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EATHEN

Equitable access to higher education for
students with disabilities and students from
marginalised groups in Nepal



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Date:

Nepal Open University
Faculty of Social Sciences and Education
EATHEN Project
2021 February

A Report
on
The Baseline Survey of the Students with Disabilities (SwD) and Students
from Marginalized Groups (SfMGs) studying in the Higher Education
Institutions of the Far West Province of Nepal

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Introduction and Background

This report has been prepared on the basis of the field visit to the Far Western Part of Nepal. On behalf of the EATHEN Project, a team of 4 researchers from Nepal Open University visited nine districts viz. Kanchanpur, Kailali, Dadeldhura, Baitadi, Bajhang, Darchula, Bajura, Achham, and Doti. All the districts are the remote parts of the country. The districts are not remote only in terms of the physical distance but also in terms of other development and the availability of the facilities. The team worked from 12/01/2021 to 21/01/2021. During the days, the team made the visit to the different colleges/campuses and collected the necessary information. The campuses visited were the ones with the highest number of students and the most popular ones not only in the Far West but also across the country. The visited districts are here in this map where the names in the smaller fonts represent the respective headquarters.

Political Map of the Far-West Province





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(Image from: <https://www.newbusinessage.com/Articles/view/5112>)

Visit Sites

The researcher team visited to 13 campuses from the districts mentioned above. The campuses included ones located not only at the centre but also the remote areas of the remote districts. The list of those campuses is presented below:

S. No.	Name of the Campus visited	District	Total No. of Participants
1.	Dadeldhura Multiple Campus	Dadeldhura	16
2.	Purchaundi Multiple Campus	Baitadi	22
3.	Jaya Prithivi Campus	Bajhang	5
4.	Darchula Multiple Campus	Darchula	20
5.	Bajura Multiple Campus	Bajura	14
6.	Badimalika Multiple Campus	Bajura	15
7.	Achham Multiple Campus	Achham	27
8.	Janata Multiple Campus	Achham	7
9.	Tripura Sundari Campus	Achham	3
10.	Doti Multiple Campus	Doti	28
11.	Kailali Multiple Campus	Kailali	41
12.	Ghodaghodi Multiple Campus	Kailali	15
13.	Janajyoti Multiple Campus	Kanchanpur	3



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Total	216
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Data Collection Tools and Methods

For the collection of the data from the participants, the team had designed interview guidelines for students with disabilities (SwDs), students from marginalized groups (SfMGs) and Head of Institutions/Teachers. These tools are attached in the appendix of this report. However, to collect a good handful of the data, other tools like audio-video records, diaries and informal talks were also adopted in the field considering the situation and other cases with the participants. This was also done considering the linguistic variations and other difficulties caused by geographical distances, educational status, etc. Therefore, the team also met some of the participants visiting their home. And, some were also invited to the tea shops.

The Preliminary Data

Using the interview guideline prepared beforehand, the students were asked of how they were supported by the institutions and other concerned agencies and stakeholders like: government, NGOs, INGOs, social reformers and other individuals. The information obtained from them is mentioned in brief in terms of the following sections. Considering the ethical issues, the participants have been given the pseudo names.

Supports Received by the Students

One of the major concerns of the interview taken with the participants was to know of the supports the disabled and marginalized students had got/were getting. In most of the places, as they have mentioned; they have not received any support from the agencies and institutions that they are supposed to do. Most of them were found continuing their study with little support provided by their family and the campus. In some cases, they even were not supported by their own family members. Few of them were doing some part-time jobs to continue their study. Here is an excerpt from one of the participants to expose of the conditions that they were found to be in:



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Dadeldhura Multiple Campus, Dadeldhura

Juthe (a visually impaired Dalit boy)

...I have not got any supports from anybody. The economic condition of family is so poor 'Hajur' (Dear Master/Mistress). My father goes to India to manage for our bread and butter. It is too difficult for me to walk as I still have not received any sticks from anywhere and anybody 'Hajur'. There is no government. I would continue my study if I get supports 'Hajur'. Convey my message to the people at center if anybody can help...

He sings a pathetic song lamenting up on the birth (trans.)

