

NEPAL DISABILITY POLICY REVIEW

Mahesh Banskota
Disability Research Center,
School of Arts, Kathmandu University

Introduction

For a long time, disability in Nepal has primarily been a family concern and occasionally it has received some focus from public charity (in bigger urban centers like Kathmandu) and private philanthropy (in and around popular religious locations). Within a family also it is still a common practice to use the stigmatizing tag of "disfavor" with disabled conditions of family members and most of the families in Nepal still consider disability as a punishment for all the depravities and wickedness disabled persons have committed in their past lives. Besides, the burden of disability is mostly put on the mothers of disabled child.

The beginnings of disability policy in Nepal are quite recent. In the following year of International Year of Disabled Persons as proclaimed by the United Nations in 1981, Nepal enacted the Disabled Protection and Welfare Act, 1982 (the "DPW Act") National Policy and Plan of Action on Disability (GoN, 2006). Moreover, it was only after 1992, almost ten years later, the series of different legislations

started to emerge such as the Education Act of 1992, Child Rights Acts of 1992 and Local Self-Government Act 1999 that have indirectly helped to bring forward PWD conditions closer to the policy makers.

In 1994, the Disabled Protection and Welfare Regulation (the "DPW Regulation") was framed to implement the DPW Act. Nepal signed the Convention on the Rights of Persons with Disabilities (the "CRPD") and the Optional Protocol to the Convention on the Rights of Persons with Disabilities (the "Optional Protocol") on 3 January 2008, and also ratified them on 27 December 2009. The CRPD and Optional Protocol came into its strength for Nepal on 6 June 2010. However, the important changes have been only initiated after 2006, following the decade long conflict that has forced Nepal to provide political high priority to social inclusion and human rights, including those of PWDs.

The Constitution of Nepal, 2015 (the "Constitution") guarantees human rights and fundamental freedom to all its citizens. Hence, different measures have been

identified to end all forms of discrimination against PWDs and a number of very specific provisions have been made for PWD representation in Federal and Provincial Assemblies (NFDN, 2015). Furthermore, many new laws are required to support the constitutional provisions for implementation of the constitutional provisions.

This policy review has been divided into the following sections: The first section identifies all the different affirmative measures that have been announced by the Government to protect the rights of the disabled people and to support the development of a disabled friendly environment. Then, this section is followed

by the review of policy implementation of different policy and program measures that have been announced so far. Resources for disability highlights the one-year budget that was allocated for the disability related programs by government. Inclusive education is an integral subject of this extensive review which is highlighted in the section followed by the review of Children and Disability. Similarly, there is a section on the review of women, and disability and on community based rehabilitations. Finally, the policy review completes with some of the conclusions drawn from the overall-review. There are number of conclusions regarding policies for PWDs in Nepal.

The Current Policy Environment

In 2006 Government of Nepal (GoN, 2006) announced its most comprehensive policy document dealing with the affirmative decisions including positive discrimination of PWDs in Nepal. The Government announced quotas for PWDs in training programs conducted by the government organizations, employment within government agencies and also for the private organizations that hire more than 25 persons. It was announced for the first time a commitment to enforce constructions standards to make all public buildings and places friendlier to PWDs.

In the area of public transport concessions and seat reservations were proposed for PWDs. Inclusive education was proposed for free pre- primary and higher level education for PWDs and also for the construction of disabled friendly school infrastructures. In the area of health, the policy was proposed to provide free basic health services at the government hospitals and health centers for PWDs. It was also mentioned that the production of assistive devices and products would be expanded including those programs that pre- detect disability, early screening, distribution of iodized salt, iron tablets, vaccines, and Vitamin A. Based on the different policies

that have been announced so far, it is apparent that the Government of Nepal has been quite active on the policy formulation front on disability recently.

The Initial Report of GoN on the Measures taken for the Rights of Persons with Disabilities (GoN, 2014) has further elaborated about the disability policy in Nepal. The DPW Act defines a person with disability to mean and include a citizen of Nepal who is either physically or mentally unable or handicapped to do normal daily lifework, who is blind, deaf, dull, has a crippled, limb, is lame and handicapped with one leg broken, or is handicapped with one hand broken or is feeble minded. While General Principles and Obligations are spelled out in the Constitution of Nepal, other provisions can be found in The Civil Liberties Act, 1954 (the "CLA") and the General Code (Muluki Ain) 1963, The 1982 DPW Act and DPW Regulation 1994, Interim Plan of Nepal (2013-2015), National Human Rights Action Plan ("NHRAP" (2010-2013).

