confers with his counselors (Dennis, 2005). The *Mahabharat*¹² also holds similar opinion that a disability is the result of past misdeeds. In a passage describing the human condition in terms of Darkness, Passion and Goodness, people with disabilities were listed among those characterized by darkness: these men of evil conduct, always exhibiting the indications of their acts, sin in darkness (Dennis, 2005). Because of this cultural and religious believes disability is perceived negatively and conceived as a result of misdeeds in past life. People

¹⁰*Vedic* culture is the tradition of 'hinduism' based on 'sanatan dharma'. Vedic tradition recognizes the individual soul is eternal, believed on rebirth and based on class (varna) system. Vedas (religious texts) are the main sources of vedic culture.

¹¹*Manusmriti* is an ancient Hindu legal text written by sage *Manu*. It is an integral part of Hindu culture that describes various rules and tradition in different sectors like politics, economics, and religion. *Manusmriti* is considered as one of the foundation to govern human conduct in Hindu tradition.

¹²*Mahabharat* is an epic and considered as one of the important religious text in Hinduism. In *Mahabharat*, Lord Krishna has explained the "Karma Yoga" which is conceived as a great philosophy to conduct human behavior in Hindu culture.

often use the word *lato* to the deaf child and label as an idiot. People also considered deafness as a result of bad karma meaning that they have done misdeeds in their previous lives. This belief is more prevalent among the uneducated.

The next crucial problem is unavailability of resources as students with hard of hearing problem complained that they do not had access to sufficient learning material in school (see interview note). With supporting this, Dynamic Institute of Research and Development reported the lack of disable friendly school infrastructure and insufficient disability specific support materials are the major problems regarding the education of children with disabilities (DoE & DIRD, 2014). According to CERID (2006), school environment for disable children is not good because school does not have even minimum physical facilities required to the children with disabilities. Thus, inadequacy of resource appears significant problem in general school to create appropriate and supportive environment to the children with disabilities. The existing physical infrastructure has not sufficient to address the issues of children with disabilities in Nepal.

Another vital problem concerning the education of children with disabilities is existing modality of schooling. There are different modalities of educating the children with disabilities as the provisions of special schools, integrated resource classes and some children with disabilities also enrolled in general school. As a result, no one modality received highest priority. Similarly, lack of trained teacher also realized as crucial problem as most of teachers have lack of required knowledge and skills to handle the children with disabilities. Consequently, teacher does not able to treat the students with disabilities in appropriate manner.

The result of this study clearly showed that children with disabilities in Nepal are compelled to face different barriers to attain education. These barriers are ranges from negative attitude to resource constraints. In one side, children with disabilities in school are dominated and

isolated by the peers who do not have disability. In another side the education of children with disability is ignored by family member at home. They do not have easy access on basic facilities, deprived from required assistance and additional support. The school culture was found negative toward disability where physical infrastructures were not found disability friendly. Therefore, in order to implement inclusive education very effectively, the situation of children with disability should be improved. To promote the learning and enhance the educational achievement of children with disability, general school in Nepal need to adopt whole school approach to adopt change that helps to develop positive attitude and environment to facilitate the culture of inclusion in school.

Inclusive education deals not only about children with disabilities, it also deals all children with diverse background and abilities. It seeks to address the learning needs of every child and focuses on those who are vulnerable to marginalization and exclusion. Theoretically, inclusive education is oriented from right perspective to education and assumes that all children have right to quality education to meets basic learning needs and develop the full potential of every individual. Practically, it implies to all children with disabilities and without disabilities, being able to learn together through access to common educational setting in schools and community, with an appropriate network of support services (SCERT, 2010). Actually, increasing the access of children into classroom is only half of the challenges, the other half is in meeting all of their different learning need as well as in giving special attention to those children who are usually faced some kind of learning barriers.

In order to address these different learning barriers, inclusive education should be implemented effectively in the classroom. Effective practice of inclusive education in classroom requires identifying different models of dealing difference, and ensuring active participation of children in classroom learning (European Agency for Development in Special Needs Education, 2003). It emphasizes to use dynamic approach of responding to children's

diversity and accepts individual difference not as a problem but as opportunities to enrich teaching learning process (Eunice & Orodho, 2014). Thus, effective practice of inclusive education means attempting to remove all barriers to learning in order to promote access and participation of all learners. Additionally, it adopts the strategies to facilitate learning and success for all children from diverse backgrounds and socio economic as well as physical and psycho-social circumstances. The effective practice of inclusive education means democratic transformation of classroom activities through providing opportunity, effective use of resources and development of skills of the teacher to handle the different ability of the children.

Similarly, effective practice of inclusive education in classroom requires flexible education system to assimilate the needs of a diverse range of learners and implication diverse pedagogy to teach children in general setting. Flexible education system discourage to use of centralize and single curriculum. It has supports teacher to use local knowledge and resources to handle the learning needs of diverse students.

Although, effective practice of inclusive education in classroom is depends on different factors, it is mostly influenced from the attitude of the teacher towards differences and diversities and on the resources available to them. It is assumed that inclusive education mainly depends on what teachers do in classroom. Definitely, teacher's activities in classroom depend on the knowledge, training, experiences, beliefs, and attitude of the teachers. As Alhassan (2014)) stated that knowledge and attitudes are considered as crucial to successful inclusion, effective practice of inclusive education mainly depends on positive attitude, adequate knowledge, and appropriate skills of the teacher. Therefore, Government of Nepal should focus to develop effective teacher through teacher development programme to promote inclusive education system.

7. Discussion of Findings

The aim of this study was to explore the situation of inclusive education in Nepal. In order to achieve the aim of the study, data were generated from multiple sources namely documents, questionnaire, observation and interview. Mainly, school teachers were considered as primary informants as teacher has key role in effective practice of inclusive education.

This chapter has presented the discussion of findings. The findings of this study were discussed on the basis of existing literature in the context of the study as well as with relation to the issues associated with effective implementation of inclusive education with especial reference to Nepal. The discussion is guided by the research questions and particularly focused to mixing, comparing, relating and analyzing of different data obtained from various sources. Beside this, discussion is organized on the different dimensions of inclusive education along with the situation of children with disabilities in school. The following research questions have guided the discussion of findings.

1. What is the theoretical orientation of present modality and practical situation of inclusive education in Nepal?
2. Are there problems in practicing inclusive education in schools? If so, what are the reasons behind these problems?
3. What sorts of interventions are required to ensure successful implementation of inclusive education in Nepalese context?

As this study has adopted convergence design, the discussion of findings was made with comparing and relating the key findings of different sources of data. In so doing, a comparative chart of summary of key findings from different data tools that were used in this was prepared. With the help of this summary chart discussion of findings were made and interpreted accordingly. The following table summarized the key findings of different data tools which were presented in chapter six.

Table 17

Summary of major findings of different data tools

Tools of data collection	Key findings
Document Review (Legal, policy, research report, official publication and developmental documents were reviewed)	The critical review of documents clearly showed that education in Nepal is accepted as basic human right. The official definition of inclusive education by Department of Education articulated the international principles of inclusion. Government of Nepal has made various provisions at policy level to promote education for disadvantaged, deprived and excluded population including children with disabilities considering the right of education of every child. Some sector wise legal instruments also ensured the right of education and made different provisions to preserve the right of education of children with disabilities and other vulnerable population. But, critical study of available documents revealed that, Nepal has lack of clear, precise and single policy instrument of inclusive education at national level to guide overall education system. Most of the policy provisions made by Government at present time oriented from special need education perspective that could not sufficient to meet the philosophy of inclusive education. In terms of structure, there is provision of special need education council, special school, resources class which all are delivering special need education over the country. There is a lack of clear and flexible educational structure that promotes flexible schooling. Scholarship to the vulnerable group was considered as a key strategy to increase access, but most studies criticized scholarship scheme as it is ineffective to address the problems of learning barriers.
Questionnaire (75 school teachers were participated from different 15 schools)	Findings from questionnaire indicates that school teacher in Nepal has lack of depth and clear understanding on different dimensions of inclusive education. Most of the school teacher perceived inclusive education from disability perspective consequently teacher interprets inclusive education as special need education. Result of this study also showed that, despite having ideas on inclusive education, teacher were not motivated to practice inclusive pedagogy in classroom. Similarly, among the various problems perceived by the teacher in implementing inclusive education in school, most important problems are negative attitude towards disability, resource constraints and lack of required skills to handle disabilities and diversities. Teachers frequently reported that, school has lack of sufficient learning materials and training programme.