*Dear lord why did you give me this birth?
Why didn't you kill me at the time of birth?
Why did you give me this life?
It would have been better if I were not alive...*

Challenges and Problems Faced by the Students

Another question asked to the participants (the students in this case) was about the challenges and the problems that they were facing. In all the places, from where the data were gathered; the similar kinds of challenges have been found. Their major challenges and difficulties are listed here:

- Financial challenges (as mentioned by almost all of them)
- Social and attitudinal problems (societies not making good support and other people having negative attitudes on them- though it has reduced to some extent in comparison to the past as mentioned by them)

Here is a piece of interview from one of the participants to justify it:

Janata Multiple Campus, Achham

Jumri (a marginalized girl)

...There is less discrimination in the campuses but more in the villages. There is mainly the economic problem. Another problem with the girls like us is due to the early marriage. They have to go with their husband and do everything. The study thereby could not be continued. This is one of the reasons why our people could not represent the health sectors...

- No scholarships
- Transportation difficulties
- Challenges due to the low political access (No politics: No job)
- Vindication of the rights: Others utilizing the facilities in the name of disabled and the marginalized ones



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- Unavailability of Braille book, wheelchair and the stick
- Challenges due to early marriage
- Chhaupadi (Untouchability) conventions (misbeliefs/superstitions on menstruation that the girls should not touch others and food/water during the period)

Below is another excerpt of an interview to show the challenges faced by them:

Badimalika Multiple Campus, Bajura
Jhupa Kumari (A Brahmin girl from remote village)

...Bajura is the remotest district. There are many difficulties here for girls. One is early marriage- they have to give birth to many babies. If they give birth only to the daughters, the husband marries to another girl. We should not go to campus during menstruation. We have to stay at home, even separate place, not to touch anything...

- Heavy drinking habits of the caretakers/guardians
- Misuse of the supports provided by NGOs and INGOs (Dalits and disabled are supported only in the documents)
- Isolation from peers
- No/little family support (e.g at Achham, one of the participants said, “My father has not met me for 14 years”)

In course of the data collection, here is one more voice that we heard from one of them:

Ghodaghodi Multiple Campus, Kailali
A written excerpt of Abhagi (a boy with speech defects)

...They do not like me. I am deceiving and troubling my family and community both. The people say ‘What does this dumb do?’. I am of no use to them. They hate me. Many times, they have expelled me from home...

- Are mocked at/made fun of
- Gender discrimination
- No toilets
- Social discrimination/isolation

The excerpt hereby exposes how the marginalized people have been treated in the society:



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Achham, Achham Multiple Campus

Thaggo (a marginalized boy)

... If you want to listen, listen me. Once, one of the friends of mine did not get the room at Dhangadhi because she was a B. K (a Dalit surname). It was for 5 days that he slept onto the road. He was from a different cast like us. Fortunately, he got a room later as he changed his surname saying that he was a 'Shrestha'. He had to tell a lie...

Expectations of the Students

The participants in all the places were also asked of the expectations that they have had from the supporting agencies. When the EATHEN team reached there and asked them to join for the discussions and interview; they looked very happy and excited because they thought the team was there for some support. Therefore, they eagerly shared all the information and the expectations they have. Their expectations have been summed up in terms of the following points:

- Expectation of the textbooks and other study materials
- Opportunities for equal access (e.g. demand for the abolition misbeliefs and the attitudes)
- Awareness raising programs
- Scholarship managements
- Disabled friendly teachers and classes
- Establishment of libraries (e-labs)
- Online classes (to reduce the transportation challenges)
- Long-term and direct supports (supports through third party do not reach to them)
- Document loan
- Additional time management for disabled (esp. in the exams)
- Free education and textbooks from the university
- Management of separate teacher
- Skill learning for living/survival
- Special training
- Disability friendly curriculum

Regarding the expectations, the researcher team asked to one of the participants who was a Dalit (who are taken to be lower class people) girl. Here is what she said:



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Purchaundi Multiple Campus, Baitadi

Nepali (a Dalit disabled girl)

...I am married now. I am the daughter of a Dalit. In comparison to the past, the people have changed. However, they have not positive attitude towards us. I also have problem in my leg. It is now being difficult for me to continue my study. If I get some support of money or scholarship, I think I can go ahead. I have to walk a long distance to come to Campus...