The Initial Report (GoN , 2014) identifies specific rights under 33 different Articles such as Equality and non-discrimination, Women with disabilities , Children with Disabilities, Awareness Raising, Accessibility, Right to life, Situation of Risks and Humanitarian Emergency, Equal Recognition before the Law , Access to Justice Liberty and Security of the Person , Freedom from torture or cruel, inhuman or degrading treatment or punishment, Freedom from Exploitation, Violence and Abuse, Protecting the Integrity of the Person, Liberty of Movement and Nationality ,Living Independently and Being Included in the Community , Personal mobility , Freedom of Expression and Opinion, and Access to Information , Respect for Privacy, Respect for Home and Family , Education , Health , Habilitation and Rehabilitation , Work and Employment , Adequate Standard of Living and Social Protection, Participation in Political and Public Life, Participation in Cultural Life, Recreation, Leisure and Sports , Statistics and Data Collection , International Cooperation , National Implementation and Monitoring

The Ministry of Women, Children and Social Welfare (MOWCSW) has been designated as the focal ministry responsible for the coordination of all PWD related activities within government and non-government institutions. The GoN has also nominated a first class officer (Joint Secretary) as a focal person for disability in each Ministry. The focal person should ensure that the provisions of the CRPD are implemented by the Ministry. The central and regional offices of the NHRC monitor the human rights violations, register the cases of human rights violations and take necessary actions against those violating PWD human rights.

With the changing concept of disability, the GON has also revised the definition of disability to include cultural barriers prevalent in the society. In 2007, the GON adopted an instrumental approach on the definition and classification of disability. It defines disability as a condition where a person feels difficulty to perform day-to-day activities and participate fully in their social life due to problems in body organs and system, including physical, socio-cultural and communication barriers. Disability has been classified into seven categories: (1) physical disability; (2) visual impairment: blind and low vision; (3) hearing impairment: deaf and hard of hearing; (4) deaf blind; (5) speech impairment; (6) mental disability: intellectual disability, mental illness and autism; and (7) multiple disabilities.

In order to make the laws more comprehensive and fully compatible with the rights-based approach, the GON has prepared a draft bill to substitute the DPW Act. The draft bill defines ‘persons with disability’ as “the persons who are prevented from full and effective participation on the grounds as of other persons due to long-term physical, mental, intellectual and/or sensory impairments in interaction with various barriers". (GoN, 2014) For the purposes of distributing disability identity cards, the GON has classified disability, on the basis of its level of severity, as follows:

- (a) **Profound disability:** Difficulty to perform daily activities even with the help of others.
- (b) **Severe disability:** Inability to perform daily individual or social activities without the help of others.
- (c) **Moderate disability:** Ability to perform daily activities and participate in social life if barrier free environment, appropriate training and education are provided.
- (d) **Mild disability:** Ability to perform daily activities and participate in social life if barrier free environment is provided.

Above provisions are considered as the basic elements for ensuring human rights of persons with disability, as well as for their social inclusion, respectable rehabilitation and expansion of services. Here, an argument can be made that the current situation of PWDs will significantly improve with the successful implementation of these proposed measures. However, specifically, the potential risks and obstacles to the implementation of the action plan have also been identified. These are as follows:

- Lack of financial resources and means;

- Delay in institutional structures and provisions for necessary amendment of acts and regulations, as well as formulation of new laws, policies and regulations;
- Lack of appropriate transparency and responsibility;
- Lack of basic service, human resources, technology development and management; Organization coordination, as well as appropriate mobilization of nongovernmental organizations and civil society;
- Internal conflict and natural disasters in the country;
- Lack of coordination of international assistance and exchange of experience;
- Lack of self-confidence among people with disability.

Specific Plans and programs have been identified in the following areas:

National Coordination, Law/Law-making, Information and Research, Awareness and advocacy, Training and employment, Access, Communication, Transportation, Education , Sports, cultural and recreational activities, Prevention of disability, Medical treatment, Rehabilitation, empowerment and poverty alleviation, Assistance materials and assistance services, Self-dependent organizations , Women and disability, International/Regional assistance, Provisions for implementation, monitoring and evaluation, Committees and agencies are involved in preparation of National Policy and Plan of Action on Disability.