	<p>From the self-judgment of the teacher, schools in Nepal were found lack of culture of inclusion. Although, most of the schools in Nepal attempted to change their school culture, school were found far to meet the inclusive environment. School has lack of disability friendly infrastructure, school development plan, an individual education plan, sufficient support staffs to children with disabilities, and school-community collaboration which are integral part of inclusive school. Additionally, teachers have criticized the present modality and existing provisions made by government to promote inclusive education as these are not sufficient to address the barriers in educational access. Similarly, teachers have suggested to develop disability friendly infrastructure, provide sufficient fund, and ensure availability of learning material in school as strategies to foster effective practice of inclusion in school</p>
Observation (four classroom teaching were observed)	<p>The result of the classroom observation showed that, teacher in general classroom used traditional approach of teaching that could not meet the values of inclusive classroom. Among the 13 indicators used in observation, the situation of most of the indicator was found poor that means teachers have neglected to response the individual needs of the students in classroom. The general observation found that, the classroom has great diversity in terms of gender, ethnicity, language and other status, large class size with inappropriate seating arrangement, lack of disability friendly infrastructure, and inappropriate learning environment. Teachers were focused to telling the story and sometimes they used verbal encouragement to the students to participate in learning.</p>
Interview (four students with hard of hearing problem were interviewed).	<p>The result of interview with hard of hearing children showed that, children with disabilities in Nepal often faced many barriers in school. These barriers were mostly structural as negligence of teacher and peer, lack of support material, lack of disability friendly infrastructures, and unavailability of basic health facilities. Additionally, children with disabilities in Nepal frequently abused and ignored by parents and family members, discouraged in participation in social activities and isolated from the use of basic human right. The cultural beliefs towards disability has vital role in developing negative attitude that resulted the stigmatization of disability and exclusion of children with disabilities from education.</p>

7.1 Theoretical orientation of inclusive education

Although, inclusive education has been interpreted differently, its basic philosophy is to promote educational opportunities as human right. The movement towards an inclusive approach to education has been embedded within the principles of human rights, the promotion of social justice, the provision of quality education, and the right to a basic education for all, together with equality of opportunity (Kim & Lindeberg, 2012). It has accepts the education as basic human right and urged to increase the access on education, ensure the active and successful participation, accepts and respect individual differences, and include people with disability in general education system. UNESCO defined inclusive education as a dynamic approach that responds pupil's diversities and sees individual differences is not as problems, but as opportunities for enriching learning (UNESCO, 2005). Inclusive education is a concept that allows students with special needs to be placed and received instruction in the mainstream classes and being taught by mainstream teachers (Ali et al., 2006). These explanations mentioned above clearly indicate that inclusive education is theoretically oriented from human right perspective.

The Human Right perspective establishes the education as fundamental human right and urges to reduce discrimination in education. In so doing, all national policy and legal instrument should accepts education as human right and ensure equal opportunities to every child. Findings of this study showed that the Government of Nepal has committed to ensure the right of education for all children and has promulgated legislation and policies for rendering certain facilities and benefits to people with disabilities and other disadvantaged groups.

The Government of Nepal has ratified all the international convention regarding education and committed to internalize international provisions in to national policies. Most importantly, the right of education is recognized and ensured by constitution and several initiatives have been undertaken to provide inclusive education. The concept of inclusive education in Nepal

officially accepted as a coping strategy against the exclusionary practices in education. The Department of Education officially defined inclusive education as “a process of developing educational system that ensures the opportunity for receiving education in a non-discriminatory environment in their own community by respecting the multicultural differences”. The Department of Education has further elaborated that inclusive education believes on the principle that all children can learn if they are given appropriate environment and support to address their needs and recognizes the importance of the ownership of the community in schools” (DoE, 2011). From this definition, it seems that Government of Nepal clearly recognized and accepted individual differences and focused to develop such educational system that support to address the need of individual child.

In addition, Department of Education has identified the targeted groups for inclusive education as: girl child, children with disability, *dalit* children, minority ethnic groups, street children, children affected by conflict, children affected by trafficking and sexual abuse, children severely affected by poverty, children of bonded laborers, children in jail, children infected and affected by HIV/AIDS, child lepers, and child laborers (DoE, 2011). The population of these groups were disadvantaged and deprived from educational opportunities and the Government of Nepal has committed to increase the access to education of these population groups.

On the basis of critical study of existing legal and policy documents of Nepal concerning education, it could be argued that inclusive education in Nepal conceived as an approach to support those children who are remained in risk of being deprived of education or are in risk of dropping out from the school due to lack of essential support and appropriate environment. The official definition of Department of Education regarding inclusive education also meets the intent of global explanation of inclusive education as the intent of Salamanca Statement.

These facts support to conclude that, inclusive education in Nepal theoretically oriented from human right perspective.

7.2 Provision to promote inclusive education system

Despite the global acceptance of inclusive education as a best and effective practice of quality education, there is no universally accepted approach to support inclusive practices in educational system. As a result, the mechanism and provisions of inclusive education also varies globally. Principally, inclusive education requires the change in education system with the notion of equity and social justice. The contemporary philosophy of inclusion has moved beyond the narrow conception of disability and normality to embrace a whole school approach to education (Klibthong, 2013). The whole school approach to education demands equal attention to be given to children in all educational settings to enable them to deal with constraints that inhibit developmental and learning outcomes. Thus, inclusive education in contemporary society urges from educators to go beyond rhetoric and educational superficiality because every child has a fundamental right to education and has unique characteristics and interests, abilities, and learning needs therefore education system should be designed and implemented to take into account the wide diversity of these characteristics and needs (UNESCO, 1994).

This study has showed that there is a parallel provision of segregation and inclusion is existed in Nepal. The Government has made the provision of special schools, integrated resources class in general schools in the one side and general schools are also expected to enroll and educate the children with disabilities on the other. Likewise, to increase the access and participation of children in school, Government has made the various types of scholarship to the targeted group including disabilities and poor community. Along with scholarship scheme, the Government of Nepal has made the provision of some incentives such as disability allowance, free text book distribution, day meal to those students who are from disadvantaged

group to encourage in admission and retention of student in school education. Similarly, Ministry of Education also conducted different types of programme for instances upgrading physical infrastructure, recruitment of female teacher, ensuring basic facilities in school to promote learning environment in the school.

In order to manage diversity and disabilities, Government has introduced and implemented various programme such as bilingual teaching strategies, teacher training, disable friendly physical infrastructure in the schools, local curriculum, and special materials support programme. The Government has also made the different structural organization from Special Need Education Council to Assessment Centre to facilitate the practice of inclusive education over the country.

It seems that these efforts made by Government regarding inclusive education are praiseworthy, but these existed mechanism and provisions with relation to inclusive education were criticized by participants of this study. Among the participants, 55 percent reported to insufficient while 42.67 percent reported to partial sufficient. According to the research participants, the provisions made by Government to delivery inclusive education are neither sufficient nor effectively implemented. The participants of this study have further suggested different strategies such as to provide in-service teacher training on inclusive education, develop disability friendly structure, ensure the availability of teaching materials, provide sufficient resources and encourage teachers to work with children with disabilities to successful implementation of inclusive education (see questionnaire).

