



The multi-sectorial approach for disability inclusive education: lessons learned from Nepal

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OUTLINES

1. Introduction about the key working areas of HI Nepal
2. Key interventions for Inclusive Education projects
3. Multi-sectorial collaboration
4. Approaches taken during COVID-19
5. Voices from beneficiaries



Handicap International Federation, Nepal has been present in Nepal since 2000, with interventions in more than 53 districts responding to vulnerable population's essential needs, improving their living conditions and promoting respect for their dignity and fundamental rights.



PILLAR 1: Health and Rehabilitation

People with disability, or at risk of developing impairments, and vulnerable people, especially living in remote areas, have increased access to health promotion, prevention, detection, care and rehabilitation services.



PILLAR 2: Inclusive Education

An equitable strategy and inclusive education policy is implemented in mainstream schools, and supported by the existing system (of resources classes and assessment centers) in the changed structure(s).



PILLAR 3: Resilience

Increase resilience through comprehensive approaches on inclusive disaster risk management and capacity building of relevant stakeholders.



Key interventions in Inclusive Education

Community level

- Screening , provision of assistive devices and home modification
- Supporting children to attend Bridge and preparatory classes for those out -of -school
- Personalized social support (PSS)
- Parents/community awareness raising activities and a learning hub
- Livelihood/Business skills development and provision of seed money to parents
- Daily living skills training to parents of children with severe and profound disability

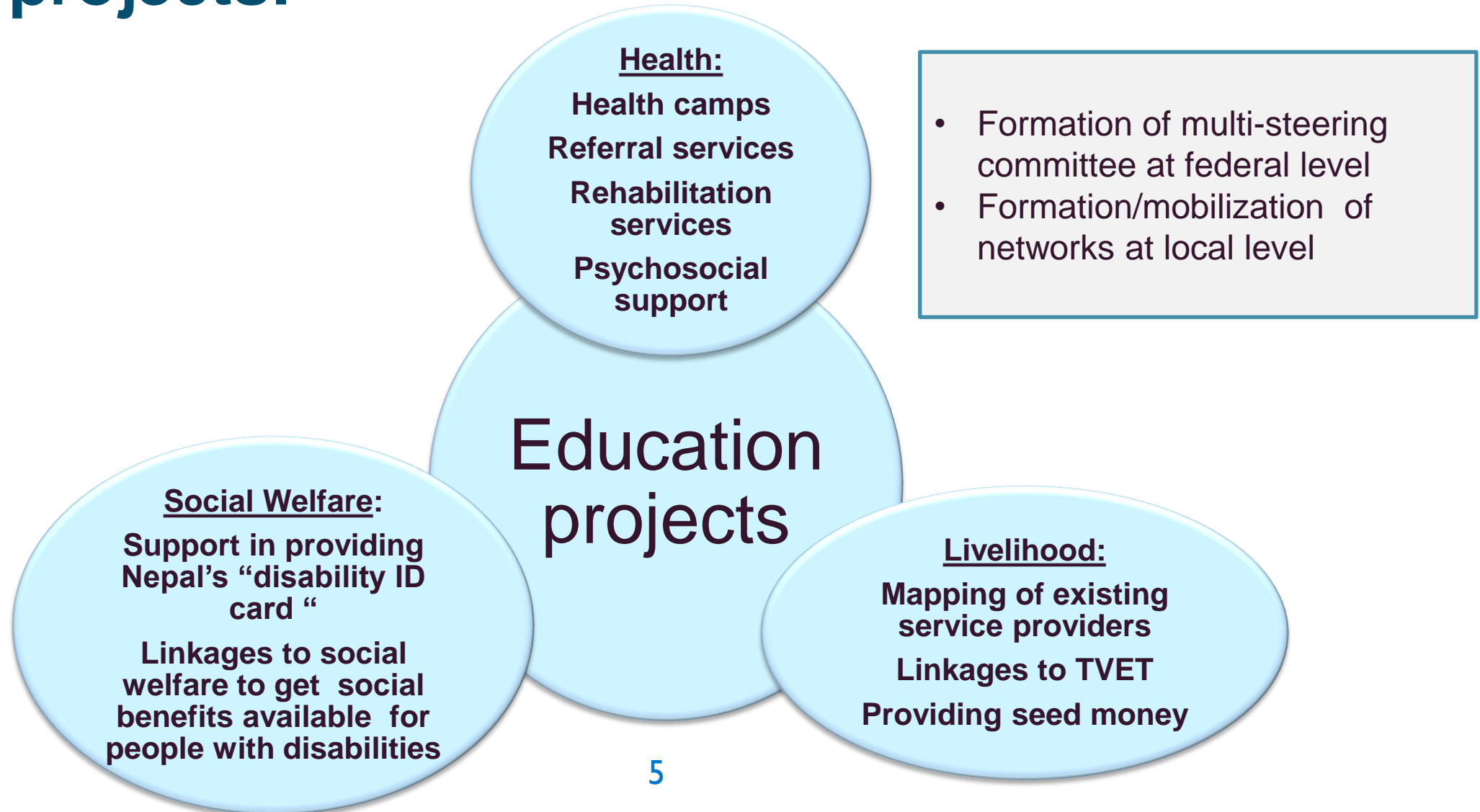
School level

- Teacher professional development
- Formal education strengthening and accessibility improvements
- Supplementary catch up classes for students who need extra support
- Inclusive SIP development and rollout