Some of the specific policy provisions are as follows (MEND NZ):

Education:

- No fees shall be charged to disabled students.
- The 5% of all the quotas in Government organizations that provide vocational training should be reserved for disabled people.
- NGOs or private organizations that provide education and training for disabled people can ask for assistance from the Government.
- A Disabled Relief Fund can be allocating as scholarships to disabled students.

Health;

- Disabled people are entitled to free medical examination.
- All hospitals with more than 50 beds should allocate two beds for the use of disabled people.

- There should be free treatment for disabled people over the age of 65.

Employment:

- It is prohibited to discriminate against disabled people in relation to their employment
- Individual businesses employing more than 25 people should give 5% of their jobs to disabled people
- There should be income tax exemption for employers who employ disabled people
- There should be no duties on specialist equipment required by disabled employees
- The 5% of jobs in the Civil Service should be allocated to disabled people

Self-Employment:

- The Act directs the Government to provide programs which support disabled people into self-employment.
- It also states that the Disabled Relief Fund should allocate special loans for disabled people to establish them as self-employed.

Transport:

- The Act allows transport companies to permit disabled people to travel at half the regular fare but this can only be undertaken with the agreement of the particular company.

People with mental health difficulties:

- The Act states that special arrangements should be made for the people with a mental disorder while they are being treated either at a hospital or at home.
- It also says that no disabled persons suffering from mental disease, save those against whom proceedings are already being taken or who have been punished in a criminal offence under the prevailing law, they shall be kept in jail.

Evaluation of Policies and legislative framework

For past twenty-five years Nepal has been very proactive in formulating policies that would enhance the rights of PWDs and improve their quality of life. There have been many positive developments following the signing of CRPD by the government as well as by other national and

international agencies. This section reviews the effectiveness of the policies and programs for the PWDs that have been implemented so far in Nepal. Besides, there are positive stories in Nepal regarding different affirmative activities that concerns itself with PWDs (Shrestha et al 2012, Handicap 2004, MEND NZ (?), UNICEF 2003). However, there are many weakness, loopholes and inadequacies in the current policies regarding PWDs.

Positive Aspects of Disability Policy

The post conflict socio-political transformation process in Nepal has put **social inclusion and human rights at the top of the political and development agenda**. (Shrestha et al 2012)

- *provision of disability ID card* which gives holders certain privileges (Shrestha et al 2012)
- *allocation of small district budgets* to disability programs (Shrestha et al 2012)
- *Support to organizations such as the National Association* of the Blind; Parents Network of Persons with Intellectual Disability and National Federation of the Disabled People (NFDN) has been *instrumental in strengthening the disability movement in Nepal*. The visible results are various legislature and policy reforms; increasing budget allocation especially at the district level; ratification of CRPD. The funding of services such as rehabilitation, eye health, education, counseling, income generation/livelihood and vocational training have led to improved living conditions and self-reliance of persons with disabilities reached by the projects (Shrestha et al 2012)
- *Awareness raising* through different media programs on the rights of disabled people and availability of services has helped many disabled people and groups to come forward and demand support and seek access to services (MEND NZ Date?)
- *Success through Courts* in the area of human rights violation has been a major change in the judicial history of Nepal. This is also evident in the case of PWDs. Nepal Disabled Human Rights Center (DHRC) filed a case regarding the rights to education of PWDS. The Supreme Court of Nepal ordered the Nepal government to provide free education to all PWDs in Nepal. (MEND NZ Date?)
- *Employment of deaf people* by Bakery Café has been an outstanding achievement and also an excellent example of Corporate Social Responsibility in Nepal. The café now employs about 50 people and deaf PWDs are continuing to provide satisfactory services so far. (MEND NZ Date?)

- The most notable initiative that has mainstreamed disability was the *Nepal Government's education program*, where thoughtful efforts have been made to reach and include children with disabilities. The mainstream initiatives focus on service provision (74%), capacity building of the duty-bearers (16%) and research (5%). (Shrestha et al 2012).
- Examples of *good practices* regarding inclusive education from Nepal are as follows (UNICEF, 2003):

The Daleki School is run by an NGO and is supported by individual sponsors. All children from marginalized families, including those with disabilities, have access to the school. The school provides a holistic service including free school meals, books, stationery, uniforms and medical care. The school principal, all teachers including the special education teachers, and parents work collaboratively to decide how best to meet the diverse needs of their students.