It is important to note that, effective practice of inclusive education demands very flexible institutional mechanism and strategic approaches designed to facilitate learning and success for all children from diverse background. Additionally, it requires such provision that empower all stakeholders to take part in democratic transformation of education system. From this point of view, inclusive education system adopts a process to engage the society in

education and social transformation with fairness and justice. The argument of participants of this study support to conclude that present mechanism and provision regarding inclusive education is neither sufficient nor effectively implemented to realize the ideals of inclusive education. The effort however are appreciative, Government of Nepal requires to extend the support system in school and to move towards overall transformation of educational system. It means, the existing mechanism of education should be transferred to democratic and progressive orientation that would contribute in building an inclusive environment in school.

7.3 Understanding and interpretation of teachers on IE

A key element in the effective practice of inclusive education is the sufficient knowledge of the teacher on inclusive education because teacher has the major responsibility for implementing it. Teachers' knowledge, beliefs and attitudes are critical in ensuring the success of inclusive practice since teachers' acceptance of the policy of inclusion is likely to affect their commitment to implement it (Norwich, 2013). The foundation of success of inclusive education is the teachers' willingness to accept students with special needs and the proper knowledge and positive attitude about inclusive education determines such willingness (Johnson et al., 2014).

Realizing the important role of teacher in effective practice of inclusive education, this study has attempted to assess the knowledge and interpretation of teacher on different dimensions of inclusive education. Finding of this study clearly indicates that the teachers in general school have different perceptions and interpretation. Teachers have used different words such as access, participation, education for all, and individual difference to define inclusive education. The findings of the study also revealed that teacher perceived and interpret inclusive education from three different perspectives as inclusion, integration and segregation. Those who perceived from the perspective of inclusion defined inclusive education as a process to increases the access, participation and equal opportunity to all students. Some teachers from

this perspective also defined inclusive education as a means to addresses the cultural, lingual, physical and gender differences of children.

Similarly, those who perceived inclusive education from the perspective of integration defined inclusive education as a process to ensure the physical integration of children with disability in general school. On the other, some teachers understood inclusive education as special need education and defined as inclusive education is similar to special need education that urge special settings for children with disability and a student who is identified an individual need received education separately by special education teacher in inclusive education system. Likewise, the dimensions of inclusive education namely access and participation, disability management, and diversity management were also defined and interpreted according to narrow perception of inclusive education. This finding clears that, school teacher in Nepal perceived inclusive education as special need education and as a result they interpreted inclusive education from disability perspective. Although, some teacher defined inclusive education from broader perspective, teachers have recommended special school is best place to educating children with disabilities.

Thus, teachers in general schools in Nepal have understood inclusive education from narrow perspectives. As a result, the acceptance of inclusive policy is decreased and it affects the commitment of teacher in implementing inclusive education. In order to increase the acceptance, teachers must have clear concept and deeper understanding on philosophy of inclusive education. It requires positive attitude as attitude of the teacher is very essential elements in successful implementation of inclusive education (Johnson et al., 2014). Teacher's attitude could become more positive if more resources and support are provided (Cushner et al., 2012). Therefore, in order to ensure effective practice of inclusive education, the Government of Nepal should focus to increase the knowledge and positive attitude of the school teacher.

7.4 Situation of practice of inclusive education in classroom

An inclusive classroom welcomes children with disabilities along with normal students. Inclusive classroom also includes the students with diverse socio-economic backgrounds and different needs. The aim of inclusive classroom is to provide equal opportunity to every child to participate in learning without any discrimination on the basis of different backgrounds and characteristics. To achieve the aim of inclusive classroom, effective practice of inclusive education is necessary. The effective practice of the principles of inclusive education depends primarily upon a fundamental change of the mainstream school system (Johnson et al., 2014). Besides this, the practice of inclusive education requires the involvement of and collaboration between educational professional. An inclusive classroom should provide an appropriate environment that meets the needs of the all children in their community, regardless of ability and disability (Foreman, 2001).

The findings of this study showed that most of the teachers in general school have lack of sound knowledge on inclusive pedagogy. An inclusive classroom has adopts the scientific and inclusive teaching strategy to response individual differences during teaching. Unlike the basic assumptions of inclusive classroom, teachers were used traditional teaching strategies such as lecture method. Teachers have reported different techniques that they used during teaching including seating arrangement, special attention to children with disabilities, verbal motivation, use of mother language of the students, door to door campaign, and avoid the use of punishment. Similarly, strategies used by teachers to manage disability are to ensure disability friendly environment, provide support materials, use verbal incentives, communicate problems with parents, and consult with specialist and individually response. In the same way, other strategies reported by teacher to manage diversity in the classroom were child friendly environment, mobile seating arrangement, group teaching, intercultural

exchange programme, community interaction, student interaction, multilingual teaching, culturally assimilate teaching and student-teach-student approach.

These strategies may have positive contribution in building an inclusive classroom. But, it is largely depends on how often these strategies are used by teacher and encouraging school environment. Although teachers have reported that they used different strategies to make the classroom more inclusive, the result of classroom observation situate that teachers in general schools used traditional pedagogy during classroom teaching that could not meet the features of inclusive classroom. The findings from classroom observation clearly indicate the gap between saying and doing of the teacher. Among the 13 indicators which were used in classroom observation, only one indicator was found good. Rests of the indicator were found either barely acceptable or poor. The general observation report also revealed that the classroom has greater diversity in terms of gender, language, disability and socio-cultural differences but teachers have ignored the diversities and differences. There were more than 40 students in a single class and seating arrangement was not appropriate. Teachers were continuously telling the lesson and students were listening passively. There was no any active interaction and discussion however in some times teacher encouraged verbally to their students to participate through asking questions.

The findings from questionnaire and observation regarding the practice of inclusive education in Nepal clearly showed that school teachers in Nepal have lack of desire to adopt inclusive pedagogies in classroom teaching. As a result, the classroom has lack of culture of inclusion that reduces the learning achievement. Teachers have adopted traditional pedagogies in classroom teaching which could not support to address the need of diverse students and students with disability. An inclusive classroom requires diversified pedagogies so that different needs of the diverse students could be addressed. Inclusive pedagogy encourages teachers to use different instructional approaches and provide an opportunity for choices in

learning activities, so that learning achievement is enhanced. It requires the transformations in educational approaches to pursue, to organize, and to utilize knowledge (Skritic, 1991). This transformation is only possible, when there is provision of flexible objectives and multiple methods to teach diverse students which meets the requirements of inclusive education.

Several studies were conducted on best practices of inclusive education globally. These studies highlighted the different methods to make inclusive classroom such as teacher's collaboration (Cushner et al., 2012), effective co-teaching, practical and effective instructional techniques, and using additional support (Carpenter & Dyal, 2001). Similarly, participatory classroom activities, use of peer collaboration, and making small group to promote interdependence and interpersonal skills of the students helps to make classroom more inclusive (Meyer, 2001). According to Carrington and Elkins (2002) instructional pedagogies like whole class instruction, teacher directed small class instruction, one to one teacher student interaction, peer tutors, cooperative learning groups, and independent learning are very useful strategies to build inclusive classroom. Most importantly, effective practice of inclusive education depends on the degree of collaboration between general and special teachers and their perceptions of their respective roles (Hwang & Evans, 2011).

Having plural society, Nepalese classroom includes students from different socio-economic and cultural backgrounds along with children with disabilities. Therefore, school teacher in Nepal need to pay the attention to address the language problem, individual differences, and other socio-cultural diversities through the use of scientific and inclusive teaching strategies to responds individual learning needs. This requires highest level of motivation, greater commitment and continuous involvement to change. On the basis of findings of this study, it is recommended that the government of Nepal should focus on teacher motivation to reduce the gap between knowing and doing. A highly motivated teacher could positively contribute to increase the effectiveness of inclusive education.

