



## RESEARCH REPORT ON

RELEVANT AND FEASIBLE EMPLOYMENT OPPORTUNITIES FOR  
PERSONS WITH INTELLECTUAL DISABILITIES IN NEPAL

Parent Federation of Persons with  
Intellectual Disabilities- Nepal



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# Research on Relevant and Feasible Employment Opportunities for Persons with Intellectual Disabilities

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# महिला, बालबालिका तथा ज्येष्ठ नागरिक मन्त्रालय

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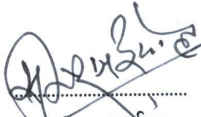
## शुभकामना सन्देश

नेपालका समग्र बौद्धिक अपाङ्गता नागरिकहरूको हक अधिकारका लागि छाता संगठनको रूपमा कार्य गर्दै आएको बौद्धिक अपाङ्गताका अभिभावक महासंघ नेपालले बौद्धिक अपाङ्गता भएका व्यक्तिहरूका लागि सान्दर्भिक र सम्भावित रोजगारीका अवसरहरू पहिचान गर्न “Relevant and Feasible Employment Opportunities for Persons with Intellectual Disabilities” नामक अध्ययन प्रतिवेदन प्रकाशन गर्न लागेकोमा मलाई धेरै खुशी लागेको छ । बौद्धिक अपाङ्गता भएका व्यक्तिहरूको हक अधिकार संरक्षण र सम्बर्धनका साथै यस क्षेत्रको विकास र विस्तारका लागि महासंघले अध्ययन प्रतिवेदन प्रकाशन गर्न लागेकोमा हार्दिक धन्यवाद ज्ञापन गर्दछु ।

यस प्रतिवेदनले बौद्धिक अपाङ्गता भएका नागरिकका लागि आवश्यक विभिन्न आर्थिक सशक्तीकरणका क्षेत्र पहिचान गर्नुको साथै सान्दर्भिक र सम्भावित रोजगारीका अवसरहरू पहिचान गर्न सहयोग पुऱ्याउने आशा छ । नेपालको संविधानले प्रत्याभूत गरेको समानुपातिक समावेशी सिद्धान्तलाई अङ्गीकार गर्दै बौद्धिक अपाङ्गता भएका नागरिकहरूलाई समेत विकासको मूल प्रवाहमा ल्याउनका लागि मन्त्रालयले बौद्धिक अपाङ्गताका अभिभावक महासंघ नेपालसँगको सहकार्यमा विविध कार्यक्रमहरू गर्दै आएको छ । बौद्धिक अपाङ्गता भएका व्यक्तिको हेरचाहसम्बन्धी तालिम, अभिभावक अभिमुखीकरण कार्यक्रम र बौद्धिक अपाङ्गता भएका व्यक्तिको सञ्चार एवम् सूचनामा पहुँच पुऱ्याउनको लागि सरल तथा सचित्र ठूला आकारका (Easy to Read) भाषा सम्पादनको निर्माणजस्ता कार्यक्रममार्फत् बौद्धिक अपाङ्गता भएका नागरिकहरूले मर्यादित एवं आत्मसम्मानपूर्वक जीवनयापन गर्न पाउने विषयमा मन्त्रालय सदैव संवेदनशील रहेको छ ।

यो प्रतिवेदन बौद्धिक अपाङ्गता भएका नेपाली नागरिकका लागि कोशेढुङ्गा सावित हुनुका साथै नेपाल सरकारलगायत सबै सरोकारवाला व्यक्ति र संघसंस्थाहरूको लागि उपयोगी हुने विश्वास लिएको छु । यसरी अपाङ्गता भएका व्यक्ति एवं संघसंस्थाहरूसँग सम्बन्धित विषयमा प्रत्यक्ष सरोकार राखी कार्य गर्दै आएकोमा बौद्धिक अपाङ्गताका अभिभावक महासंघ नेपाललाई हार्दिक बधाई एवम् शुभकामना व्यक्त गर्दछु ।

मिति : २०८०/०३/२०

  
सुम्नराज अर्याल

सचिव

सचिव

महिला, बालबालिका तथा ज्येष्ठ नागरिक मन्त्रालय

## Forewords

Enrollment of persons with IDs in employment plays crucial role for growth in life. Employment is a cornerstone of human dignity. For persons with intellectual disabilities, securing meaningful employment is often a transformative journey, one that goes far beyond a mere money associated. Employment empowers individuals, fosters self-esteem, and provides a sense of purpose. It is a gateway to social interaction, personal growth, and independence. When persons with intellectual disabilities are given the opportunity to work, they can showcase their unique talents, skills, and abilities, enriching the workforce with their diversity.

Parents Federations of Persons with Intellectual Disabilities- Nepal is working for the persons with intellectual disabilities and their parents. The major target is to achieve a equitable society where persons with intellectual disabilities can participate and experience the independence. It's true that many individuals with intellectual disabilities may rely on their parents or other caregivers for support throughout their lives.. As a result, parents of individuals with intellectual disabilities often have legitimate concerns about the well-being of their children after their own passing.

To address these concerns, PFPID-Nepal often engage in long-term planning to ensure that their persons with intellectual disabilities will continue to receive appropriate care and support. The employment is key to that planning. In many developed nations, there has been a growing awareness of the importance of inclusivity and diversity in the workplace, leading to increased opportunities for people with disabilities. But in the context of Nepal, the possibilities are not yet explored. The PFPID-Nepal with the support of Lev inclusion Denmark as a part of “Blossom Project” has started to explore the possibilities of employing persons with intellectual disabilities in Nepalese market.

This research in very contextual and important for all of us. The finding of this research will act as a pathway to work in the limitations created in the market in employing the persons with intellectual disabilities. It's essential that this research is followed by actionable steps to address the identified challenges and promote greater employment opportunities for individuals with intellectual disabilities in Nepal. Collaborative efforts involving government agencies, non-profit organizations, advocacy groups, and the private sector can be instrumental in creating a more inclusive work environment.

Raju Basnet

President, PFPID-Nepal

## Best Wishes

Many people with intellectual disabilities want to be a part of the ordinary labor market. Being a part of the labor market does not only ensure financial independence but builds self-esteem, contributes to empowerment and professional growth, and enables a person to cope in their everyday life. But in Nepal only very few persons with intellectual disabilities have the opportunity to get employment. It is very nice to experience that PFPID wants to change this.

With this study, PFPID has taken the first steps on the road that leads to employment for persons with intellectual disabilities. The report rightly concludes that the integration of persons with disabilities in the labor force will need a combined effort of several stakeholders. The study helps us to understand the perspectives of some of these stakeholders. It provides us with an understanding of the perspectives of persons with intellectual disabilities, how their parents/carers relate to the issue of employment, the opinion of potential employers and it presents the experience that some employers already have. Many companies have tasks that are well-suited to be carried out by persons with intellectual disabilities. This study has many good examples of jobs that people with intellectual disabilities can master. I hope it will be read by and inspire many stakeholders.

The study has been carried out as a part of the project “Blossom – more, better, greater” financed by the Danida funded Disability Fund. As the grant holder of the project fund, Lev has with great interest supported PFPID in the development and implementation of the project. We are looking forward to the continued collaboration on the efforts to improve the life of persons with intellectual disabilities and their families in Nepal. Knowing how important employment is for the persons that have the ability and interest to enter into the work force, it is with great interest that we will follow the work of PFPID in this field. I do believe that this study will be an important steppingstone in the effort to improve the employment situation for persons with intellectual disabilities.

Thank you!



---

Pernille Tind Simmons  
Head of International Program  
Lev - Inclusion Denmark

## Acknowledgment

We would like to express our sincere gratitude to all those who have supported and contributed to the successful completion of our research, entitled “Relevant and Feasible Employment Opportunities for PWIDs in Nepal”. This research has been a significant undertaking, and we would like to acknowledge the following individuals and institutions for their invaluable assistance:

We extend our heartfelt thanks to Miss Pragati Khadka for working on this research as a researcher. Similarly, Mr. Manish Prasai for his unwavering guidance, mentorship, and expertise throughout this research journey. His insights and feedback have been instrumental in shaping the direction of this study.