The Tribhuvan Madhyamik Vidhyalaya has taken a major initiative in modifying the physical structure of the school, and has committed and dedicated teachers practicing child-centered teaching–learning methods. The construction of the building has been adapted to provide easy mobility for children with disabilities. Teachers/facilitators assess the work of each child, and adapt the required pace and techniques for teaching as required.

The Community Based Rehabilitation Organization, Bhaktapur, runs many activities suited to the needs of disabled and other disadvantaged people. It has focused on rehabilitation, prevention of disability, early childhood development activities, and education programs. It has made concerted efforts to place children with disabilities either in special or regular schools. The program provides medical intervention, referral services, assistive devices, and counselling facilities. Opportunities for vocational training, self-employment loans, and job placement are also provided.

The Adarsha Child Development Centre focuses on early detection and prevention of disability among young children. The center provides home-based education to children with mental retardation and physical therapy to children with difficulties in movement. The teacher identifies the disability and makes an assessment of the learning pace and preferences of the

child. The focus is on an informal teaching–learning process. Children are taught to identify various items that they can use in their daily life, and they are helped to take care of themselves. Records are maintained for each child. Teachers are also trained on how to handle children with multiple disabilities, manage a class, arrange seating, etc. Parent education is provided through home visits to children who are mentally retarded; parents in the community are often persuaded to send their children to the Adarsha Child Development Centre. There are regular meetings with parents that promote their involvement in their child’s education. The teaching practices for inclusive education are still at a formative stage; this makes identifying good practice models of teacher development somewhat difficult. The teacher development initiative used in this study presents the training imparted to the resource teacher working in the Shree Bindeshwori Primary School, Bidhuwa.

- The collective achievements of Community Based Rehabilitation (CBR) in Nepal over the past 22 years have been outstanding. Primarily, CBR has demonstrated the role that both individuals who have disability and Self-Help Groups can take in developing rights-based programs to help PWDs (Handicap Nepal 2004)

Weakness in Nepal Disability Policy and Legislative Framework

- **Vague Policies**

Translating the key policy commitments into effective implementation is not always easy. And, it becomes even more difficult when policies are open to arbitrary interpretations and partial implementations. Moreover, this has been evident in Nepal’s policies towards PWDs in two major areas. First is the acceptance of Rights Based Approach to Disability and the second is the adoption of Inclusive education. In both of these areas, formulation of policies is vague and imprecise, hence it also allows for the arbitrary interpretation of policies, adding up to Donor and bureaucratic uncertainties. On the closer examination it has become evident that the legislation has been hedged by many conditional provisions. In many instances the Government has powers rather than duties and responsibilities, it is allowed to make certain provisions but is not obliged to fully implement it (MEND, NZ (no Date), Human rights Watch 2011, UNICEF, Plan)

- The 2011 census is the only comprehensive source of data on various types of PWDs belonging to different locations with Nepal. Recent information from the other sources such as NLSS (CBS 201) has identified figures that raises more questions than give answers about the conditions of PWDs in Nepal. Additionally, data generated in Nepal can't be compared internationally because it lacks information regarding the severity of impairments and also their functional domains.
- Nepal has various data collection and monitoring mechanisms, but they only provide useful information on exclusion issues that require further evaluation (Human Rights Watch)
- Disabled persons (protection and welfare) Act 2039(1981) true to its name is welfare oriented. However, DPWA needs be revised based on the issues identified by CRPD. Education Act (2028), Special Education Policy (2053) and Education Rule (2059) that continues to use derogatory words to denote PWDs. It is of utmost importance to replace these words with the disability friendly language. According to parents, the right terminology to denote the children who have developmental problem by birth is Intellectual disability, or Boudhika Apanga is considered the right terminology. All the policies discussed above continue to use five categories of disability: deaf, blind, physical disabled, mental disability and multiple disabilities. These policies need to be amended and the definition of disability should include all seven types of disability as identified by government in 2006 A.D. Similarly, there are other amendments that are urgently needed. (Khanal)
- Disability is still very limited in both political and developmental discourses. The disability movement has not yet been strategic enough to either promote mainstreaming or to position the rights of persons with disabilities as part of the socio-political and development agenda (Shrestha, 2012)
- Processes for decentralization offer sound bases for increased flexibility in educational provisions, in line with the needs of inclusive education. However, there is a need for greater clarity as to how local/community plan their procedures and embrace inclusive education goals. (Ingrid)
- There is a need for greater clarity as to how local/community planning processes could embrace inclusive education goals. The role of community-EMIS (Education