7.5 Problems in practice of inclusive education

Although, inclusive education is globally accepted as a means to achieve quality education and promote inclusive society, the implementation is criticized as it requires a huge resources and greater commitment. The successful implementation of inclusive education is long race and there are various problems may appear at different level. Research on inclusive education showed that most of the developing countries of the world have lack of capacity to implement inclusive education due to insufficient knowledge, insufficient funding, and continued reliance on international financial agencies (Armstrong et al., 2011). UNESCO (2010), argued that developing countries are facing the problems of out of school children and the ideology of inclusive education has become the focus to provide education for large numbers of children who have previously been unable to access in schooling (UNESCO, 2010). Charema (2010), pointed out the lack of resources and insufficient teacher training are key problems in many developing countries consequently teachers were unable to develop the appropriate mind set towards inclusion.

Findings of this study showed that school teachers in Nepal are facing different problems during the practice of inclusive education. Like other most developing countries, one of the most crucial problems to effective practice of inclusive education in Nepalese context is resources constraints. Along with resource constraints, teachers have experienced other problems as well for instances lack of special education material, difficulty to address the language problems of the children, lack of skills to assess the disability, lack of disability friendly infrastructure, and high rate of drop out from school. Additionally, some teachers have also reported irregular attendance of the children in classroom, too large class size, family ignorance, and social misconception towards disability as crucial problems in the practice of inclusive education.

Similarly, this study has explored the sources of these different problems. According to the findings of this study, most of the problems were originated from socio-cultural background. Major sources of problems were weak financial situation of the school, greater language diversities of the community, lack of teacher training, poverty, negative attitude, hierarchy based social system, and family ignorance to the education of the children. All of these sources are deeply associated either with cultural factor or financial aspects of the school. Additionally, school as a community has its own culture and system that determines school environment. Consequently, school community perceived disability and diversities from its own understanding and it influences to determine an attitude towards differences and diversities. Similarly, from the point of financial resources, funding constraints affect the availability of resources, overcrowded classrooms and infrastructure of the school.

The findings regarding the problems and their sources support to conclude that, school and society greatly contribute to create the problems in implementation of inclusive education. The reason behind this contribution is cultural beliefs and values existed in the society. Culturally, disability is viewed as ancestral sins and other misdeeds and such believes led to exclusion of such children in school environment. It has resulted attitudinal barrier to the children with disabilities in the school. In the same way, school based factors such as unavailability of instructional materials, lack of adequate teaching strategies, inappropriate and insufficient physical infrastructures appeared significant problems during effective practice of inclusive education. Teachers also reported that geographical distance between schools and home forced to the parents to keep their children permanently at home. Thus, in order to reduce these perceived problems and ensure effective practice of inclusive education, the Government of Nepal should take the initiation to enhance the teacher capacity with appropriate skills.

As it is argued that, effective practice of inclusive education is complex process, it requires collaborative culture to adopt change. Those problems which were associated with effective practice of inclusive education seem rooted from multiples sources. These sources of problems are ranges from attitude to system as well as from home to school. However teacher has key role to success inclusion in education, other stakeholder also has equal roles and responsibility. Thus collaborative culture between stakeholders should be established and it might reduce those problems in implementation of inclusive education. The community participation is equally important to ensure effective practice and therefore collaboration between school and community must be established and make it functional.

7.6 Inclusive culture in the schools

Inclusive culture in the school refers to situation of the situation of acceptance of diversities and disabilities as well as positive response of individual needs. It is the combination of collaborative problem solving, inclusive beliefs, commitment to change, clear vision and planning to teaching for diverse learners (Carrington & Elkins, 2002). In an inclusive school, classroom teachers believe that students with disabilities and diversities belong in the regular class and have confidence that they will learn in that situation (Porter, 1995). Thus, an inclusive culture of the school requires a significant innovation and change in daily pedagogical approaches so that different needs of the students could be addressed.

In order to evaluate the inclusive culture, this study has used 10 indicators of culture of inclusion. Teachers were asked to evaluate the culture of inclusion through self-judgment. The indicators used in this study were about ensuring admission to all children, learning barriers to participation, minimizing discrimination, respecting individual differences, implementing individual education plan, having disability friendly infrastructure, having sufficient human resources and learning materials, having good relation between teacher and students and situation of community participation in school development.

The result of this study showed that most of the general schools in Nepal are far from reaching the culture of inclusion. Some indicators such as schools are seeking to admit all students, attempting to remove learning barrier were found good. But, rests of the indicators which were used to evaluate the culture of inclusion were found either barely acceptable or poor. This situation indicates that, general schools in Nepal have lack of basic requirements of inclusive culture such as disability friendly infrastructure, sufficient human resources, and learning material.

The principal philosophy of inclusive culture in the schools is school needs to seek the way of nurturing and educating all children regardless of their differences in any ability. In an inclusive school, children are given equitable support so that every child can be able to participate physically, socially and academically with their peers (Pearce, 2009). Therefore, being an inclusive school, schools need to recognize and respond to the diverse needs of their students, accommodate different pedagogies and ensure quality education to all through appropriate curriculum, organizational arrangements, teaching strategies, sufficient resource, and partnership with the local communities. An inclusive school construct the own organizational structure to meet the needs of the students within it. This requires effective communication, and respect for each other and their students to solve the problem related to learning.

Inclusion in reality, is a practice rather principle. It depends on how we act, how we behave and how we react to other. It is about the democratic behavior in which all members are welcomed, valued and equally involved in all activities. It opposed to any types of discrimination and ensures the equal opportunity to share benefits. Thus, being an inclusive school, school needs to have such environment where every student feels comfortable to participate and equally benefitted from learning.

The findings regarding the culture of inclusion in school support to argue that, general schools in Nepal have lack of theses fundamental values of culture of inclusion. In this situation, schools could not address the problem of inequality and informed choices in relation to addressing challenges posed by diversity and differences. Thus, general schools in Nepal require to transforms their culture to democratic way that facilitates to accept diversity as a resources as well as means to cope inequality and exclusion in education. Furthermore, it ensures equal opportunities to every child to enlarge their learning achievement as well as to establish inclusive school community.

7.7 Role of teacher to promote inclusive education

The effective practice of inclusive education requires effective teachers. The effective teachers are those who understand the principles of inclusive education and have greater commitment to implement inclusive pedagogy. The effective teachers have positive effect to transfer the knowledge to practice. In order to promote the practice of inclusive education, the teachers need to play their role effectively.

The promotion of teachers' role is challenging not only from resource perspective, it also requires institutional provision that could provide continuous encouragement to the teacher to involve in the implementation of inclusive education. One of the best strategies to promote the teacher's role is training on inclusive education. If the teacher were trained, they would gain skills and motivation that support to change attitude. A trained teacher with positive attitude has positive correlation in the success of inclusive education.

The findings of this study showed that only 16 percent teacher received in-service training on inclusive education while 84 percent school teacher never attended in training on inclusive education. By gender, 58.33 percent female teacher and 66.67 percent male teacher never attended in-service teacher training on inclusive education. Even the teachers who received training on inclusive education were not satisfied. Teachers have frequently reported that that

the training period was too short and training activities were based on theoretical knowledge. This type of training did not support to the teacher to develop required skills to handle the problems appeared in effective practice of inclusive education. According to the participants training was just about the introduction of special need education. It was neither encouraging nor sufficient to develop specific skill (T59, Questionnaire).