Teachers' Observations and Experiences with the Students

During the visit, in order to triangulate the reports made by the students, the research team also asked their teachers about the conditions of the disabled and marginalized students. They were also asked about the facilities available in the campuses. Looking at the information obtained through the interview, informal discussions and the questionnaire; the similar types of the problems, challenges and expectations have been mentioned, i.e. the ones reported by the students. Here is what one of the professors mentioned regarding what is needed for those students:

Kailali Multiple Campus, Kailali

Prof. X (working at the proposed center) wrote:

- *Learning resources including e-learning should be provisioned*
- *Disability friendly laboratory should be contracted*
- *Audio-video laboratory is to be established*
- *At least one resource/facilitation center is needed*
- *The MOLD (Ministry of Local Development) should make necessary budgeting provision*

The Data from the Interview with the Head/Teacher of Institution

In order to gather more data related to the students with disabilities and students from marginalized group in Nepal, a well-structured questionnaire was designed beforehand. This was for the head teachers of the institutions and the teachers of that institution. The questionnaire consisted of two sections with a five-point likert scale viz. teachers' attitude towards inclusive



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education, and structure and facilities at HEIs. The points used onto the likert scale were measured as presented follows:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

It further included some subjective questions for obtaining more details. That major aim of this tool was to see the status of such students from the perspectives of the head teaches and other teachers, and to explore the facilities available to such learners into those institutions. The detail of the data received from the participants is presented in the subsequent sections.

Teachers' Attitude Towards Inclusive Education

To explore the head teachers' and the concerned teachers' attitudes towards inclusive education, eight different statements were used. They were asked about the statements and rated by the researchers. The table below shows the summary of their responses:

Table 1: Summary of the Teacher Attitudes Toward Inclusive Education

No.	Items	Responses												Mean		
		Disagree						Undecided UD (3)	Agree							
		SD (1)		DA (2)		Total			A (4)		SA (5)		Total			
		N	%	N	%	N	%	N	%	N	%	N	%			
1.	Teachers provide special attention to the student with disability.	2	3.50	5	8.77	7	12.28	8	14.03	2	50.87	13	22.80	42	82.45	3.8



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2.	Teachers spend more time teaching students with severe disabilities in the class.	10	17.54	8	14.03	18	31.57	1	13.33	2	35.08	9	15.78	29	50.87	3.18
3.	Teachers can teach partially/fully blind student like other general students.	11	19.3	1	19.3	22	38.6	1	22.8	1	33.33	3	5.26	22	38.6	2.86
4.	There are sufficient supportive resources and professional teachers to support the students with disabilities in general HEIs.	4	7.02	1	33.33	23	40.35	1	19.3	1	22.8	10	17.54	23	40.35	3.07
5.	Teachers have necessary knowledge and skills to educate students with disabilities.	3	5.26	8	14.03	11	19.29	7	12.2	1	31.58	21	36.84	39	68.42	3.8
6.	Teachers feel comfortable working with students with disabilities and their parents.	3	5.26	8	14.03	11	19.3	2	37.0	2	38.6	4	7.02	26	45.61	3.28
7.	Teachers find difficulties to use different methods to teach students with disabilities	2	3.5	8	14.03	10	17.54	1	22.8	2	42.11	10	17.54	34	59.65	3.56
8.	Teachers avoid teaching emotionally disturbed students.	9	15.79	1	28.07	25	43.86	2	36.8	7	12.28	4	7.02	11	19.3	2.66

As stated earlier too, this section contained 8 different statements to measure the attitudes of the teachers towards inclusive education. Statement 1 was to know whether or not the head of the institution/teachers provided special attention to the student with disability. In response to it, 82.45% have agreed while 12.28%. have disagreed. This implies that the majority of head teachers/teachers of HEIs are positive in providing special attention to the students with disability. Among the participants, 14.03% could not say anything of it. From the mean 3.8, it



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can be concluded that the majority of respondents thought that it was necessary to provide special attention to the students with disabilities.