Management Information System) in the development of inclusive education, and its links with other decentralized education management and monitoring mechanisms also needs to be further investigation. (Shrestha 2012)

- The government's education policy categorizes three types of education, namely, education for children in general, education for children with disabilities (mainly in the form of special education and integrated education), and education for other vulnerable children, such as ethnic groups, out-of-school children, women, poor and low-caste children. (UNICEF 2004) There is a debate over the issue of special, integrated and inclusive education in the country. Some professionals advocate special schooling, whereas others favor integrated education in mainstream schools. Some argue that the implementation of inclusive education is unrealistic in the absence of awareness and infrastructure, and also with the lack of professional training. In Nepal, the division between special and general education policy clouds the development of an inclusion policy. (Shrestha)

- Most of the special education programs are donor-funded. It is concerned with what disabled people are to be provided with rather than with asserting their equal rights in the society. There are few examples of good practice models for inclusive education. They are relatively new, and need to be strengthened to make programs more child and disability-friendly. The educational system does not adequately meet the learning needs of diverse learners including children with disabilities. The existing school physical infrastructure, the teaching– learning practices, the shortage of trained and motivated human resources, and the lack of assistive devices and learning materials do not support the learning of children with disabilities. Implementation of the policy, plans and provisions requires greater involvement and commitment from the various stakeholders. (UNICEF 2004)

- There is a confusion over how to define inclusive education, and its relationship with the concept of quality education. None of the reviewed documents presented a thoroughly clear or unambiguous definition or interpretation of inclusive education, hence the focus on inclusion as a disability issue still persists. (NORAD)

- Despite Nepal's political commitments to the persons with disabilities, particularly children, in practice, the government is falling short with its implementation. Moreover, the rights for disabled people are inextricably linked with the enjoyment of other rights, such as employment, health, and political participation. The failure to ensure that children with disabilities receive quality education also translates into higher social and financial costs for society in terms of health and social security mechanisms (Ingrid Lewis and Duncan Little Report to NORAD)

Lack of Resources for Disability

So far as government programs for disability is concerned, there are five ministries which implement programs for the disabled: 1) Ministry of Women, Children and Social Welfare (MoWCSW), 2) Ministry of Health and Population (MoHP), 3) Ministry of Education (MoE), 4) Ministry of Peace and Reconstruction (MoPR), and 5) Ministry of Local Development (MoLD). During FY 2011/2012, a total of NPR 675 million was spent on the persons with disabilities. This amounts are about Rs. 1315 for every disabled person in Nepal for the year 2011 or about US \$ 13. The per capita expenditure in the overall budget for the same period was about US \$ 126.

The MoLD spends the greatest proportion as it distributes social security allowances. *Although budget is allocated for free treatment, scholarships, and awareness programs, these positive efforts do not cover all the provisions of the CRDP.* The money allocated is not enough simply on practical grounds (NFDN

One major problem with state mechanisms is that record keeping is very poor. It is very difficult to obtain information. Only the MoWCSW is able to easily provide information on programs for and budget spent on the disabled.

A second problem is that government agencies refuse to provide information to its citizens despite the fact that Article 28 of the Interim Constitution guarantees the right to information to all citizens.

MoWCSW officials claimed that the budget has not been able to address all the problems of social welfare. *Because the budget is too small to begin with and next it has to be distributed*

across 75 districts, besides, activities are not well implemented or at the level of expectation. Often the needy don't get their share of benefits.

The government has not allocated any budget specifically for women with disabilities. This is in violation of Article 6 of the CRPD, which reads “States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms”.

Similarly, the government hasn't developed any special programs or activities for children with disabilities and it stands in violation of Article 7 of the CRPD, which states: States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedom on an equal basis with other children.

Supreme Court of Nepal has highlighted in a recent decision that the state has an additional obligation in regard to women and children with disabilities.