System Strengthening

- Technical, policy and equipment support to federal, local government
- Disability data management system
- Support “Minimum enabling conditions” for inclusive education

Inter-sector collaboration in Education projects:



Example of Success :



« I believe that most people with disabilities still are denied most things like education , so they should get to know projects like ENGAGE that can be life changing’, says Rabina.



Approaches taken during COVID-19

At Community Level

- ❑ **Rapid Needs Assessment** to identify the health status of primary actors (PA); accessibility and availability of current assets and means (mobile/TV/Radio/Internet); analysing the distance of big sisters to PAs house in order to change the modality of coaching and mentoring
- ❑ **Online SMS Tracking** for safeguarding against GBV and health concern of beneficiaries
- ❑ **Distribution of hygiene and sanitation materials kit**
- ❑ **Support to government Radio Schooling Program** to the radio schooling program
- ❑ **Psycho-social support** to marginalized girls & girls with disabilities) by professional counsellors and supported by local volunteers



Approaches taken during COVID-19 (cont...)

Community Level

- ❑ Provided virtual training, shared the materials developed by HI/govt. and other agencies to the community mobilizers who then provide distance support to the volunteers(big sisters) so that they can support on a daily basis according to needs .
- ❑ In addition to this, volunteers provide psychosocial support to families of children with disabilities when required through telephone.
- ❑ Dissemination of learning materials in braille format and with sign language pictures have also been printed out/produced and disseminated to beneficiaries who use those formats



Voices from some girls with disabilities

Sahajan Khatun, a 14 year old girl who is Deaf and uses sign language, and one of our beneficiaries, appreciates the Big Sisters who put so much efforts in helping her:

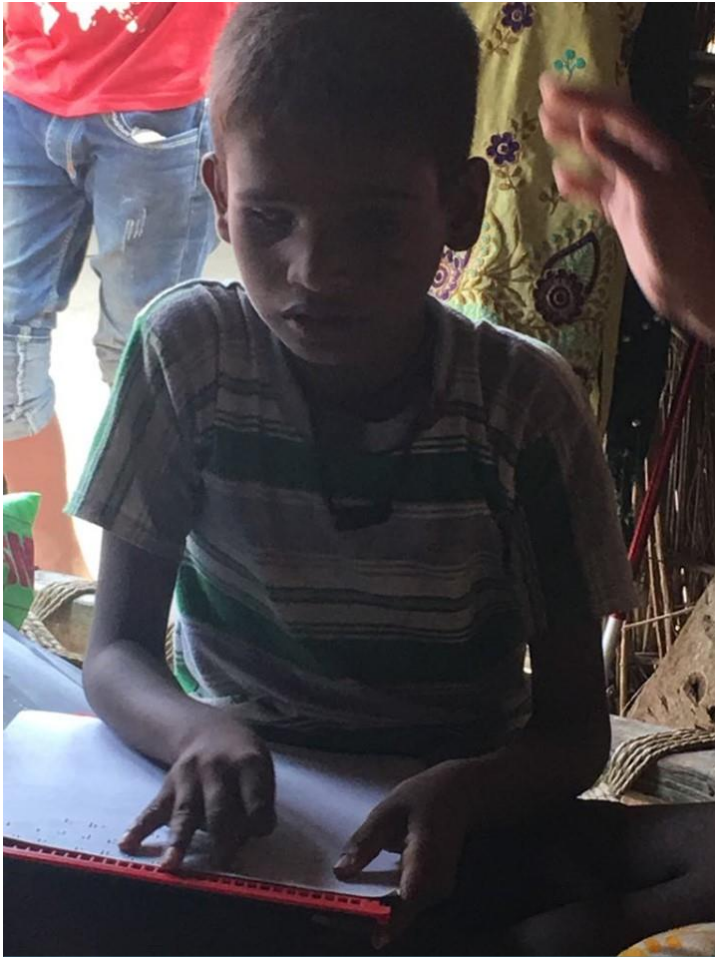
My big sister come to me and showed me a video developed in sign language and showed me the process of hand washing and how we can be safe during COVID 19 situation. My big sister also visited my house when locked down is not very strict.

Kanhaiya Kumar Sah, a student who uses braille, can read books after joining the bridge classes organized by community volunteer.

After the COVID-19 outbreak our bridge class is stopped. But we have been receiving information on the Corona Virus update regularly from the radio jingles. Also, our facilitators frequently call us to know about how we are doing..



Example of success :



Dharmendra, a child with visual impairment learning braille



Disability ID card of Dharmendra

THANK YOU!!