We are also grateful for the financial support provided by LEV Inclusion Denmark which enabled the execution of this research. Their generous grant made it possible to acquire essential resources and carry out fieldwork.

We would like to thank all the individuals who participated in interviews and surveys for this research. The willingness to share their insights and experiences was crucial in generating valuable data.

Our genuine appreciation also goes to Dr. Birendra Raj Pokharel and Dr. Sobhakar Aryal who provided us with the peer review. Those insights enriched the research and contributed to its overall quality.

This research project has been a rewarding and enlightening experience, and the contributions of the individuals and organizations mentioned above have been essential to its success. We deeply appreciate and acknowledge their involvement in this endeavor. This research is an asset of PFPID-Nepal and the findings derived from this research is a learnings we can all share.

However, any deficiency remains our own.

Thank You

Parents Federation of Persons with Intellectual Disabilities-Nepal

## List of Abbreviation

|        |  |
|--------|--|
| AAIDD  | American Association on Intellectual and Developmental Disabilities  |
| ADHD   | Attention Deficit Hyperactivity Disorder                             |
| APA    | American Psychiatric Association                                     |
| CRPD   | Convention on the Rights of Persons with Disabilities                |
| CSA    | Civil Service Act  |
| DSM-5  | Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition  |
| EU     | European Union   |
| FGD    | Focus Group Discussion   |
| GoN    | Government of Nepal  |
| GO's   | Governmental Organization  |
| HDR    | Human Development Reports  |
| HID    | History of Intellectual Disability                                   |
| IDs    | Intellectual Disabilities  |
| ILO    | International Labor Organization                                     |
| INGOs  | International Non-Governmental Organization                          |
| IQ     | Intelligence Quotient  |
| LMICs  | Low- or Middle-Income Country  |
| NDA    | National Disability Authority  |
| NGOs   | Non- Governmental Organization                                       |
| OPDs   | Organization of Person with Disabilities                             |
| PFPID  | Parent Federation of Persons with Intellectual Disabilities-Nepal    |
| PWDs   | Persons With Disabilities  |
| TOR    | Term of References   |
| SCLD   | Scottish Commission for Learning Disability                          |
| SEZ    | Social Economic Zone   |
| UNCRPD | United Nations Convention on the Rights of Persons with Disabilities |
| UNDP   | United Nations Development Program                                   |



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## Executive Summary

This research entitled “Relevant and Feasible Employment Opportunities for Persons with IDs” is an exploration of the relevancy and feasibility of employment opportunities for persons with IDs in Nepal. Financial well-being or income stands as one of the important requirements of life to fulfill basic needs. It also supports independence, new opportunities, dignity, freedom, self-determination, self-sustainability, and self-reliability. This study is conducted to explore the situation of persons with IDs in accessing employment in the context of Nepal and if they can exercise their right to employment as provided by the Constitution of Nepal, SDG 8, and Article 27 of UNCRPD. This research has mainly explored the feasible and relevant employment opportunities for persons with intellectual disabilities in Nepal.

This research applied a mixed method approach (i.e., qualitative and quantitative). The opinions of Persons with IDs, parents of persons with IDs, potential job providers, and existing job providers employing Persons with IDs were taken as a sample by using a structured questionnaire as a tool for data collection. The research covered 6 districts (i.e., Kathmandu, Biratnagar, Chitwan, Pokhara, Dhangadi, and Simara) as sample areas. Data was collected from 4 different groups of stakeholders (i.e., Persons with IDs, parents of persons with IDs, potential job providers, and already job providers employing Persons with IDs), analyzed, and triangulated for concluding the findings.

The research identified that persons with IDs in Nepal currently are not formally engaged in the labor market. The research found that besides some exceptions, there is no evidence of employing persons with intellectual disabilities formally. The persons with ID are willing to join employment and they know that by doing the job they can earn money. However, they do not have clarity on which jobs will be feasible and relevant to them. They even don't know how they would get the job. The study also shows that, although parents mainly are supportive, several parents are hesitant to engage their children in employment and are very much concerned regarding the safety and security of their children. In some cases, the parents are not convinced about the capacity of their children with intellectual disabilities however they have a dream to see their sons and daughters working, earning, and being independent as others do. The employed Persons with IDs and the impact that will hold in their lives is a huge achievement for the parents.

In regards to the existing employers, who have a certain level of experience in employing persons with intellectual disabilities believe that Persons with IDs if provided with proper training, skills, and reasonable accommodation can join the marketplace and earn their livings. At the same time, they highlighted some challenges to handling persons with IDs in some specific situations but they illustrated the potential of Persons with IDs in terms of precision, punctuality, sincerity, and discipline.

This research has collected opinions about the relevant jobs and works collected from different sources and comparing the data between one source and other most repetitive jobs suggested are packaging and repackaging, some related work of quality control,

housekeeping, labeling, arranging goods (books, clothes, groceries), cleaning (dishes, mopping, tables), kitchen helper, waiter, gardening, security guard, painting, drawing, MO: MO making and data entry. Because the nature of these types of job are simple and repetitive it is comfortable for them and easy to understand as well.

This research has also drawn some recommendation to major key stakeholders such as parents of IDs, government bodies, non-governmental organization, and job providers that plays a vital role in the employment of persons with IDs. The major recommendation to parents is to believe in the capacity of their children and encourage them to learn new things. They should be supportive rather than leading them and respect their opinions to promote self-determination. Parents should also teach basic skills that help them socialize with the outside world and increase independence. Parents should teach and engage them in household work with regular supervision and encouragement. A major recommendation to parents is adopting child-rearing practices that include self-determination, individualization, and self-sufficiency for developing confidence, and self-esteem in the child, and supportive decision-making capacity of the child.

Similarly, job providers should enhance their knowledge about existing issues related to intellectual disability, the overall concept of disability, barriers and challenges, and legal provisions. The employer should consult with disability rights activists, experts, and parents to make the workplace accessible and friendly for persons with IDs. Job provider is recommended to orient their staff about the diversity of workforces, and teach them on how to support persons with intellectual disabilities in work as a team member. Job providers should understand the unique requirements Persons with IDs have and should support them in fulfilling them with required reasonable accommodations. Job providers are recommended to create a safe and non-hazardous environment where Persons with IDs can work. The instruction and materials in the workplace should be in easy-to-read and easy-to-understand format.

The programs and activities of NGOs or organizations of persons with disabilities (OPDs) should include the employment issues of persons with intellectual disabilities in their advocacy, skill development program, and social awareness with priority. The NGOs and INGOs can support to establishment of a good practice of skill development, making accessible workplaces, or placing persons with ID in appropriate jobs. Such good practices can be replicated in the future in other places. The NGOs and OPDs should do collective advocacy with the government to bring a dedicated program and scheme for the employment of persons with ID. They should conduct sensitization and awareness programs to increase the right and authentic knowledge about intellectual disabilities and persons with intellectual disabilities.

The local government should launch some special programs and schemes to place persons with ID in jobs, providing them with job-related training and increasing socialization skills. The public space, transportation service, information, and communication system should be accessible to all including persons with intellectual disabilities. Easy-to-read

format should be promoted in job and training-related information and communication. Skill-based education should be promoted at school. The local government should invest in skill-based education at school and persons with intellectual disabilities should be engaged in such education. The schools should teach socialization skills to persons with intellectual disabilities. The government can recognize and provide rewards and subsidies to companies that employ Persons with IDs. The subsidies should be attached to corporate social responsibilities companies are labelled. For example, a certain percentage of waves in taxes or perks of employing Persons with IDs.

The research also concluded that creating job access for persons with IDs in market activities is not that easy. This can be achieved through a continued effort where the employers, parents, disability rights stakeholders, NGOs, and the local government should contribute jointly in different aspects such as skill development, motivation, safety, and creating a disability-friendly working place.

## Structure of the Report

This report is divided into Cover pages, 5 chapters, and Annexes. This research follows the below structure:

**Cover pages:** Cover pages includes the cover paper, a list of tables, a list of acronyms and abbreviation that are used in the report, and the table of content for the convenience of readers.

**Chapter 1:** It includes an introduction about the research topic and its variables. It explains the major problem the unemployment of Persons with IDs is causing and the factors that might be blamed for it. It includes the importance of the study and the contributions it can make. The objectives of the research and the answers the researcher wants to seek are mentioned in this chapter.