Similarly, statement 2 was to see whether or not the teachers spent more time in teaching the students with severe disabilities in the class. If we look at the responses, it has been agreed by 50.87% while disagreed by 31.57% whereas 13.33% of the respondents could not decide of it. This reflects that only 50% teachers spent more time teaching SwDs. From the mean 3.18, it can be stated that only half of the respondents thought that it was necessary to spend more time in teaching SwDs with severe disabilities.

The third statement was to rate whether the participants could teach partially/fully blind student like other general students. Observing the responses, it has been agreed as well as disagreed by the equal no. of participants, i.e. 38.6% for each. However, it has remained undecided by 22.8%. The mean 2.86 reflects that teachers did not believe up on the fact that partially/fully blind student could be taught like other general students. This result indicates the need of training as well as awareness programs towards inclusive education for teachers.

Statement 4 was to ask the participants regarding whether or not there were sufficient supportive resources and professional teachers to support the students with disabilities in general HEIs. This statement has been agreed by 40.35% of them. The equal no. of them has disagreed on it. However, 19.3% have been found undecided. The calculated mean, which is 3.07, shows that there were sufficient supportive resources and professional teachers to support the students with disabilities in general HEIs. However, looking at the responses of their students, this statement needs to be investigated again.

The fifth Statement inquired the participants whether or not the teachers had necessary knowledge and skills to educate students with disabilities. This statement has been agreed by a huge no. of participants, i.e. agreed by 68.92%. while it has been disagreed by 19.29%. The point 'undecided' has been rated by 12.28%. From the mean 3.8, it can be said that the teachers had necessary knowledge and skills for teaching SwDs.

Likewise, the sixth item was to know from the participants whether or not they felt comfortable in working with students with disabilities and their parents. Looking at the responses of them, 45.61% of them have disagreed on it while 19% have disagreed. Of all, 20% have not been sure



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of it and thereby have rated the point 'neutral'. The overall mean 3.28 indicates that they felt comfortable in working with the students with disabilities and their parents.

The seventh statement of this part of likert scale was to investigate if the teachers found difficulties to use different methods to teach students with disabilities. Their responses show that 59.65% have agreed but 17.54% have disagreed on it. However, 22.80% have remained neutral to the statement. The mean 3.56 concludes that the teachers found difficulties in using different methods while teaching the students with disabilities.

The last, i.e. the eighth item of this category explored if the teachers avoided teaching the emotionally disturbed students. Of all the participants, 19.30% have agreed it but 43.86% have disagreed while 36.84% have remained neutral. The mean calculated for this statement has yielded to 2.66 mean indicating that still many of the participants are in confusion regarding teaching the emotionally disturbed students as many of them have rated the point 'neutral'.

Structure and Facilities at HEIs

This section of the questionnaire contained 7 statements in the likert scale. They were intended at investigating the structure and facilities at HEIS in the concerned institutions. Like in the earlier case, there were five points in the scales to rate their agreements and disagreements. This category too was designed for the head teachers and the teachers of the institutions. The detail of the data obtained from them is presented herewith.

Table 2: Summary of the Teacher Responses on Structure and Facilities at HEIs

No.	Items	Responses														Mean
		Disagree						Undecided		Agree						
		SD (1)		DA (2)		Total		UD (3)		A (4)		SA (5)		Total		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1.	The needs of students with disabilities are	7	12.28	17	29.82	24	42.10	5	8.77	17	29.82	11	19.30	28	49.12	3.14



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	served in special, separate settings.															
2.	Teaching and learning materials are available for students with disabilities and they are accessible too	9	15.79	21	36.84	30	52.63	11	19.3	12	21.05	4	7.02	16	28.07	2.67
3.	Libraries and requisite texts are adequate to students with disability	7	12.29	23	40.35	30	52.63	7	12.28	15	26.31	5	8.77	20	35.08	2.79
4.	Disabilities friendly laboratory facilities are available in the HEIs.	10	17.54	20	35.08	30	52.63	5	8.77	14	24.56	8	14.03	22	38.6	2.82
5.	Disable and marginalized students get support from health services department at school/college/Institution.	5	8.77	14	24.56	19	33.3	9	15.79	19	33.3	10	17.6	29	50.9	3.26
6.	The HEIS creates conducive environment in order to support students with disabilities.	2	3.5	9	15.79	11	19.3	21	36.84	22	38.6	3	5.3	25	43.85	3.26
7.	There are special scholarship programs	0	0	4	7.01	4	7.01	4	7.01	18	31.6	31	54.4	49	85.9	4.6