Policies for Children with Disability

- There is an increasing demand for reliable statistics on the magnitude of disability and on the quality of research work. This has become critical for planning programs and services and also for advocacy to raise awareness about the importance of disability as a global issue. UNICEF highlights that for children with disabilities „*many of their deprivations stem from and are perpetuated by their invisibility and that there is a need for research to render more children visible by improving data collection and analysis* (UNICEF, 2013).
- Regarding *children* with disabilities, there remains a huge gap in the research. However, it is important to understand how the families manage and care for children with disabilities, and what their priorities are for the support. World Health Organization fact sheet on disability and health has highlighted prohibitive costs, the lack of appropriate services, poorly skilled health workers, and physical barriers to access as major constraining factor that hinders healthy life for disable person (WHO, 2013). More data is needed to understand the health needs of persons with disabilities in order to bridge the healthcare gaps.
- According to one study, the factors that hinder the success of children with disability in school are inadequate training , lack of resources for trained teachers; no incentives to motivate teachers; unfriendly infrastructure of the school (physical barrier); inadequate

financial resources; school/teacher failing to address individual differences of children; lack of disability specific supporting materials like brail book, audio recording, pictures, equipment etc. ; least support from the part of the parents and the family members; lack of disability specific contents in the curricula/textbook and assessment system.(DYNAMIC ..)

- There is a need to move away from simply providing special education programs for children with disabilities to ensuring that these children can also be enrolled in mainstream schools. This prepares normal children to embrace the world of diversity. They will become more sensitive and also they are less likely to cause discrimination against disable children. (UNICEF)
- Early intervention programs should be expanded to reduce the difficulties of disable children. People with disabilities and disabled peoples’ organizations (such as the National Federation of the Disabled) must get involved in the policy and planning process. (UNICEF)
- Despite national policies on inclusiveness and child-friendly schools, the government is failing to make the school environment accessible for children with disabilities, which in many cases effectively deny these children their right to education. Several children and young people with disabilities and their families told Human Rights Watch about the lack of access to school—in terms of physical access (no ramps or disability-friendly toilets), communication barriers (no sign language instruction or Braille teaching materials), negative attitude of teachers, and a curriculum that does not adequately address to the children with different learning needs. Under the CRPD, Nepal is required to make the necessary accommodations to the school environment based on the individual needs of children with disabilities that enable them to attend school with others (Human Rights Watch)
- All children with disabilities in Nepal are entitled to receive social security benefits, including disability identity cards and allowances based on the severity of the disability. Human Rights Watch found that children with disabilities are often not benefitting from these provisions because of the long distances they have to travel to reach the district administration office (where the cards are distributed), high transportation costs, and parental attitudes that such cards will further marginalize them and foster discrimination against their children. Also, some children with disabilities have never been diagnosed while others have

been wrongly diagnosed. This in turn has had a negative impact on their access to education (Human Rights Watch)

- The authors conclude that the entertainment-education television program, such as Khushi Ko Sansar, have provided a positive role model for children who encounter people with disabilities. Implications of these findings suggest that the entertainment education media can improve the treatment of people with disabilities and it can also promote beneficial health beliefs and practices. (Strong)

Women and Disability (Sharma, 2007)

- Within the sample size of 50 disabled women the majority (54%) of them were unmarried and remaining 46% of them were married women. In general, from the interview conducted with respondents; it is found that the disability presented various obstacles for a woman to get married. After all, because of her disability she won't be able to do her everyday work effectively, disability also decreases her prestige, it adds to the fear that disabled person can't give to a child and there is also a superstitious believe that having disabled women in the family brings bad luck. Even most of the married disabled women are not happy with their married life and they kept suggesting to other disabled women not to get married because they didn't want them to go through same kind of torture and sufferings as they have experienced in their married life.
- The interview was conducted to understand the perception prevalent among head of household from the respondent's family regarding the causes of disability of their family member. Sadly, people still believe that having disabled members in the house is the result of their fate (26%), some have superstitious beliefs and some even give magical explanation for the curse of disability
- Regarding governmental activities for disabled women in this study area, there is not even a single special education school for them. Government of Nepal has not undertaken any training program for them. Only one disabled woman has received her special aid as a wheelchair from the government. Out of total number of respondents who have enrolled in school, only 8 respondents have received free ship from their school. Likewise, only 8 disabled women have received disability allowance by the government. Concerning with registration

and making ID card, not even one respondent has registered and made use of an ID card given by the government.