**Chapter 2:** Chapter 2 is the literature review in this report. It includes the secondary data analysis. It studies the already published books, articles, newsprints and test, and journals about employment and intellectual disabilities. It includes the national and international policies regarding PWDs and the declaration and ratifications done by the Nepal government.

**Chapter 3:** This chapter consists of the methodology of research. This includes the type of research design and nature of the research. Further, it is mentioned in this chapter about the sample size, sample area, and sampling method. Additionally, the data collection method, and data analysis method are also mentioned in this chapter. It also includes the operational definition of the keywords to clarify for readers.

**Chapter 4:** The data presentation and analysis are included in this chapter. The data that was collected using the data collection tools are analyzed and presented in this chapter. This chapter includes the findings of the research without any manipulations.

**Chapter 5:** It includes the conclusion and recommendations. Conclusions are derived from the analysis of chapter 2 and chapter 4. Similarly, recommendations are made based on logical framing of the findings of the research.

**Annexes:** This portion of the research includes the questionnaire that has been used for data collection. Similarly, the terms of Reference (TOR) for the consultant and the research committee formed for research are listed in annexes for the authenticity of this research.



## Introduction

### 1.1 Background

Intellectual disability prevails in about 1% of the population, and of those about 85% have mild intellectual disability. Males are more likely than females to be diagnosed with Intellectual disability (American Psychiatric Association, 2013).

The Government of Nepal in the Act Relating to Rights of Persons with Disabilities, 2074 (2017) has also recognized intellectual disabilities as one of the officially classified disabilities. There are 10 categorizations of disability according to the government of Nepal and they are:

- Physical Disabilities
- Disability related to vision
- Disability related to hearing
- Deaf-Blind
- Disability related to voice and speech
- Mental or psycho-social disability
- Intellectual Disabilities
- Disability associated with hemophilia
- Disability associated with autism
- Multiple disability

Among people with disabilities, people with intellectual disabilities are among the most marginalized and have the lowest rate of participation in every sector compared to other impairment groups (Khayatzadeh-Mahani et al., 2020). The constitution of Nepal 2072 has included the rights of persons with disabilities. Similarly, the introduction of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) affirmed the rights of all people with disabilities. However, disability-inclusive often excludes the specific barriers that people with intellectual disabilities, which can result in policies and programs that are unresponsive to the unique needs of different impairment groups.

### 1.2 Intellectual Disabilities

Intellectual disability is a term used when there are limitations to a person's ability to learn at an expected level and function in daily life. Intellectual disability includes the limitation in the cognitive functions of a person. It is a deficit in general mental processes, including *problem-solving, reasoning, planning, judgment, abstract thinking, academic learning, and acquiring new information*. The individual might have difficulty planning future tasks, judging appropriate social behaviour, or learning a new skill.

Intellectual disability is characterized by significant limitations including limitations in both intellectual functioning and also a limitation in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills. The functioning of Persons with IDs is different in terms of their understanding level than the general population. The practical

adaptive skills that human uses to adapt to society (i.e., interaction with family or society, daily routines, tasks dedicated to development like education and its systems, career path, or employment for livelihood) has some limitation in the case of Persons with IDs. Their understanding level is not as a general population due to differences in chronological age and mental age. This disability originates before age eighteen. (American Association on Intellectual and Developmental Disabilities, 2002)

Intellectual disability involves problems with general abilities that affect functioning in two areas:

- Intellectual functioning (such as learning, problem-solving, and judgment).
- Adaptive functioning (activities of daily life such as communication and independent living).

Additionally, the intellectual and adaptive deficit began early in the developmental period. Intellectual functioning is measured with individually administered and psychometrically valid, comprehensive, culturally appropriate, and psychometrically sound tests of intelligence. While a specific full-scale IQ test score is no longer required for diagnosis, standardized testing is used as part of diagnosing the condition. A full-scale IQ score of around 70 to 75 indicates a significant limitation in intellectual functioning. However, the IQ score must be interpreted in the context of the person's difficulties in general mental abilities. Moreover, scores on subtests can vary considerably so the full-scale IQ score may not accurately reflect overall intellectual functioning. Therefore, clinical judgment is needed in interpreting the results of IQ tests (APA, 2013).

Several ways have been developed to classify children with intellectual disability. The government of Nepal also works with these four categories of Intellectual Disabilities and provides four different cards based on the severity of disabilities a person has. As per the 'Procedure for Distribution of Identification Card to Persons with Disabilities-2018', a person with complete disability ('A' category), severe disability ('B' category), moderate disability ('C' category) and mild disability ('D' category) will be provided with red, blue, yellow and white cards respectively. The Act relating to persons with disabilities in Nepal, 2074 has provided the basis of classification of disabilities based on severity of disability: Mild, Moderate, Severe, and Profound.

The Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-5) classifies Intellectual Disabilities into four categories: Mild, Moderate, Severe, and Profound.

- **Mild**

The person whose IQ scores range from 50-70 is categorized in the mild category. They can carry out their daily activities, normal work, and self-care tasks with moderate supervision. They can acquire the necessary skills in childhood like speaking, and daily routines, and can live appropriately in regular livelihood with little supervision. However, the Nepal government has not mentioned any criteria for IQ scores in the definition and classification of disability. In Nepal, persons having mild intellectual disabilities are qualified to receive a white colour disability ID card.

- **Moderate**

The person whose IQ scores range from 35-55 falls under this category. They can acquire the daily routine and self-care with moderate supervision. The government of Nepal has the provision of providing yellow disability ID cards to this category.

- **Severe**

Severe categorization includes the person with intellectual disabilities having little understanding of written language and numerical concepts (e.g., time and money). The person whose IQ scores range from 20-35 falls under this category. Carers need to provide extensive support to perform daily activities, for problem-solving throughout the person's life. Learning new skills always involves long-term teaching and ongoing support. Some individuals at this level might show behaviours that are difficult to handle. According to the policy of the Nepal government persons with severe intellectual disabilities are eligible to receive a blue colour disability ID card from the local government.

- **Profound**

A person with a profound intellectual disability has very limited conceptual skills and is not able to deal with concrete objects. Persons whose IQ is 19 or below fall under this categorization. There is a high likelihood of additional motor or sensory impairments, which make learning very difficult. Also, the individual struggles with social functioning as well while communicating or providing appropriate gestures. A person with a profound disability may understand some simple instructions or gestures and express his or her desires and emotions largely through non-verbal, non-symbolic communication. The individual is dependent on others for all aspects of daily physical care, health, and safety. The daily activities of persons with such a disability category are fully dependent on the caretakers.

The National classification further classifies disability based on functional limitation and provides a classified disability Identity Card, red for profound disability, blue for severe disability, yellow for moderated disability, and white for mild disability. However, the disability Identity Card distribution procedure has not fully incorporated all aspects of intellectual disabilities so the disability rights activists are not satisfied with the current definition and classification. There is constant advocacy done by OPD and related stakeholders for the proper classification and policies for persons with intellectual disabilities and persons with disabilities. The indicators to measure the severity are not clear enough and measurable resulting in problems in providing disability ID cards. For instance, the measurement of intelligence quotient (IQ) is only available in the capital city which is not accessible to the major other population of persons with IDs which makes the above categorization of disability difficult.

### **1.3 Intellectual Disability and Employment**

Employment is one of the major activities for the economic well-being, progress, and development of human beings and a person with an intellectual disability is not exceptional. The Convention on the Rights of Persons with Disabilities (CRPD) has been ratified by Nepal. Ratification on the CRPD implies that states accept their legal obligation under the

Convention enact the necessary legislations and take all possible action to ensure the rights enshrined in the convention. The CRPD explicitly addresses the rights to employment in Article 27 which states that state parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. The convention further says to safeguard and promote the realization of the right to work, including for those who acquire a disability during employment, by taking appropriate steps, including through legislation. (CRPD – Article 27)

The constitution of Nepal 2015 ensures that “the socially backward women, Dalit, indigenous people, indigenous nationalities, Madhesi, Tharu, minorities, persons with disabilities, marginalized communities, Muslims, backward classes, gender and sexual minorities, youths, farmers, laborers, oppressed or citizens of backward regions and indigent Khas Arya shall have the right to participate in the state bodies based on the inclusive principle”. Moreover, it states that “the citizens with disabilities shall have the right to live with dignity and honour, with the identity of their diversity, and have equal access to public services and facilities”.