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	for the students with disabilities by HEIs.																							
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

This section of likert scale had 7 different statements in order to find out the information related to structure and facilities at HEIs. The points in this scale are presented in the way they have been done earlier, i.e. the value of the points is to be interpreted in the same way. The first statement of this section was designed to find out if the head teacher/teachers served the needs of students with disabilities in special or separate settings. If we observe the response obtained from them, 49.12% have agreed to the statement while 42.10% have disagreed. However, 8.77% of them have shown the responses as neutral. The mean for the points is 3.14. This makes us conclude that majority of the people have positive responses on the statement that they served the needs of such learners in separate and special settings.

Statement 2 asked the participants whether or not the teaching and learning materials were available for students with disabilities and they were accessible too. Looking at the data, a big number, i.e. 52.63% has disagreed it. Only, 28.07% have agreed on it. However, 19.30% have remained neutral to the statement. Though the mean is calculated 2.67, indicated that still many people do not agree regarding the availability of the teaching and learning materials.

In the same vein, the third statement was to know if the libraries and requisite texts were adequate to students with disability. To this statement, 52.63% of the participants have disagreed which is a big number. Meanwhile, it has been agreed only by 35.08% of them. However, 12.28% of them have remained neutral. The mean calculated is 2.79. which indicate that the libraries and the requisite texts are not adequate to the students.

The fourth item of this section asked to the participants if the disability friendly laboratory facilities were available in the HEIs. Looking at the data, a big number, i.e. 52.63% has disagreed but 38.6% have agreed; while 8.77% have neutral responses. The mean is 2.82. Hence, we can state that the disability friendly laboratories are not available.

The fifth statement was to find out if the disabled and marginalized students got support from health services department at school/college/institution. If we look at the data, 33.30% of the participants have disagreed to the statement while 50.90% have agreed, which is a good number.



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However, 15.79% have remained neutral to the statement. The mean for this item is 3.26 which indicates that the disabled and marginalized students were getting support from health services department at school/college/institution though they were found not to be sufficient.

The second last, i.e. the sixth item of this scale investigated if the HEIS created the conducive environment in order to support students with disabilities. The data obtained shows 19.30% of disagreements, 43.83% of agreements and 36.84% of neutrality. A good percentage has shown the positive responses; however, a big number has remained neutral to the statement. So, this is difficult to conclude of the statement though the mean is 3.26. Meanwhile, it can be summed up that the HEIS were creating the conducive environment in order to support students with disabilities.

The last statement in the likert scale inquired to the participants if there were special scholarship programs for the students with disabilities provided by HEIs. In response to the statement, a small number, i.e. 7.01% has disagreed. The same number has shown the neutral responses. In contrast, a very large percentage, i.e. 85.90% has agreed to the statement. The mean calculated is 4.60 which yields to indicate that there were special scholarship programs for the students with disabilities provided by HEIs.

The Major Findings from the Head Teachers/Teachers

If we look at the teachers' attitudes towards the inclusive education; the key indications from the study suggest that the teachers and the concerned people have been spending a lot of the time for supporting and engaging the students with disabilities and those belonging to the marginalized groups. Though the teachers have been making the efforts to support such students, such supports and the facilities provided by the institutions are very rarely supportable. Despite the difficulties faced by teachers there have been a lot of supporting efforts from them though not sufficient. And, to some extent, there is also the availability of the materials from the concerned stakeholders, which however, is to too little extent.

Consequently, if we look at the teacher responses on structure and facilities at HEIs, students with disabilities have got the supports from health services department at school/college/Institution; but the services have never been well managed and sufficient. Similarly, the quantitative data from the teachers shows that the available facilities are not sufficient. In analyzing all the data, it can be said that there are few supports, facilities and other



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types of the helps managed for the students. However, they are very well managed in the policies and in the institutional acts but not in the reality. This is what we found triangulating the data.