- Women with disabilities to a greater extent than men with disabilities face discrimination within their family and society. Disability does not stop men from doing normal things unless their physical ability is rather severe. Disabled men enjoy their access to property right, they have better chances of getting treatment and education, and they are also involved in family as well as with their community activities. However, it does not happen in that way for disabled women and they have to face all kinds of discriminations.
- Most of the respondents and caretakers (38%) felt that disabled persons require support for their medical treatment. The next important need as expressed both by the respondents as well as by their caretakers is skill development and training. The main expectation of disabled persons from the government is for their financial support. This includes monthly allowance, scholarships and loans for launching small enterprises.

Community Based Rehabilitation (Handicap International, 2004)

- The collective achievements of CBR in Nepal over the past 22 years have been outstanding. Primarily, CBR has demonstrated its role for the individuals who have disability and also for Self-Help Groups (SHGs) who can take its place in developing rights-based communities.
- A significant lesson has been learned from Nepal's CBR regarding the scope of empowerment it offers. The possibility for empowerment through education and the importance of knowledge and skills transfer for functional empowerment have also been demonstrated. Political, legal and cultural empowerment and also empowerment through sports will hopefully be undertaken in the near future.
- A major weakness of CBR in Nepal lies in the area of community empowerment. The control mechanism of even micro programs rests by and large with organizations rather than with communities, which is a barrier to inclusion.
- A National Conference on CBR should be organized to allow CBR implementers to share their experiences and learning to date so that it can facilitate discussions and agreements forward to deal with issues such as the UN Convention on the Rights of Persons with Disabilities

- The development of a Disability Management Information System (DMIS) to collect, collate, analyze and use information regarding the location, situation and various needs of the persons with disabilities is a necessary pre-requisite to ensure quality in the design and implementation of any initiatives. The Ministry of Women, Children and Social Welfare have already made plans to develop such a system and they should be supported in their aim.

Conclusion

Firstly, the important conclusion derived from this review is that the level of commitment displayed in the formulation of policies must now be fully supported by an improved budgetary allocation for the effective implementation of different policy provisions on disability. Similarly, the next important point is to learn from the different ongoing programs on disability and try to improve upon them. This requires better monitoring and evaluation as well as research on policy impacts and its effectiveness. Finally, the another important conclusion that this review argues for is an improved collection and analysis of data on disability so that it is not only be comparable internationally but it can also be used for discerning variations in the condition of disabled persons in Nepal.

References:

Chhabi Goudel , A REPORT ON DISABILITY IN THE WESTERN REGION OF NEPAL ,
Asia Pacific Disability Rehabilitation Journal

<http://english.aifo.it/disability/apdrj/apdrj204/nepal.pdf>

Deborah A. Strong , (Nepal Disability Relief Foundation, PO Box 8975-EPC 2094, Kathmandu, Nepal) and William J. Brown , (School of Communication & the Arts, Regent University, Virginia Beach, VA) Promoting Prosocial Beliefs and Behaviour Towards People with Disabilities in Nepal, Through a Children's Entertainment-education Programme <http://dcidj.org/article/viewFile/33/39>

DYNAMIC INSTITUTE OF RESEARCH AND DEVELOPMENT (P) LIMITED, (2014, July)
http://www.doe.gov.np/SoftAdmin/content/Analyzing_Educational_Status_Of_Children_With_Disability_And_Identifying_Critical_Intervention_To_Promote_Their_Enrollment_Retention_And_Success_In_Schools_2014.pdf

GoN 2006 (Nepal Government) , , DEFINITION AND CLASSIFICATION OF DISABILITY IN NEPAL, Revised in 2006 https://rcrdnepa.files.wordpress.com/2010/09/definition-and-classification-of-disability-in-nepal_english.pdf

GoN 2006 ,National Policy and Plan of Action on Disability 2006
<https://rcrdnepa.files.wordpress.com/2008/05/national-policy-and-plan-of-action2006-eng.pdf>.