Also, the Nepal government in an act to amend and consolidate Section 24 to the Act on the Rights of Persons with Disabilities 2017 provisioned that,

- The Government of Nepal shall provide vocational training to develop the skills of persons with disabilities to create opportunities for employment and self-employment.
- No institution shall discriminate against persons with disabilities in employment or any related matters.
- No one shall deprive a person of the opportunity for promotion or deny him promotion just because of his disability.

According to section 25 of the Act, the Government may order the institutions to appoint a certain number of persons with disabilities to the appropriate job based on their physical capacity, training, qualifications, and experience. The Civil Service Act has ensured 5% quota reservations for persons with disabilities in government jobs through the provisions of reservations (Civil Service Act 1993, Nepal).

However, the implementation of such legal provisions for the employment of persons with ID is not in practice at all. The literature shows that persons with disabilities have less access to the opportunities of education and skill development resulting in their limited or no access to employment and income-generating work. The unemployment rate for persons with disabilities is significantly higher than for their peers without disabilities. Only 36.4% of persons with disabilities surveyed were in work, compared to 54.6% of persons without disabilities (Eide, 2016). In a survey carried out among 400 persons with disabilities, only 16% were found to have some monthly income (Samarajiva, 2018). There is no separate provision for persons with intellectual disabilities. Therefore, the above-mentioned literature is applicable in the case of persons with intellectual disabilities as well.

The inaccessible public transportation, workplaces, and information and communication services/systems are the key barriers preventing the equal access of persons with disabilities to employment. A lack of education, and inadequate financial resources, are also barriers to employment (Poudyal, 2018). Additionally, in society, persons with disabilities are treated as a group of people who lack capacity and who require charity. They are not considered as productive citizens of the country. Even if they find a job, they are underpaid by employers in comparison to their peers without disabilities (Prasai & Pant, 2018). The government has been providing NPR 3990 and 2128 as a social protection allowance per month for those who fall under the categories of ‘profound’ and ‘severe’ disability respectively.

In the case of persons with intellectual disabilities, there are not many examples of employing them by private or public institutions. The voice of persons with intellectual disabilities is less heard and they are also known as the underrepresented group within the population of persons with disabilities. Persons with Intellectual Disabilities advocating for themselves is just an emerging scenario, unlike other disabilities. Moreover, the stereotypes regarding intellectual disabilities also are a factor that pushes Persons with IDs backward. However, the literature related to the practice of some other countries shows some examples of employing persons with intellectual disabilities in the regular job market.

#### **1.4 Statement of Problem**

For overall growth and development human needs fulfillment of many indices. The major indicators are; health, education, job, etc. According to the United Nations Development Program (UNDP) as mentioned in its Human Development Reports (2021-22), “The major human development indexes are; long and healthy life, knowledge and a decent standard of living. The person with an intellectual disability has full rights to exercise all the above dimensions. Due to social and cultural discrimination, isolation, attitudinal barriers, and less knowledge on providing special care, education, skills, and opportunities to them, they are not able to enjoy the rights and opportunities on an equal basis with others.

Persons with IDs are dependent on their families (esp., parents) in the context of Nepal. Some of the parents of persons with IDs have to accompany and work as caretakers. This restricts the parent’s ability to engage in economic activities thus creating financial problems. Here, the persons with IDs and another family member (i.e., parents) both are unemployed which means the earning member of the family has more financial burden.

The families might ensure the proper health of the member with intellectual disability but for education and job the third parties (i.e. schools, teachers, administrations, private institutions, states, community, job providers, co-workers, etc.) involved must also be supportive and willing., In some countries, the education system supports persons with intellectual disabilities to enhance their learning, life skills, and job skills and practice to place them in various jobs with a support system and effective policies. However, in Nepal,

such practices are not observed. Mostly the family, community, and society commonly think that persons with intellectual disabilities can do nothing for their lives and every time they need other's protection and support. Such stereotypical thinking always gets them back from active life.

The government of Nepal in its constitution has provided a policy in which person with disabilities gets a 5% reservation seat. But reservation seat only applies to government jobs (i.e., civil services). Also, some criteria have to be met to be eligible for government jobs in the first place that are not in favor of persons with IDs. So, persons with intellectual disabilities cannot access this opportunity due to barriers and discrimination. So, the reservation seat provided by the government is not at all beneficial for persons with intellectual disabilities. There is no dedicated programs or scheme of federal, provincial, or local governments to promote job opportunities for persons with intellectual disabilities.

Also, since there lacks much evidence of persons with intellectual disabilities in the workforce it might be due to a lack of sensitization in the labor market about intellectual disabilities. Some of them are also influenced by the traditionally rooted mindset that interprets intellectual disability as a loss of everything. Economic independence is very important for human beings because it empowers and provides the freedom and capabilities of their own decision-making. Financial dependency makes persons weak in choice and decision-making. For economic empowerment, persons with intellectual disabilities are not exceptional. They are more prone to be dependent on their caretakers which makes them more vulnerable.

### **1.5 Significance of the Study**

Research on this topic is still scarce in Nepal, and there is an absolute need to increase knowledge and findings to identify the appropriate possibilities for work for persons with intellectual disabilities. Stakeholders hardly think about the jobs for persons with intellectual disabilities because there is no practice of employing people from this disability category. Additionally, in Nepal, there is no research and study, particularly on the employment, livelihood, or economic empowerment of persons with intellectual disabilities. This research tried to explore the feasibility of job, self-employment, or any appropriate space for work where persons with intellectual disabilities can engage, learn, and earn. The study also explores the area of skill development, vocational training, and possible support systems to enhance their skill and performance in the workplace.

This study is also expected to help understand the job setting that Persons with IDs can work in and the patterns of work that can be feasible for them. It will also provide insights into what Persons with IDs want to do? What do their parents suggest they should do? Similarly, what do job providers expect? This study will try to understand the perspective of all the 3 major stakeholders who are expected to be involved in employing Persons with IDs which might help plan and make strategies for all GOs, NGOs, INGO, and donors.

Most of all, this study is focused on enquiring about the potential job providers, Persons with IDs, and parents of Persons with IDs about the relevant and feasible employment opportunities which for sure will provide answers to various dilemmas regarding the professional growth of Persons with IDs. This research will help in identifying the job settings that can enroll Persons with IDs. Plus, it will help in listing the job providers.

### **1.6 Objectives of the Study**

This research is focused on finding relevant and feasible employment opportunities for Persons with IDs in Nepal. Therefore, the objectives of research are:

- To identify the relevant and feasible employment for Persons with IDs.
- To identify the challenges in employment for Persons with IDs.

### **1.7 Research Question**

This research seeks to find the answers to the following questions:

- What are the relevant and feasible employment opportunities for Persons with IDs?
- What are the probable challenges that can come in employment for Persons with IDs?

## CHAPTER 2

### Literature Review

#### 2.1 History

Some of the very first references to intellectual disability date back to the ancient Egyptians, where this concept was mentioned in the Papyrus of Thebes over 3500 years ago. The ancient Romans and Greeks believed that children were born with an intellectual disability because the gods were angry. Many of these children were simply left to die in the wild as a result. Of course, exceptions did occur. For instance, if the child was born to a wealthy Roman family, they had some legal rights and even guardians. But in the Middle Ages, people with intellectual disabilities were sometimes employed (willingly or not) as jesters whose sole purpose was to entertain the upper class (History of Intellectual Disability, 2016).

People with intellectual disability were frequently referred negatively to as idiots, feeble-minded or retarded. This type of labeling and putting a name on people's conditions is a debate that still permeates discussions today. Only quite recently, the term mental retardation used in the United States was changed to intellectual and developmental disabilities. Institutional care continued from Itard's time, however towards the end of the 19th century and the beginning of the 20th century, custodial institutions became popular. For example, lunatic asylums. They gained a strong foothold in care provision for people with intellectual disability. (Trinity College, n.d.)