The Students' Data

To obtain the total number of the students with disabilities and those belonging to marginalized groups, the heads and the teachers of the institutions were asked to report on the total numbers and others with special abilities. Though we received some information from the institutions, the detail could not be obtained as they also needed to talk to the district head quarters to receive the detail of such students. Hence, further investigation is required in this case.

Things to be Considered for the Improvement of Inclusive Education Environment

There are the similarities between the data provided by the head/teachers and students regarding what is to be done for the improvement of the inclusive education environment. Looking at the data obtained from the head/teachers too, the following the themes that they have mentioned for such improvement:

- Need for the financial support
- Need for more scholarships
- Need for the more equipment for the students with such difficulties
- Need for special libraries and laboratories for such students
- Need for special toilets
- Need for awareness and the special campaigns to the people of their community
- Specially trained teachers
- Co-operative friends and families
- Technological and online supports to such students

Conclusion



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Many disabled and marginalized students in the Far Western part of Nepal are compelled to drop out from the schools and campuses in the absence of the supports that they receive from the concerned and responsible stake holders. Listening the voices of such students, they have received the supports in the governmental and institutional/organizational documents. However, such supports have not reached there. They have been compelled to be dropouts for they could not get good supports from their own family members and societies. However, they still have the appetite to continue the study provided that they get the opportunities and supports. They look for basic financial, instrumental, counselling and other psychological supports. This could be possible only through the joint venture of all the concerned people. The supports that EATHEN is planning to provide them through centres obviously will be a great asset.



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Appendices

Appendix 1: Interview Guidelines for Students with Disabilities

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Interview Guidelines for Students with disabilities (Part-A)

2077/2021

Name of the student:

Institution:

Gender:

Age:

Studying at/in: Bachelor/Master/ MPhil

Faculty and Major Subjects:

Permanent Address:

Temporary Address:

Contact No.:

e-mail address:

1. In which caste/ethnicity do you belong to?

(i) Brahaman/Chhetri (ii) Indigenous people/ Janjati:

(ii) .(iii) Dalit (iv) Muslim (v) Other:.....



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2. Would you like to inform, what types of disabilities you have?

- (i) Physical disability
- (ii) Vision impairment
- (iii) Hearing impairment
- (iv) Deaf-Blind
- (v) Voice and Speech related disabilities
- (vi) Mental disabilities
- (vii) Multiple disabilities
- (viii) Others:.....

3. Have you ever got any support for your education from any Institutions/NGO/INGO or from individuals (Specify.....)? (i) Yes (ii) No (go to no 5)

4. If yes, what types of support did you get?

.....

5. How well did those support help you to improve your learning?

.....

.....

6. What difficulties challenges are you facing right now regarding your study?



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.....
.....

7. What do you expect from Support Centre? (Necessary to describe about Support Centre of EATHEN, access to higher education, academic achievement, improved performance)

.....
.....

8. In your experiences (If you have), how can the supportive programme of Institutions/NGO/INGO be sustained?

.....

9. (If SwDs left their study after SEE/: Secondary Education Examination and +12) Will you continue your study /higher education if you get any support like virtual online classes with require equipment (laptops, internet facility, Smartphones with several mobile apps) without leaving the comfort of your home?

10. If yes, what types of support you expect for further higher education via ODL?

For examples: (i) Content -related barriers should be avoided.

(iii) Teachers and administetor people of the Institution of higher education should be appropriately trained for handling students with disabilities?

(iv) Financial support: to afford the cost of hardware and software.



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Date:

- (v) Curriculum must be adjusted to address a range of disabilities.

Name of Researcher and Signature

Date:

.....





Ref. No.:

Date:

Appendix 2: Interview Guidelines for Students from Marginalized Groups

Equitable access to higher education for students with disabilities and students from marginalized group in Nepal

Interview Guidelines for Students from marginalized groups

2077/2021

Note: The profile of students from marginalized groups (SMGs) should have similar indicators like that of SwDs before the start of the interview from part A. However, be sure to tick them off as one of these groups:

Dalit, Indigenous Peoples, Freed bonded laborers, Sexual and Gender minorities, Kamalaris, Muslim and Religious minorities and Madhesis.

If they belong to groups other than the mentioned ones, please specify the group of the students being interviewed.