Besides teacher training, this study has explored some other strategies to promote the role of teacher in implementing inclusive education. These strategies included increasing incentives to the teacher, maintaining good relation with community, implement reward and punishment system, ensuring required materials, involving teacher in educational planning, and providing training on local language. These strategies recommended by school teacher are closed to economic and social part of human behavior that has positive effect on motivation of the teacher. These strategies therefore, help to increase the effective role of the teacher so that teachers could actively involve and take a part in effective implementation of inclusive education.

Similarly, these strategies recommended by teachers could helpful to develop deeper understanding, practical skills, and positive attitude to continuous involvement in inclusive education. Most importantly, teacher training is best method to promote the role of teacher. Forlin (2012) suggested that teacher training must be related to practical aspects rather than simply focusing on theoretical and policy aspects. Training content should also take greater account of the opinion of teachers and the approaches that they have found useful and manageable in supporting inclusion. Thus, in developing countries like Nepal, where inclusion is just started to internalize and implement, teacher and educators also requires to develop practical skills before to conduct inclusive education system. An intensive and nation-wide teacher training programme could contribute to develop such effective teacher and educators to promote the effective practice of inclusive education.

7.8 Situation of children with disability

Usually, children with disabilities were excluded and disadvantaged from education in developing countries because of the failure by society to recognize the right and capabilities of children with disabilities. Many children with disabilities globally, leave school early due to poverty, long distance between home and school, and an inappropriate curriculum. In some developing countries, children with disabilities were ignored and isolated because of the negative perception (Adera & Asimeng, 2012). A cultural attitude towards disability was one of vital factor that affects the decision of parents to send the children with disabilities in to school (Donohue & Bornman, 2014). Groce (2004) argued that in various developing countries around the world, children with disabilities often do not attend school because it is thought that they cannot learn or will be disruptive to other learners.

Like other studies on disability (Adera & Asimeng, 2012, Groce, 2004), this study has also found that children with disabilities in Nepal are experiencing many problems at different level and these problems ranges from attitude to resources. In most case, children with disabilities are deprived from primary health care both at home and at schools, ignored by family and society, isolated by peer and friend and discouraged from local community. In addition, peer in the school teased, teacher in the classroom ignored their individual needs, and other school staff neglected participation of children with disabilities in schools' activities. Furthermore, students with disabilities have lack of access to assistive devices and support materials in school. Along with these, schools have lack of disability friendly infrastructures, culture of inclusion, and sufficient support staff to support the children with disabilities (See interview note).

Even at home children with disabilities were discouraged to get education, abused by family members because of the negative attitude towards disability. As the Nepalese community is mostly guided by Hindu culture, disability is viewed as misdeeds in past life and the local

community also disregards the participation of children with disabilities in social activities. The culture that guides the negative attitude toward disability is major hindrance to the children with disabilities that excluded them from educational opportunity.

As this study showed, children with disability in general school at present time isolated and ignored by the peers, teachers and other staff of the school. They have lack of sufficient resources, access to support materials, and motivation to social integration in school. Consequently, children with disability in general school have lower achievement in learning, self-esteem and participation that affects the retention of children with disability in general school.

Thus, general school in Nepal need to reform their culture and environment so that students with disability feel esteem and respect as other children and assimilate in school community. In doing so, Government need to develop and implement an intensive package of school reform to change over all school education system, to encourage local community to participate in school development, to motivate teacher to take part in successful implementation of inclusive education. Likewise, family member should support to children with disabilities in receiving education, involving social activities, and enjoying fundamental human right. As the intent of inclusive education is to ensure the socialization of children with disability in general school, school need to reduce all the barriers related learning and participation of children with disabilities, encourage them to reach learning achievement, provides needed facilities and support in the process of socialization.

8. Summary, Conclusion and Research Implication

8.1 Summary

The discussion of findings of this study clearly showed that inclusive education in Nepal is accepted as a process of educational reform and theoretically grounded on human right perspective. Many policy documents including the constitution of Nepal recognized the right of education as basic human right and committed to ensuring easy access to basic education to every child. Inclusion in education is aimed to reform overall educational system over the country and officially defined as a “process of to extend the opportunity for receiving education in a non-discriminatory learning environment and respecting the multicultural differences” (DoE, 2011).

Along with the constitution, other legal instrument such as Education Act, Child Act also committed to providing education as basic human right. The Government of Nepal also made various policy provisions in order to ensure educational opportunities to disadvantaged and excluded population. But, all of these existing policies documents have lack of clear and precise structure, mechanism and provision regarding inclusive education. Thus, this study has necessitates single, clear and precise policy statement regarding inclusive education that could support to effective implementation of inclusive education in Nepal.

Similarly, Government has made the provision of various organizational structures to implement inclusive education including special need education council, special schools, and resource class in general schools. In addition, Government has been conducting different incentive programme to disadvantaged and excluded population to increase the access of education. These incentive programmes mainly included scholarship scheme, day meal, free textbook distribution, and residential facilities to children with disabilities. Despite the positive impact on increment in access, these provisions and mechanism were criticized by research participants as these were not sufficient to address the need of excluded and

disadvantaged population. Thus, extension of these incentives programme and changing in service delivery mechanism is recommended to implement inclusive education effectively.

Although there is clear conceptualization at policy level, teachers in general school have a lack of in-depth understanding on dimensions of inclusive education which led the conceptual confusion among teachers. Teachers in general schools have conceptualized inclusive education from different perceptions such as human rights, social justice, quality education, education for all, special need education, integrated education, and right to basic education. Because of this reason, school teachers have lack of single and precise understanding and interpretation on inclusive education. Most importantly, teachers in general schools perceived inclusive education from disability perspective and viewed inclusive education as special need education.

Teachers have also viewed disability from medical perspective and favored segregation of children with disabilities. This confused and false conceptualization of inclusive education supports to develop negative attitude towards disability and diversity that motivate teachers to reject inclusive education. Thus, Government of Nepal should focus to change the attitude of the teacher and it could be possible through training on inclusive education that provides both in-depth understanding and required practical skills.

Regarding practice, this study has found that most of the teachers in general school followed traditional pedagogy in classroom teaching. Despite having knowledge on inclusive pedagogy, teachers in general schools have lack of motivation to use in classroom as well as lack of practical skills such as diagnosis of disability, language therapy, sign language and collaboration skills. There was a clear gap between saying and doing as most of the teachers have reported that they used different strategies of inclusive education in classroom but it was not found in classroom observation. In order to reduce this gap between saying and doing, the

Government of Nepal needs to conduct incentives programme to the teacher to motivate them to transfer the knowledge in to practice.

Similarly, classroom observation revealed that despite the greater diversity in classroom, teachers have adopted a single teaching strategy of lecture method to teaching students. As a result, the learning achievement of children is decreased. Additionally, teachers have lack of positive thought towards disability and diversity, and professional skills to handle children with diversities and disabilities, as well as skills to communicate and coordinate with other staff of the school and community. Available teacher training programme is neither sufficient nor effective to develop teacher's skills to manage their diverse classroom. Thus, an intensive teacher training on inclusive education is needed to increase the efficiency of teacher so that they could greatly contribute in effective practice of inclusive education as effective teacher.

Likewise, this study has explored various problems in the practice of inclusive education. Among these problems, frequently reported were lack of special education materials, disability friendly infrastructures, financial and human resources, community support, skills on modern pedagogy and ignorance to education. Most of these problems have originated either from socio-cultural or from financial aspects. From the socio-cultural perspectives, the major problems were negative perception of disability, lack of community support, caste based system, ignorance to education, and lack of culture of inclusion. Similarly, lack of required materials, lack of disability friendly infrastructures, and unavailability of human and other resources were key problems which are originated from financial sector. In order to minimize these problems, Government of Nepal should increase the budget in school so that every school improves their infrastructure and learning materials. Similarly, cultural transformation also requires to change the mindset of the people and to develop positive attitude towards disability and education.