In the mid-20th century, until the pioneering work of Dr. Wolf Wolfensberger, a major shift in the school of thought towards the education and care of people with intellectual disabilities happened. The emergence of Dr. Wolfensberger's 'Principle of Normalization' focused on improving the lives of people with intellectual disabilities. The principle emphasizes the concept of making available patterns of life and conditions of everyday living that are as close as possible to the regular circumstances and ways of life or society.

Historically, people with ID were frequently treated as incapable of participating in the 'open' labor market; that is, forms of employment that are normally competitive to obtain and that are performed both by those with and those without disabilities. The employment participation rate of people with ID is much lower than that of other persons, including persons with other types of disability. Yet research conducted confirms that there can be significant social and economic benefits for people with ID when they are given the chance to perform work in the open labor market (Bell, 2020).

#### 2.2 International Context

The majority of individuals with intellectual disability stands on the periphery of the job market, which means that they may miss out on the multiple benefits that employment offers, such as greater financial independence, a sense of purpose, increased social networks, and increased autonomy (Grant, 2008). The North European and North Atlantic countries ratified the Convention on the Rights of Persons with Disabilities (CRPD, 2006). Article 27



of the CRPD affirms the right of persons with disabilities to ‘work on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a job market and work environment that is open, inclusive and accessible to persons with disabilities.

Data on the employment rates of people with an intellectual disability show only 7.1% of people with intellectual disabilities in Ireland (National Disability Authority, 2005), 4.2% of people with intellectual disabilities known to their local authority in Scotland (Scottish Commission for Learning Disability, 2018) and 25% of people with an intellectual disability in Canada (Inclusion Canada et al., 2021) have a job in the open labor market. In LMICs, people with intellectual disabilities are even less likely to have access to education (Inclusion International, 2009), and the significant stigma pervasive in these regions (Inclusion International, 2006) creates additional barriers to employment that amplify the exclusion experienced in higher-income countries. Sheltered workshops for people with intellectual disabilities remain prevalent around the world, people with intellectual disabilities continue to be discriminated against by employers and colleagues, and people with intellectual disabilities are expected to accept unfair and unequal wages for performing the same work as their colleagues without disabilities (Inclusion International, 2021), despite these realities violating Article 27 of the CRPD (United Nations General Assembly, 2006).

Although the Nordic countries are often cited as good examples of developed welfare states (Kuznetsova & Yalcin, 2017). The Nordic welfare model is characterized by comprehensive public revenue transfers and generous regulations that contribute to high-quality services. The persons with intellectual disabilities in Finland receive a disability pension and an additional small income for working in a sheltered workshop or a supported workplace, it remains hard for them to find competitive employment.

Norway and Sweden are typically regarded as countries suited for comparing disability policies (Tøssebro, 2016). These countries’ policy regarding persons with disabilities promotes values such as equality, participation, accessibility, and non-discrimination. When individuals with different types of impairment seek to participate in the work arena, they are supported with various forms, such as financial support in the form of wage subsidies to employers or, as is the case in Sweden, activity compensation for individuals who are unable to work full time (Arvidsson et al., 2016).

KLAP job is an initiative under the association Lev, which does gentle jobs and flex jobs for people with intellectual disabilities and other cognitive difficulties. According to Lev Persons with intellectual disabilities have a right to decide where and how they want to work. Lev insists on the right to self-determination, security, personal development, and prosperity for persons with intellectual disabilities (Inclusion Europe, 2020).

Denmark has introduced flexi-jobs in its act on active employment effort by the Ministry of Employment. Flexible job is a scheme for persons who cannot obtain or maintain employment under normal conditions in the labor market. It applies in the condition that the person who has limited ability to work may be screened for flexible work if there is a

possibility that their ability to work can be developed within a reasonable period (Ministry of Employment, Denmark, n.d.)

Furthermore, International Labor Organization (ILO) Convention No. 159 mentions vocational rehabilitation measures for all categories of persons with disabilities and the promotion of employment opportunities and equal treatment of persons with disabilities.

## **2.3 Relevant Laws and Policies**

### **2.3.1 Constitution of Nepal**

The Constitution of Nepal, under the Right to social justice, included that, the families of the martyrs who have sacrificed their lives, persons who were forced to disappear, and those who became disabled and injured in all popular movements, armed conflicts, and revolutions that have been carried out for progressive democratic changes in Nepal, democracy fighters, conflict victims and displaced ones, persons with disabilities, the injured and victims shall have the right to get a prioritized opportunity, with justice and due respect, in education, health, employment, housing, and social security, by law.

Moreover, section 24 of the Act Relating to the Rights of Persons with Disabilities has included the provision of Skill Development, Employment, Vocational training, and self-employment as the following:

- The Government of Nepal shall provide vocational training to develop Professionalism and self-employment by enhancing the skills of persons with disabilities.
- The Government of Nepal shall provide for the provision of loans at the concessional rate as prescribed to the persons with disabilities who wish to do various occupations or businesses, based on their skills, competency, and proposals prepared by them for occupations or businesses.
- No enterprise shall discriminate against persons with disabilities, about employment and any matter related thereto.
- Notwithstanding anything contained in sub-section (3), the Government of Nepal may dispense with the application of the provision referred to in that subsection in the case of any employment.
- An enterprise shall make provision that workers or employees with disabilities can work easily.
- No one shall deprive any person of an opportunity of promotion or deny to make
- promotion solely based on disability.
- Notwithstanding anything contained in the prevailing law, the body and institution providing employment shall not remove the workers and employees with disabilities from employment or demote them, in the course of employment.
- It shall be done as follows with respect to the employee with disabilities referred to in sub-section (7) of the Act: (a) In cases where such a worker or employee has become disabled in such a manner as not be able to the functions of the post being held by him or her, to designate him or her to do the functions of another post carrying the equal

salary, facilities, (b) In cases where it is not possible to designate such a worker or employee to do the functions of another post, to create another post suitable to him or her or maintain an additional post until he or she gets retired.

- Furthermore, to appoint the persons with disabilities in job:
- The Government of Nepal may, to the extent of availability of any work in any enterprise
- according to the physical capacity, training, qualification, and experience of the persons with disabilities, prescribed in such a way that the persons with disabilities have to be appointed in any specific number.
- The enterprises prescribed pursuant to sub-section (1) shall appoint the persons with disabilities based on the prescribed priority.
- Enterprise shall maintain and update the records containing the number of persons with disabilities working in it, facilities provided to them, and such other details as prescribed.
- The enterprise shall open the records maintained pursuant to sub-section (1) for inspection by those who wish to inspect during office hours.
- To make a complaint to the manager: (1) If any person is aggrieved from the fact that any enterprise has not complied with the provision of sub-section (3), (4), (5) or (6) of Section 24, such a person may make a complaint to the manger. Explanation: For the purposes of this Chapter, the term “manager” means the official who can make the final decision with respect to the activities of the enterprise.
- If a complaint is made pursuant to sub-section (1), the manager shall make necessary inquiry into such a complaint within fifteen days, and if, on such inquiry, the content of the complaint appears to be reasonable, the manager shall make necessary reform or rectify the error.

### **2.3.2 Convention on Rights of Persons with Disability (CRPD)**

Article 27 of CRPD states parties must recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labor market and work environment that is open, inclusive and accessible to persons with disabilities. It further directs the state parties to safeguard and promote the realization of the right to work, including for those who acquire a disability during employment, by taking appropriate steps, including through legislation. The article further prohibits all forms of discrimination on employment including recruitment, hiring and employment, the continuance of employment, career advancement, and safe and healthy working conditions based on disability, and says to take the following measures;

- Protect the rights of persons with disabilities, on an equal basis with others, to just and favorable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;

- Ensure that persons with disabilities can exercise their labor and trade union rights on an equal basis with others;
- Enable persons with disabilities to have effective access to general technical and vocational guidance programs, placement services, and vocational and continuing training;
- Promote employment opportunities and career advancement for persons with disabilities in the labor market, as well as assistance in finding, obtaining, maintaining, and returning to employment;
- Promote opportunities for self-employment, entrepreneurship, the development of cooperatives, and starting one's own business;
- Employ persons with disabilities in the public sector;
- Promote the employment of persons with disabilities in the private sector through
- appropriate policies and measures, which may include affirmative action programs,
- incentives and other measures;
- Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;
- Promote the acquisition by persons with disabilities of work experience in the open labor market;
- Promote vocational and professional rehabilitation, job retention, and return-to-work programs for persons with disabilities.
- Also, States Parties shall ensure that persons with disabilities are not held in slavery or servitude, and are protected, on an equal basis with others, from forced or compulsory labor.