GoN 2014, INITIAL REPORT OF THE GOVERNMENT OF NEPAL ON MEASURES TAKEN TO GIVE EFFECT TO THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES
<http://www.hrtmcc.org/admin/uploaded/report/pdf/164.pdf>

Handicap International , 2004 , Community Based Rehabilitation
http://www.hiproweb.org/uploads/tx_hidrtdocs/Hi_Nepal_CBR_Report_01.pdf
http://www.cdc.gov/nchs/data/washington_group/meeting13/wg13_unicef_child_disability_background.pdf

Human Rights Watch, 2011, Futures Stolen Barriers to Education for Children with Disabilities in Nepal <https://www.hrw.org/sites/default/files/reports/nepal0811ForWebUpload.pdf>

Ingrid Lewis and Duncan Little Report to NORAD on desk review of inclusive education policies and plans in Nepal, Tanzania, Vietnam and Zambia
http://www.eenet.org.uk/resources/docs/Policy_review_for_NORAD.pdf

Janu Kumari Sharma, 2007 , A Study on the Social Status of Women with Disabilities, Social Inclusion Research Fund Secretariat (SIRF) SNV Nepal,
[www.socialinclusion.org.np/...](http://www.socialinclusion.org.np/)

Kamal Lamichhane , The University of Tokyo and Yasuyuki Sawada, The University of Tokyo, Disability, Education, and Employment in Nepal ,
http://www.un.org/disabilities/documents/events/1July2011_economics_panel_nepal.pdf

Karkee R, Yadav BK, Chakravartty A, Shrestha DB , The prevalence and characteristics of disability in Eastern Nepal, Kathmandu University Medical Journal (2008), Vol. 6, No. 1, Issue 21, 94-97 <http://www.kumj.com.np/issue/21/94-97.pdf>

Maria Zuurmond and Lena Morgon Banks from the London School of Hygiene and Tropical Medicine, Prem Aryal and Shusil Joshi from Plan Nepal, Jacqueline Gallinetti, Adrienne Monteath-Van Dok, Aidan Leavy, Linda Campbell, Silje Vold, and Gillian Quinn from Plan International, 2014 , Include us in education!
file:///C:/Documents%20and%20Settings/Cascade/My%20Documents/Downloads/inclde_us_in_education-eng-full_report.pdf

MEND NZ (Date ?) Mobility Equipment for the Needs of the Disabled
http://mend.org.nz/Policy_paper_Nepal_disability.pdf

National Federation of the Disabled Nepal (NFDN)2012 , Budget Mapping for Disability FISCAL YEAR 2011/12 <http://nidanepal.org.np/wp-content/uploads/2014/09/Budget-Mapping-of-Disability-Sectors-in-Nepal-2012.pdf>

Neeti Aryal Khanal A Baseline Study on Existing Policies and Programmes on Education for People with Disabilities (PWDs)

https://www.academia.edu/2042250/A_Baseline_Study_on_Existing_Policies_and_Programmes_on_Education_for_People_with_Disabilities_PWDs

New ERA A Situation Analysis of Disability in Nepal , Executive Summary of Disability Sample Survey 2001 <https://rcrdnepa.files.wordpress.com/2008/05/a-situation-analysis-of-disability-in-nepal-2001.pdf>

NORAD http://www.eenet.org.uk/resources/docs/Policy_review_for_NORAD.pdf

Prof Nora Groce, Dr Gayatri Kembhavi, Prof Shelia Wirz, Dr Raymond Lang, Dr Jean-Francois Trani, Dr Maria Kett Poverty and Disability A critical review of the literature in low and middle-income countries https://www.ucl.ac.uk/lc-ccr/centrepublishations/workingpapers/WP16_Poverty_and_Disability_review.pdf

Sharad Chandra Thakur , 2005 , Situational Analysis of Disability in Nepal <http://www.nepjol.info/index.php/TUJ/article/view/3742/3208>

Suraj Bahadur Thapa • Edvard Hauff , 2012 , Perceived needs, self-reported health and disability among displaced persons during an armed conflict in Nepal Soc Psychiatry Psychiatr Epidemiol (2012) 47:589–59 DOI 10.1007/s00127-011-0359-7 <http://link.springer.com/article/10.1007%2Fs00127-011-0359-7>

UNICEF , 2003 , EXAMPLES OF INCLUSIVE EDUCATION NEPAL <http://www.unicef.org/rosa/InclusiveNep.pdf>

Disability statistics in Nepal <https://rcrdnepa.files.wordpress..>

Dhungana, B. M. (2006). The lives of disabled women in Nepal: vulnerability without support. *Disability & Society*, 21(2), 133-146.

Shrestha, S., Shrestha, N. K., & Deepak, S. (2009). A community assessment of poverty and disability among specific rural population groups in Nepal. *Asia Pacific Disability Rehabilitation Journal*, 20(1), 83-98