With reference to culture of inclusion, the general schools in Nepal were found far to reach the indicator of the culture of inclusion. Although, the schools were attempting through welcoming every child, ensuring enrollment and providing equal opportunities, many schools have lack of inclusive culture. Most of the schools were suffering from the problems of infrastructure, financial resource crisis, lack of supportive staff, lack of trained teacher and even some case lack of minimum facilities. Furthermore, schools have lack of school development plan as well as lack of participation of local community in schools' development. This situation demands the cultural transformation of school so that school could be able to meet the culture of inclusion.

The situation of children with disabilities was also found miserable. Despite the commitment at policy level, children with disability in school often faced different barriers in learning. These barriers are mostly associated with the attitude of the teacher, culture of school community, socio-cultural structures of local community, and situation of infrastructure of school. Children with disability in school often stigmatized, frequently ignored from participation in classroom learning, and isolated from school activities. Most of the children at home abused and discouraged in receiving education. As a result, children with disabilities were excluded and disadvantaged from basic human right like education. The negative attitude towards disability is the result of cultural perception of disability and it generate the obstruction of participation of children with disabilities in social activities. Similarly, lack of social support to children with disabilities further creates the isolation of children with disabilities in social interaction. This situation has necessitates the establishment support mechanism and ensure the right of children with disabilities to promote their overall situation including education.

8.2 Conclusion

On the basis of findings, this study has made following conclusion.

The first conclusion is about the theoretical orientation of inclusive education in Nepal. Available legal and policy documents concerning inclusive education in Nepal clearly accepted education as fundamental human right. Inclusive education is accepted as a process to ensure access to education, to reduce discrimination and to respect and respond individual differences. Theoretically, inclusive education in Nepal thus, grounded on human right perspective.

Secondly, the evidence of this study clearly showed that, the Government of Nepal has made different provisions at policy level to increase the access in education, to manage the education of children with disabilities and to respect and respond diversities. Among these provisions, the scholarship was considered key measures to reduce exclusion in education, to improve learning achievement, and to ensure quality education. But in practice, these provisions were not realized effectively. Research participants have criticism on existing provisions and mechanism as these are not sufficient to address the barriers in learning.

Despite the clear conceptualization at policy level, Most of the school teacher in Nepal perceived inclusive education from narrow perspective and as a result they defined and interpreted inclusive education as special need education. This study has clearly showed that, school teacher in Nepal have lack of in-depth knowledge on inclusive education and philosophical understanding on different dimensions of inclusive education.

The fourth conclusion is about the gap between saying and doing. Most of the teachers in general schools in Nepal have fundamental knowledge on different pedagogical aspects of inclusive classroom. Additionally, teachers also have basic ideas about the values of inclusive education. But, in classroom teachers have used traditional pedagogies and ignored the diversities and disabilities. It has reflects the teacher unwillingness to involve actively in the

practice of inclusive education. The school teachers have denies accepting the diversities as a resource because of lack of motivation and professional dedication.

Similarly, this study has explored the different problems at different level in implementing inclusive education effectively. While the teachers in general school perceived different types of problems from resources to attitude, most frequently problems were related with socio-psychological and financial resources. The social and cultural beliefs support to constructs negative attitude towards disability and this negative attitude further increased other barriers in practicing inclusive values in education. Therefore the attitude was found the vital problems along with the resource constraints to implement inclusive education effectively.

This study has also concluded that the general schools in Nepal have lack of culture of inclusion. The general schools in Nepal have lack of continued social-cultural interaction between school and community that further added complexities to develop inclusive culture in the school. Dealing with diversity in plural social context is always challenging and because of having plural society, schools in Nepal continuously faces the challenges to manage diversity.

Lastly, the traditional belief based on religious values of the society towards disabilities created more complication in perception, understanding and interpretation of disabilities. It has resulted mainly two types of problems as (1) many children with disabilities and different background remained outside the school, and (2) school culture in relation to the children with disabilities and different needs affects their learning achievement. These two problems with reference to Nepal have negative impact in the practice of inclusive education so that whole school approach is recommended to improve overall education system. In summary, this study has necessitates the transformation of culture both in school and community so that equal and just society could be established that ultimately provides an opportunity to every child to receive quality education.

8.3 Recommendations

The major finding of this study is the gap between policy and practice. There are several provisions were made to implement inclusive education in Nepal but these were not effectively translated in to practice. The effective practice of inclusive education is not just about to bring the children with disabilities into the regular education classroom, it is also about to address their needs and ensure their social adjustment. In addition, acceptance and appropriate response of diversity is also equally important for inclusive education.

The effective translation of knowledge to practice requires high level of motivation and greater commitment. Between knowing and doing many factors plays negative role such as lack of resources, lack of motivation, weak supervision and negative attitude. The lack of training on inclusive education led to negative attitude and less motivation to the teacher. Therefore, an intensive teacher training on inclusive education to the teacher is necessary to reduce the gap between knowing and doing as well as to foster the effective practice of inclusive education.

In order to provide benefit to the children from own experiences, school needs to accept the change to transform whole schooling process including curriculum and pedagogy. For this, school needs to adopt flexible schooling, modern pedagogy, equipped resource center and inclusive culture. To develop such schooling system and reduce the gap between policy and practice the Government of Nepal must engage to improve the practice rather than just focusing and adopting policies. As the thrust of inclusive education is to promote the opportunity of learning to every child, school system must be based on the welcoming and collaborative culture that helps to meet the individual needs of the children in school.

Inclusive education deals not only about disability, it also deals with quality education. It is about the system of education that ensure social interaction and adjustment of every child. It emphasized the socialization of children with disabilities in general school and community.

Inclusive education system sees the problems with system and culture within and outside the school. The teachers in general schools perceived the resources constraints as major problem to practice inclusive education. Of course, resources are very important, but most important factors are the attitude, values and culture of the school and community. The interaction between school community and local community has direct impact on the development of educational system. Therefore, active collaboration between stakeholders is required to minimize the problems in implementation of inclusive education.

On the basis of conclusion of this study and fundamental values of inclusive education, this study has made the following recommendations to improve the practice of inclusive education in school and classroom.

- As this study showed lack of clear and precise policy on inclusive education, Government of Nepal should immediately develop an integrated national policy on inclusive education to facilitate the effective practice of inclusion in education.
- The existing mechanism and provisions on inclusive education made by Government of Nepal were found insufficient and therefore Ministry of Education should extend the existing incentives programme, reevaluate existing mechanism and restructure the current organizational provision. In so doing, resources class should be discouraged and all children with disabilities must be included in general class along with other peer without disabilities.
- Ministry of Education should conduct an intensive teacher training programme on inclusive education with the aim to imparting required knowledge and motivating teacher to take active participation in the practice of inclusive education. The content of the training should be based on wider framework of inclusive education that could deliver the relevant knowledge, practical skills and positive attitude to the school teacher.

- In order to address the gap between policy and practice, Ministry of Education should focus to resource mobilization for school development. Department of Education in collaboration with Ministry of Education should provide sufficient budget to develop infrastructure of the school, to manage sufficient learning materials and to ensure support mechanism to the children with disabilities in school.
- As most of the problems are rooted from socio-cultural structure and resource constraints, the Government of Nepal should conduct a cultural transformation campaign in collaboration with other stakeholders to change the attitude and mindset of the people. Additionally, Ministry of Education should encourage to local community to participate in schools' development through introducing collaborative approach in education.
- In order to develop the culture of inclusion in school, every school needs to adopt change as an opportunity to transform school environment. Furthermore, school should ensure child friendly environment, good communication system, innovative pedagogy, proactive support system and greater commitment to ensure inclusive environment in school.
- The family, school community and local community should encourage the participation of children with disabilities in social activities, support to receive education, and promote the right of children with disabilities. The Government should conduct visible efforts to change in perception and attitude of the teacher, family member and local community towards disability.
- As inclusive education is not only about disability, educators, teachers, and other activist should focus to inclusion of all types of children in school. It has requires collaborative culture to work together against exclusionary practices in education. To achieve this collaborative culture, Ministry of Education should facilitate such

environment in which all these come together, work together and contribute together to increase the effective practice of inclusion in education and schools.