### Research Methodology

Research is a systematic inquiry to describe, explain, predict, and control the observed phenomenon. The methodology helps to acquire the information and analyze it to fulfill the research objectives. The secondary data available may not satisfactorily answer the research questions. To make the study more structured following procedures have been followed.

#### 3.1 Research Design

The research design of this study is an exploratory research design. Explorative research is used when the subject is very new and there is only little or no knowledge about the topic. The major aim of the explorative design is to be familiar with basic facts and create a general picture of the condition of research question. This research also aims to explore the feasibility of Persons with IDs in employment. Therefore, explorative research design is used in this research.

#### 3.2 Study Area

Nepal is a landlocked country with three distinct ecological regions. These are the mountains, hills, and terai (i.e., plains). The constitution of Nepal has divided it into seven provinces. Nepal currently comprises 77 districts. For this study, the researchers have selected 6 cities and study sites from different 6 provinces. The major focus while selecting a site for this research was all six cities consisting of commercialized markets and business houses where there are opportunities for jobs. The characteristics of the sites are described below.

- **Kathmandu**

Kathmandu is the capital of Nepal. It is a metropolitan city and is the most populous city in Nepal. It lies in a hilly region near the confluence of Bagmati and Vishnumati rivers, at an elevation of 4,344 feet above sea level. This site was selected because it has become the country's most important business and commercial center. People from different parts of Nepal migrate to Kathmandu in search of better opportunities for job, income, business, and education. Whether it be education or jobs or any opportunities Kathmandu being capital offers the best among other parts. Kathmandu sets a trend for other districts to follow.

- **Chitwan**

Chitwan consists of the largest city after Kathmandu. Chitwan is the commercial and service center of South-Central Nepal and a major destination for higher education, health care, and transportation. Chitwan lies in the Terai region and is in the center which connects the western and eastern parts of Nepal. The city has grown massively in terms of business houses and our commercial centers. Additionally, it is also a tourist destination due to the famous Chitwan National Park which contributes hugely to Nepal's economy.

- **Simara**

Simara is an emerging city. Within these 10 years, Simara has progressed a lot. It has a domestic airport which makes it a transit point for cities nearby and also it is adjoin to India which provides it as a vantage point for trade and commerce. It also has a Social Economic Zone (SEZ) which contributes to the major economy of Nepal. It is a small city, in the process of developing in every sector (i.e., infrastructure, markets, hotels, industries, etc.). This growth provides many employment opportunities.

- **Pokhara**

It is the second most populous city of Nepal after Kathmandu. It is the country's largest metropolitan city in terms of geographical area. The city also serves as the headquarters of Gandaki Province. Pokhara is located 200 kilometers (120 miles) west of the capital, Kathmandu. Pokhara is considered the tourism capital of Nepal, being a base for trekkers undertaking the Annapurna Circuit through the Annapurna Conservation Area region of the Annapurna ranges in the Himalayas. Pokhara lies on an important old trading route between China and India.

- **Biratnagar**

Biratnagar falls in the terai area. It joins the border of Nepal with India. There is the biggest customs port (i.e., Jogmani) from which a large number of goods and products enter Nepal. The city of Biratnagar has a long history in terms of development. It is one of the largest urban cities of Nepal. Numerous aspects have pushed its growth. It has industries, restaurants, schools, colleges, hotels, department stores, and every pre-requisite for a developed city. Therefore, the labor market is also very huge. Thus, Biratnagar has been taken as a research area.

- **Dhangadi**

Dhangadi is also one of the developed cities in Nepal. It is located in the western part of the country and serves as a transit point to the upper western regions of Nepal. Many people from the upper regions migrate to Dhangadi in search of better opportunities and a higher quality of life. The city is home to numerous industries and urban markets that require a skilled workforce.

### **3.3 Research Population and Sample Size**

The population of this research is all the Persons with IDs, Parents of Persons with IDs, and potential job providers. To fulfill the objective of this research, the researcher has taken 12 Persons with IDs, 12 parents of Persons with IDs 30 potential job providers, and 10 already existing job providers who had or are employing Persons with IDs.

### 3.3.1 Table no.1: Distribution of Sample Size and Research Area

| S. N | Province | District   | Persons with IDs | Parents | Potential Job provider | Existing job provider |
|------|----------|------------|------------------|---------|------------------------|-----------------------|
| 1.   | 3        | Kathmandu  | 2                | 2       | 5                      | 2                     |
| 2.   | 2        | Simara     | 2                | 2       | 5                      | 0                     |
| 3.   | 1        | Biratnagar | 2                | 2       | 5                      | 0                     |
| 4.   | 4        | Pokhara    | 2                | 2       | 5                      | 0                     |
| 5.   | 3        | Chitwan    | 2                | 2       | 5                      | 1                     |
| 6.   | 7        | Dhangadi   | 2                | 2       | 3                      | 0                     |

### 3.4 Sampling Method

This research used snowball sampling, a type of non-probability sampling method, to select potential job providers (where persons with IDs can potentially get employed) and already existing job providers (where persons with IDs are already employed). Snowball sampling was chosen because the total universe in this research is too large, and any private, public, NGOs, INGOs, or business houses could be potential job providers. Additionally, the objective of this research is to study feasible and relevant employment opportunities for persons with IDs, so no sectors can be excluded.

For parents of persons with IDs and persons with IDs, purposeful sampling, another type of non-probability sampling, was used. Purposeful sampling allows for the selection of specific respondents to meet the objectives of the research.

### 3.5 Nature and Source of Data

Collecting data is the connecting link to the world of reality for the researcher. Basically, this research is a qualitative type of research; however, it has also generated quantitative data to compare and obtain more realistic results and findings. The source of data was both primary and secondary. The primary data was collected through structured and semi-structured interviews using questionnaires as guides. The secondary data was collected from already published or unpublished relevant literature, which was acquired through websites, NGO-INGO reports, and journals.

### 3.6 Data Collection Techniques

Mixed methods, which combined the use of questionnaires and interviews, were used to gather data on analyzing the relevant and feasible employment opportunities for persons with IDs in Nepal. The researcher used pre-structured questionnaires. Four different sets of pre-structured questionnaires were developed for four different stakeholders (i.e., already existing job providers, potential job providers, persons with intellectual disabilities, and parents of persons with intellectual disabilities).

An expert advisor was recruited, and a research committee was formed. The questionnaire was then discussed in the presence of the research committee, consultant, and board members. The research methodology and questionnaire were oriented to data collectors. Questionnaire testing was conducted. After the validation of the questionnaire from testing, finally, data collection was done.

### **3.7 Data Analysis**

The quantitative data were transferred to an Excel sheet and cleaned by filling in the missing data through re-verification and excluding unnecessary and irrelevant data from the field. All the typos were corrected, and all the confusion seen in the data were reconfirmed through conversations with the data collectors.

All the qualitative data collected in terms of experience, opinion, feelings, thoughts, and case stories were transcribed in text form and clustered according to the similarity in the nature of the data.

In the analysis, both qualitative and quantitative techniques were used. In qualitative data analysis, explanatory or descriptive methods were applied, and case stories were added where necessary to justify the qualitative facts and findings. The quantitative data were analyzed using frequency, ratio, and percentage techniques. Before drawing the findings, the results of qualitative and quantitative analysis of different variables were compared where necessary.

### **3.8 Ethical Consideration**

The researcher takes into consideration the ethical issues of respondents during research and beyond. The researcher never engages in activities that harm the respondents. Confidentiality is maintained even after data was collected and presented.