Continue with the numbers from Part A when you move to part B.

11. What type of support services have you received from any institutions/NGO/INGO/CBO or individual donors or from teachers?

Are these support services related to:

- a. Scholarship
- b. stationery
- c. uniforms
- d. day meal
- e. agro-support
- f. part time work
- g. others-specify



Ref. No.:

Date:

12. How have these support services helped improve your learning and continue your study in upper levels?

.....

.....

13. What kinds of challenges are you currently facing regarding your study?

Social.....

Economic.....

Materials.....

Relational.....

Teachers' treatment.....

Peer's treatment.....

Any other, specify.....

14. What is the degree of acceptance of your vulnerability by the HEI?

- a. To a great extent b.to a moderate extent. c. to a mild extent d. to a little extent e. no acceptance at all



Ref. No.:

Date:

15. If you have a Support Centre in your institution (HEI), how would you take benefit from it to improve your access to, and achievement in higher education

.....
.....

16. What more support do you expect from supportive institutions/NGO/INGO/CBOs to further your higher education?

.....

17. What do you suggest the HEI to improve its delivery of instruction/services?

.....

18. What measures will you suggest to sustain the supportive programme of institutions/NGO/INGO/CBOs in the long run?

.....
.....

19. If you are provided with a second chance to bring yourself back to the HEIs (for dropout students if contacted), what would be your expectations for the support?

Virtual online classes

Laptops,



Ref. No.:

Date:

Internet facility,

Smartphones with several educational apps

Remedial classes

Differentiated pedagogical service

Any other support, specify.....

.....

20. If you are given opportunity to further your higher education through open and distance

mode what would you want the HEI to do for you?

i. Front loading of the curriculum should be avoided.

ii. Training of teachers and administrators on marginalization should be provided

iii. Financial support should be arranged to meet the cost of hardware and software

iv. Technology friendly environment should be created

v. Curriculum adjustment process should be a regular feature of the HEI from the
perspective of marginalization.



Ref. No.:

Date:

Appendix 3: Interview Guidelines for Head of Institution/Teacher
Equitable Access to Higher Education for Students with Disabilities and Students from
Marginalized Group in Nepal

Interview Guidelines for Head of Institution/Teacher

2077/2021

Name of the Head of Institution/Teacher:

Institution:

Qualification:

Status of Teacher: with disability/without disability

Permanent Address:

Temporary Address:

Contact No.:

Please give a number that corresponds to the following five levels Likert scale for each statement:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5



Ref. No.:

Date:

Teachers' Attitude towards Inclusive Education

1. Teachers provide special attention to the student with disability. ()
2. Teachers spend more time teaching students with severe disabilities in the class. ()
3. Teachers can teach partially/fully blind student like other general students. ()
4. There are sufficient supportive resources and professional teachers to support the students with disabilities in general HEIs. ()
5. Teachers have necessary knowledge and skills to educate students with disabilities. ()
6. Teachers feel comfortable working with students with disabilities and their parents. ()
7. Teachers find difficulties to use different methods to teach students with disabilities. ()
8. Teachers avoid teaching emotionally disturbed students. ()

1.2 Structure and facilities at HEIs



Ref. No.:

Date:

2. The needs of students with disabilities are served in special, separate settings. ()
3. Teaching and learning materials are available for students with disabilities and they are accessible too. ()
4. Libraries and requisite texts are adequate to students with disability ()
5. Disabilities friendly laboratory facilities are available in the HEIs. ()
6. Disable and marginalized students get support from health services department at school/college/Institution. ()
7. The HEIS creates conducive environment in order to support students with disabilities. ()
8. There are special scholarship programs for the students with disabilities by HEIs. ()

1. Students' Data

How many students with disabilities (SwDs) are studying in your Institution? Could you provide the comprehensive data about SwDs?

.....

2. Would you mention on the basis of your own experiences things to consider for improvement of inclusive education environment ?

(a) SwDs

(i)

(ii)

(iii)

(b) SMGs

(i).....

(ii).....



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Equitable access to higher education for
students with disabilities and students from
marginalised groups in Nepal



Ref. No.:

Date:

(ii).....

Name of Researcher and Signature

Date:

.....