8.4 Further research and research implication

This study has explored some new possible zones for further research in order to develop overall effectiveness of inclusive education in Nepal. One of the main areas for further research is policy and practice gap. At policy level various provision were made, but these provision rarely translated into practice. Similarly, the study has also identified other areas for further research such as structural barriers of inclusive education, knowledge transformation, and cultural impact to education.

Likewise, as this study has explored the attitude is vital problem in implementing inclusive education, psychological behavior of teacher and students is also recommended for further research. In addition, cultural perception towards educational benefit, response of individual needs, teachers' motivation, inclusive pedagogical skills development, self-commitment and school-community relation were also identified as area for further research on inclusive education.

With reference to implication, this study has been very important as inclusive education in Nepal is recently internalized and strategically overlooked zone. It is expected that the gaps identified in this study would contribute to identify better policy provisions and strategies to improve implementation. The findings of this study would also useful in policy analysis of inclusive education to design proper strategic intervention for successful implementation of inclusive education in classroom. Similarly, this study would help to the teacher to identify the appropriate teaching strategies to response the diverse needs of children in classroom. Furthermore, interventions suggested by this study would be more useful to plan and adopt inclusive education policy to minimize the impact of socio-psychological factors on inclusive. Besides policy implication, this study would be supportive to know and use relevant teaching

strategy to address the problem of children with disabilities, children from different socio-economic background and children from minority group to make an inclusive classroom.

8.5 Proposed strategic intervention

As noted earlier, this study has asserted different problems in implementation of inclusive education in classroom context. Teachers in general school frequently reported that, they have lack of support to implement inclusive education. Apart from this, the majority of school teachers felt that they do not have the capacity to perform duties demanded by the children with disabilities. This was attributed to lack of expertise, overloaded work, unrealistic roles and responsibilities for teachers. Teachers have also felt that they had limitations in relation to meeting the diverse needs of all students effectively. Similarly, children with disabilities faced different socio cultural barriers in the schools. They were deprived from the basic facilities and learning opportunity. The school culture was not found inclusive and as a result the practice of inclusive education greatly influenced.

This study has revealed that the Nepalese education system has been affected by multiple exclusionary factors. The reform in any single institution may not work effectively to develop the inclusive education system. Thus, joint effort of school community, local community, and the teacher is needed in order to change the whole system of education. It contributes to engage in change the culture and attitude through the proactive cooperation and collaboration. The local community needs continuous involvement in school development. The schools need to adopt flexible schooling to ensure child friendly environment and the teacher needs to accept diversities and commit to work with it. Keeping these fundamental ideas, the following matrix of strategic interventions is proposed to overcome exclusion in education and to develop inclusive society through the inclusive education system.

Table 18

Required interventional strategies

Dimensions	Roles of School	Roles of Teacher	Roles of Community
Access and Participation	Effective implement the Welcome to school program and admission campaign.	Ensure child friendly classroom.	Conduct awareness raising program to parents.
	Provide scholarship and sufficient learning materials as well as other incentives to the students.	Motivate the students through incentives, peer support and group teaching.	Ensure the continuous interaction between school community and local community.
	Ensure the provision of regular family counseling.	Develop child-centered pedagogic skills.	Mobilize the concern stakeholders to develop school and quality education.
	Ensure the better provision of hostel facilities.	Use of local materials, local resource persons and local curriculum.	Support to manage the resources of school.
	Create positive learning environment and inclusive culture in the school.	Demonstrate positive and careful behaviors and inspire students to involve in extra-curricular activities.	Encourage parents to send their children in school.
Disability Management	Develop disability friendly infrastructure.	Use individual education plan.	Support and involve in the development of physical infrastructure of school.
	Provide training to the teachers on inclusive pedagogy.	Collaborate with special need education teacher.	Ensure the participation of CWD in social activities and socialization.
	Build inclusive culture in the school.	Communicate the problems of CWD	Monitor school's activities and

	with parents and head teacher.	supervise academic performance.
	Develop partnership with local community.	Develop Positive attitude. Build school-community relation.
	Ensure availability of support materials to CWD.	Encourage to group work, peer support and socialization. Develop inclusive culture in school.
Diversity management	Respect and respond individual difference.	Develop positive attitude towards disabilities. Support to the teacher on local language learning.
	Develop the appropriate environment for cultural assimilation.	Use polite and positive behavior to the students. Develop the culture of inclusion in community.
	Provide the training to the teacher on bilingual and multilingual pedagogy.	Use need based pedagogy, and local materials, provide special facilities to address the individual needs and focused on group teaching and peer support. Conduct socio-cultural program in school to support the cultural assimilation.
	Ensure sufficient resources including human resources such as language interpreter, special teacher, language therapist and psychologist.	Provide additional time to support in the class. Helps in local curriculum development process, support to develop local materials and motivate teacher.
	Adopt the culture of inclusion in school community.	Develop and use of individual education plan. Promote the right of disabilities, values of diversities and positively responds individual differences.

Declaration

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

I understand that my thesis will become part of permanent collection of Ludwig-Maximilians University (University of Munich). My signature below authorizes release of my thesis to any readers upon request.

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Narayan Prasad Regmi

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Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
ARNEC	All Round National Education Planning Commission
BPEP	Basic and Primary Education Project
CBR	Community Based Rehabilitation
CBS	Central Bureau of Statistics
CERID	Research Center for Educational Innovation and Development
CSSP	Community School Support Programme
CWD	Children with Disability
DoE	Department of Education
ECD	Early Childhood Development
EFA	Education for All
ESAR	Eastern and Southern Africa Region
FfE	Food for Education
GER	Gross Enrollment Rate
GET	General Education and Training
GoN	Government of Nepal
GPI	Gender Parity Index
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
HLNEC	High Level National Education Commission

IDP	Internal Displaced People
IE	Inclusive Education
IEP	Individual Education Plan
MDGs	Millennium Development Goals
MLE	Multilingual Education
MoE	Ministry of Education
NASEC	National Center for Special Education
NEC	National Education Commission
NER	Net Enrollment Rate
NESP	National Education System Plan
NGOs	Non-Governmental Organizations
NNEPC	Nepal National Educational Planning Commission
NPC	National Planning Commission
RCHE	Royal Commission on Higher Education
SAARC	South Asian Association for Regional Cooperation
SEN	Special Education Need
SESP	Secondary Education Support Program
SMC	School Management Committee
SNE	Special Need Education
SSRP	School Sector Reform Plan
TEP	Teacher Education Project

TYIP	Third Year Interim Plan
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
Unicef	United Nations Children Fund
UPE	Universal Primary Education
WB	World Bank
WHO	World Health Organization

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Annexes

Annex I

Request Letter to the Head Teacher

Dear head teacher,

.....School.

Subject: Request for conducting research in the School.

Dear head teacher,

I am a PhD student at the Ludwig-Maximilian University, Faculty of Psychology and Educational Science, Munich, Germany. I am doing a research on *Inclusive Education in Nepal: From Theory to Practice*, under the supervision of Prof. Dr. A. Leonhardt. The research is primarily intended to explore present practices and to develop strategic intervention of inclusive education in Nepalese context. Through this letter, I would like to request you to give the permission to conduct the research in your school. The following ethical issues will be considered.

- The school will not be forced to participate.
- The schools' identities will be concealed.
- Classroom observation will be conducted with minimal disruption.
- If school wishes, the research report will be made available to the school.