### **3.9 Limitation of the Study**

The limitation of this research are :

- Intellectual disability as a term itself as well as the knowledge about ID is not widespread. So, the knowledge gap itself is a limitation.
- This research has a limited sample size which might exclude other populations.
- The concept of self-employment has not been included in this research which excludes another source of employment.
- The selection of the sample might have been biased as all persons with IDs were identified through contacts.
- Out of the 10 sample sizes selected for already existing job providers, the researcher was only able to identify 3 already existing job providers.



## Data Presentation and Analysis

### 4.1 Table 1 Demographic characteristics of respondents

The quantitative data was presented in tables and graphs and interpreted using ratios, numbers, frequencies, and percentages. The qualitative data were clustered into different thematic areas and analyzed using descriptive methods.

The thematic clusters include Knowledge and Perception, Enabling Factors such as Type of Jobs, Type of Training, and Support, and the Role of Local Government.

### 4.2 Table 2 Gender Distribution of Respondents

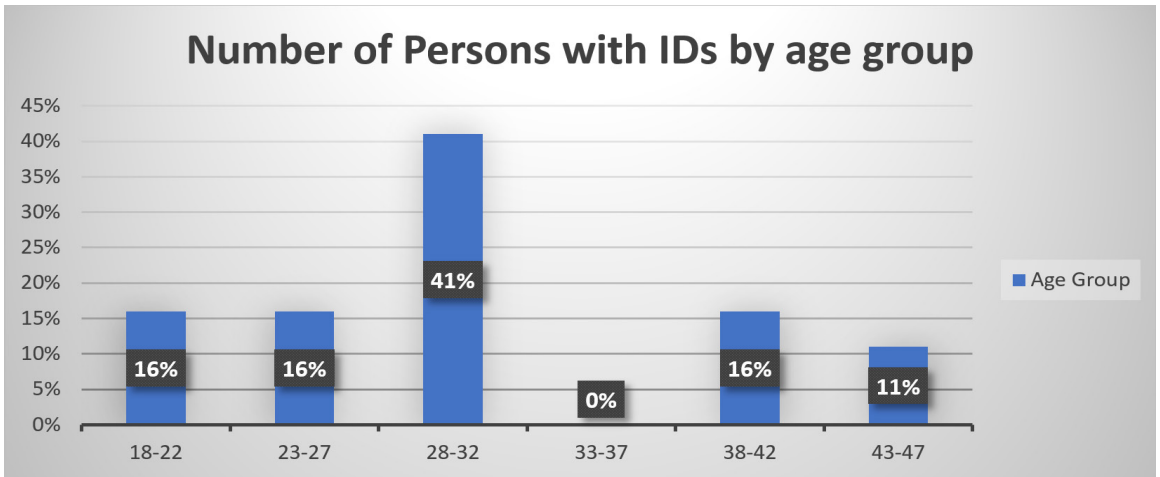
| Stakeholders                   | Male | Female |
|--------------------------------|------|--------|
| Persons with IDs               | 50%  | 50%    |
| Parents of Persons with IDs    | 33%  | 67%    |
| Potential Job Providers        | 92%  | 8%     |
| Already Existing Job Providers | 66%  | 34%    |

*Source: Field Survey, 2023*

There was an equal number of representations of both males and females in the respondents with intellectual disabilities, as the researcher deliberately included both genders in the research to ensure a gender balance among the respondents. The parents of persons with IDs were chosen as the closest family members of persons with IDs. There were 67% females, which shows that mothers are the most responsible for taking care of persons with IDs, and 33% were fathers (male) respondents. In the case of potential job providers and existing job providers, the sampling was not done with consideration to achieve gender balance, as it was outside the purpose of the study and scope of research questions. Therefore, 92% of potential job providers were male, and 8% were female. Similarly, 34% of already existing job providers were female, and 66% were male.

### 4.3 Table 3 Age distribution of respondents with Intellectual disabilities.

| Age Group | Percentage |
|-----------|------------|
| 18-22     | 16%        |
| 23-27     | 16%        |
| 28-32     | 41%        |
| 33-37     | 0%         |
| 38-42     | 16%        |
| 43-47     | 11%        |



*Source: Field Survey, 2023*

The employable age group according to the government of Nepal is 18. So, this research deliberately selected the age group of 18-plus respondents having intellectual disabilities as a sample however at the maximum age limit the research was open. The sample included 16% from the age group of 18-22, 23-27, and 38-42. And it comprises a maximum of 41 percent from the age group of 28-32. Also, this is the age group that is generally most in employment in the general population as well. Similarly, 11% were from the age group of 43-47.

#### 4.4 Knowledge of Potential Job Providers on Intellectual Disability

**Table 4 Job provider's knowledge of ID**

| Knowledge      | Respondents |
|----------------|-------------|
| Good knowledge | 11%         |
| little Bit     | 83%         |
| Not at all     | 6%          |

*Source: Field Survey, 2023*

11% of the respondents admitted that they have good knowledge about intellectual disability, and they also defined it and explained some indicators of intellectual disabilities. Meanwhile, 83% responded that they have a little bit of knowledge about intellectual disability because they reported that they had just heard about it but could not explain it. Out of the total respondents, 6% reported that they had no knowledge about intellectual disability. This indicates a significant gap in the knowledge of intellectual disabilities among potential employers.

## 4.5 Perception of Potential Employers on Persons with IDs Getting Enrolled in Employment

**Table 5 Perception of Potential Job Providers**

| Perception   | Respondents |
|--------------|-------------|
| Yes          | 82%         |
| No           | 14%         |
| I don't know | 4%          |

*Source: Field Survey, 2023*

The data illustrates the perception of potential job providers on the capacity of persons with intellectual disabilities (IDs) to perform jobs. Of the respondents, 82% believed that persons with IDs could be employed in the labour market. However, previous data indicated that the majority of them had little to no knowledge of intellectual disabilities. This raises the question, "How can they have such confidence?" Nevertheless, setting aside this question, we can conclude that they have a positive attitude towards accepting and welcoming persons with IDs as a diverse labour force in the job market.

*"Of course, a person with IDs can work. The types or nature of work that they might get enroll in might be different than the general population but they can work according to their capacity".*

*- Managing Director of one factory*

Of the total respondents, 14% answered that they cannot be enrolled in the job market. They were very sure that a person with intellectual disabilities needs special care and cannot work in the job market as others do, while 4% reported that they had no idea whether they could be employed or not. They do not show much information regarding intellectual disability, so they showed uncertainty. This shows that despite having less knowledge and information about intellectual disability, the majority of potential job providers thought that persons with ID could be enrolled in the job market, do their jobs, and earn for their life.

**Table 6 Perception of Parents**

| Perception of Parents | Respondents |
|-----------------------|-------------|
| Yes                   | 67%         |
| No                    | 33%         |
| I don't know          | 0%          |

*Source: Field Survey, 2023*

Of the respondents representing the parents' group 67% thought that persons with IDs can get enrolled in employment and earn money. However, this opinion was conditional because they believed that if provided with proper, guidance, support, training, and opportunities with consideration to their limitations then they can get employed. Whereas, 33% of parents

believed that persons with ID are not able to join the job market and earn money.

**Table 7 Interest of Persons with IDs to get enrolled in employment**

| Interest of Persons with IDs | Respondents |
|------------------------------|-------------|
| Yes                          | 100%        |
| No                           | 0%          |
| I don't know                 | 0%          |

*Source: Field Survey, 2023*

Of the respondents with intellectual disabilities, 100% showed interest in a job and expressed willingness to work and earn money. During the interview, they did not express any negative feelings about their abilities and showed full confidence.

Comparing all three opinions and the results of the quantitative data, we can conclude that the confidence of employees and employers is very strong, and the majority of parents are also hopeful about the abilities of their children. This gives a positive perspective on creating a conducive job environment for persons with intellectual disabilities.

However, the data also shows that 33% of parents did not believe that persons with intellectual disabilities could work and earn money. Usually, parents are the ones who have been taking care of persons with IDs all the time. Though persons with IDs have grown in age, parents still see them as children. Parents are more sympathetic and have created a safe environment for their children with intellectual disabilities. They are more protective than parents of children without disabilities. Additionally, parents have to face several stigmas and societal barriers, which lower their confidence. They fear that their child can be easily manipulated and cannot differentiate between the actions of others. Also, due to several reported cases of missing persons, abuse, and exploitation, parents are afraid to send their children outside alone for jobs.