Sincerely yours,

Narayan Prasad Regmi

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Annex II

Request Letter to the Teacher and Consent form

Mr/Mrs/Ms

.....

Subject: Request for filling (answering) the research questionnaire form.

Dear Teacher,

I am a PhD student at the Ludwig-Maximilian University, Faculty of Psychology and Educational Science, Munich; Germany. I am doing a research under the supervision of Prof. Dr. A. Leonhardt. The topic of my research is *Inclusive Education in Nepal: From Theory to Practice*. The objectives of research are to:

- Dig out the present theoretical orientation and practices of inclusive education in Nepal.
- Find out the prominent barriers in successful implementation of inclusive education in Nepal.
- Develop strategies of inclusive education based on socio-psychological context of Nepal.

The purpose of this letter is to request you to participate as a respondent in this research. The following are very important:

- There are no known risks associated with this research. There are no any economic benefits to you that would result from your participation. This research may help us to understand real situation of inclusive education in Nepal.
- Your personal identification and confidentiality will be maintained. The information that you provide shall use only for research purpose. Your identity will not be revealed in any publication resulting from this study.

Your participation in this study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You shall not be penalized in any way.

If you have any questions or concerns about this study, or if any problems arise, please feel free to contact me. My Email address is: narayan.regmi@edu.lmu.de

Sincerely yours,

Narayan Prasad Regmi

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Consent

I, the undersigned, have read this consent and give written consent to participate in the research undertaken by Narayan Prasad Regmi, doctorate student at Ludwig Maximilian University, Faculty of Psychology and Educational Science, Munich, Germany.

Signature of the participant.....Date.....

Annex III

Questionnaire Form (for School Teacher)

[Instruction: Please read the questions carefully. You do not need to write your name anywhere in this questionnaire form and the confidentiality is highly ensured. I have humble request to you to answer the questions as honestly as possible. Your help in answering the questions has vital importance to this research]

Part: 1 Personal description

(Please mark (✓) in appropriate block)

1.1 I am

- | | |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

1.2 Age (in year)

1.3 Religion

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Buddhist |
| <input type="checkbox"/> Christian | <input type="checkbox"/> Islam |
| <input type="checkbox"/> Other (please specify)..... | |

1.4 Mother language

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> Nepali | <input type="checkbox"/> Maithili |
| <input type="checkbox"/> Newari | <input type="checkbox"/> Tamang |
| <input type="checkbox"/> Gurung | <input type="checkbox"/> Hindi |
| <input type="checkbox"/> Other (Please specified)..... | |

1.5 Educational qualification (please specify your degree, for example Master in education)

- | | |
|---|---|
| <input type="checkbox"/> PhD in..... | <input type="checkbox"/> Master in..... |
| <input type="checkbox"/> Bachelor in..... | <input type="checkbox"/> High School |

Part: 2 Classroom information

(Please mark (✓) in appropriate block)

2.1 At which level do you teach currently?

- ☐ Basic (Grade 1 to 8)
- ☐ Secondary (Grade 9 to 12)

2.2 How many students are in your class?

☐ < 20 ☐ 20-30 ☐ 30-40 ☐ >40

2.3 Does your class include the following students?

Types of students	Yes	(If Yes, Number)	No
Girl students	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual/multilingual	<input type="checkbox"/>	<input type="checkbox"/>
Student with disability	<input type="checkbox"/>	<input type="checkbox"/>
Student from poor family	<input type="checkbox"/>	<input type="checkbox"/>
Student from cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>
Any other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

Total

2.4 Do you receive in-service training of inclusive education from the Government of Nepal?

Yes

No

2.5 If yes, please write briefly the duration and major pedagogical skill that you have gained from the Training course.

.....

.....

.....

.....

Part: 3 Understanding and practice

3.1 What do you understand the term “inclusive education”? (Please, write your answer in brief).

.....

.....

.....

.....

3.2 Inclusive education has three dimensions. They are: 1) access and participation 2) managing diversity, and 3) disability management. How do you perceive these three different dimensions? (Please, state your conceptual understanding)

Access and participation
Diversity management
Disability management

3.3 As Nepal is least developed, plural and culturally diverse country, your class may include students from different background (for instances: different socio-economic background, poor families and different language). In order to make your classroom more inclusive, what types of strategies do you use in implementing the following three dimensions of inclusive education? Please mention at least two approaches that you are applying.

Dimensions of inclusive education	Strategies you are applying to make your class more inclusive
Access and participation	I)..... II)..... III).....
Diversity management	I)..... II)..... III).....
Disability management	I)..... II)..... III).....

3.4 Successful implementation of inclusive education is very crucial. Many factors affect it. As an inclusive education teacher what types of specific problems are you facing in the implementation of inclusive education in the classroom? Please write any four important problems along with the probable causes in point.

Types of Problem	Cause of problem

3.5 Inclusive education is developed as strategic intervention to reduce exclusion in education. Exclusion in education is not the result of any single cause. It is the result of multiple reasons. Does the existing efforts and mechanism of Government of Nepal in relation to inclusive education are sufficient?

☐ Sufficient ☐ Partly sufficient ☐ Insufficient ☐ Very insufficient

3.6 If not Sufficient, what strategic interventions are required to reduce the exclusion in education? Please give the suggestion in points.

1).....
.....
.....

2).....
.....
.....

3.7 Every teacher plays important role in the implementation inclusive education. In your opinion, what sorts of actions are needed to make teachers' role more effective? Please give your suggestion in three points.

1).....
.....
.....

2).....
.....
.....

Part: 4 Inclusive culture in the school

Inclusive school always seeks to develop inclusive culture in the school. There are some indicators to evaluate inclusive culture of the school. Based on self-judgment, please, mark (✓) in the appropriate box.

Indicators of inclusive culture					
School ensure the enrollment to all students from its locality					
School seeks to remove barriers in participation of school					
School strives to minimize all forms of discrimination					
School respect individual differences					
School promote to implement IEP (Individual Education Plan)					
School has disability friendly building and other infrastructure					
School has sufficient human resources (including support staff, psychologist, language interpreter etc.)					
School has sufficient learning materials to students with disabilities					
Students teacher relationship					
Participation of local community in the development of school					

(Thank you very much for answering the questionnaire)

Annex IV

Classroom Observation Form

(The researcher himself observed the classroom. After the permission from the head teacher, classroom teaching observation was conducted. The observation was carried with the minimum disturbance of the class. The goal of the observation was to find the situation of practice of inclusive education in the classroom)

Please tick the mark (✓) in appropriate box.

Indicators					
1. Access and Participation					
Share previous lesson					
Makes a group of students to discuss the					
Use pictorial materials					
Motivate by giving price and incentives					
Individually support					
2. Diversity Management					
Use mother language of the students					
Use peer teaching					
Share cultural experience					
Use language interpreter					
3. Disability Management					
Provide support materials to students with					
Use support staff or resource person					
Encourage peer support					
Give priority to children with disability					

Annex V
Interview Guidelines (Children with hard of hearing)

1. Do you know the cause of your hard of hearing? If yes, what is the cause of your hearing problem?
2. Did you visit hospital (medical centre, health post) for the treatment of your ear? If yes, where you visited? If, not why did not visit to hospital.
3. Do you use hearing aids/ devices? If use, which device do you use?
4. Does your teacher support to you in learning in classroom? How does your class teacher behave you in teaching?
5. How does other teacher respond to you in school?
6. Does your peer support to you in school? How they behave to you in school?
7. Does your family member support to you in educational matter at home? How they support?
8. Does your local community helps to you to participate in community activities? If yes, how they support to you?
9. What are the main problems that you are facing in school to receive education?
10. What do you need to improve your learning in school?

Thank You