On the other hand, potential job providers seem to be more confident than parents. This is because the job providers interviewed were more empathetic than sympathetic, unlike parents. Employment is not just an activity that provides money, but it is also associated with independence, purpose, a daily schedule, and self-determination. Job providers analyzed that every individual, if given the opportunity, can perform according to their own pace. Most job providers had a common understanding that persons with IDs have certain limitations, but if tasks were assigned according to their abilities and strengths, there would not be any major issues in performing the given tasks.

Persons with IDs showed strong confidence in their ability to do their jobs, while parents were not as confident. However, the majority of parents believed that their children could work if given the opportunity, skills, and safety. Persons with IDs are seeking opportunities for growth, which is a good motivation. Based on the above findings, it can be concluded that with appropriate opportunities and considerations for their limitations, persons with IDs can be employed. Motivating and encouraging parents is another necessity that this research has identified.

## 4.6 The types of jobs that Persons with IDs can perform

**Table 8 Perception of potential job providers (N=28)**

| All forms of Jobs | Respondents |
|-------------------|-------------|
| Yes               |             |
| No                |             |
| Only Specific     | 83%         |

*Source: Field Survey, 2023*

Out of 28 respondents, the majority (83%) of the respondents believed that persons with IDs can do “only specific” types of work however they need some form of reasonable accommodation. Also, this shows their understanding that Persons with IDs cannot be engaged in any activities like other employees can be. They can be engaged with some specific works that are quite simple, understandable, and repetitive.

## 4.7 Types of training Persons with IDs need for employment

To be placed in employment, everyone needs some skills. Moreover, Persons with IDs have less access to education and skill development and may need much preparation for the job market. So, the questions regarding the types of training that will benefit Persons with IDs were asked to potential job providers, Persons with IDs, and parents.

### 4.7.1 Opinion of Potential Job Providers

Let’s have some selected opinions of job providers

**Employer 1:** “In my opinion Persons with IDs have certain limitations in work performance as well. They need extra curation and preparation. I think it’s good if the training is provided based on their interest. However, developing the training based on individuals might be difficult. So, if it has to be generalized then I think training such as simple repetitive tasks would be appropriate. The skill development training such as communication skills, self-discipline skill will be more helpful.”

**Employer 2:** “The skills that are helpful in their daily life will be more useful. The professionalism training, the skills of following instructions, working in a team, etc. can be more fruitful. For trades in particular, I think they can perform well in tasks like making handicrafts, cleaning, barista, making incense sticks, candles, soap, or home-based products. They might perform activities that need repetition and can work on the same schedule every day.

Apart from these, most of the respondents also focused on training to build their personalities such as psychosocial training motivations, encouragement, and building self-esteem, etc. According to them, a person cannot perform well without willpower even if she/he has skills and knowledge. So, the training is essential to boost their confidence and self-esteem.

With the above reference, we can conclude that potential job providers understand the limitations of Persons with IDs. Most of them have focused on the pre-preparation that

Persons with IDs need for the job. Generally, Persons with IDs lack academic certification. So, it's better to focus on skills. The job providers suggested to identify the individual interests of persons with IDs rather than using a blanket approach and generalizing the trade they can indulge in. The interest of Persons with IDs after identification must be sharpened by providing appropriate training. After training they must be supported with reasonable accommodations. For example, someone has an interest in working as a waiter in a restaurant and he was provided with proper training and skills. In terms of reasonable accommodations, the hotel can provide information in an easy-to-read format or can develop the menu in an accessible format which is not a big deal.

#### 4.7.2 Opinion of Parents

Let's have a look at some opinions

**Parent 1**, “The skilled-based training will be very impactful for Persons with IDs. Training such as packaging, adding labels, arranging clothes or goods in stores, typing, and waiter can be useful. But they need constant practice. Only providing training will not be appropriate. They also need to practice the training they have received on a regular basis.”

**Parent 2**: “It is very difficult to identify the types of training that can make Persons with IDs employable. I think small jobs that do not need much logical interpretation or calculation and only physical strength will be helpful. Simple tasks like putting price tags or cleaning can be useful in employing them”.

However, most of the responses of parents were focused on packaging, labeling, waiter, gardening, coffee making, arranging goods in stores, arranging books and arranging files, etc. In contrast, some parents were not so positive about the training that can make Persons with IDs employable.

*We do not trust our daughter in household work. She cannot perform any task given at home. So, working outside as a job is very difficult. It is better if training is provided to them regarding daily life skills like making food, cleaning the household, and washing dishes or clothes. That might help them in the future.*

*Opinion of a parent*

Some parents have similar opinions as potential job providers. They suggested it is better to focus on enhancing the skills rather than focusing on their limitations. Persons with IDs can perform small tasks/jobs that need more precision and less cognitive interpretation. The task that is repetitive in nature will be best suited for them. But at the same time, parents were not at ease in sending their children to workplaces. It was also found that parents had been helping their children fully and making them more dependent. The simple household work that their child can perform was also generally not given to them. This might be because of sympathetic feelings that they hold. It is generated by the love and worries they hold for their child with an intellectual disability.

### **4.7.3 Opinion of Persons with IDs**

Persons with IDs were also asked about their interests and the training that they wish to receive to understand the field of interest. Most of the respondents reported that they didn't know about the training they would like to receive. This might be the result of a lack of knowledge of the occupation, training, and skills that general people are following. Skill and training are not the priority when educating people with intellectual disabilities in our education system. They want to get enrolled in employment but do not have much information on occupations that they can choose. The reasons may be the lack of exposure to work, earnings, etc.

Only a few respondents responded about the training that they want to receive. Among them, one respondent said, "I would like to receive training on cutting meats (Butcher). I think I can also take training in making MO: MOs, playing footballs and cricket." Another respondent said, "Typing training will be good for me. I like typing and I do practice it at my home. My mother helps me with typing and I like doing it too".

### **4.8 Relevant and Potential Jobs for Persons with IDs**

During the research, some questions were administered among the respondents to explore the potential jobs for persons with intellectual disabilities. These questions were asked to potential job providers and parents.

#### **4.8.1 Potential job provider's opinion on relevant and potential jobs for Persons with IDs**

When asked the questions the potential job providers suggested the following list of jobs for persons with intellectual disabilities.

- Packaging and Repackaging
- Quality Control in producing goods (Checking if the packaging is done properly or the products hold any defects)
- Housekeeping
- Labelling
- Arranging goods (books, clothes, groceries)
- Cleaning (dishes, mopping, tables)
- Kitchen Helper
- Waiter
- Gardening
- Security Guard
- Painting, Drawing
- Mo: Mo making
- Data Entry

The responses of most of the job providers were similar. They focused on simple jobs that need repetition to be most suitable for Persons with IDs. According to them repetitive work that does not need much complex cognitive analysis will be suitable. Such

as packaging products and repackaging it to send to the markets. They can work as a kitchen helper. One of the respondents says, “With reference to my workplace, I think they can help the cook in cutting vegetables, cleaning and arranging utensils. They may have limitations in communication. So, I think work that needs much communication and socialization is not suitable for them. Rather back work is more feasible”.

However, with a different view, one respondent says, “It is not us who can decide what they can work at. It depends on the capacity of the individual person. The training that they receive will also determine the jobs that are suitable for them”.

The suggestions of the majority of the job providers were similar. The task they suggested is small jobs that are available in their workspace. The potential job providers were providing their suggestions with references to the items, services, or products they were serving to the people. For example, the employers who are running the restaurant suggested vegetable cutting, cleaning the kitchen and tables, and serving while the respondents representing the factory suggested packaging, quality control, etc. This shows that the job providers seem to have some level of clarity about the task that they want to provide persons with intellectual disabilities.

#### **4.8.2 Parents’ opinion on relevant and potential jobs for Persons with IDs**

The parents suggested the following list of tasks for persons with intellectual disabilities.

- Sewing and knitting
- Barista
- Cleaning
- Office helper
- Making tea
- Arranging clothes
- Babysitting
- Drawing

According to the opinion of one parent, they can do any simple work that does not need complex processes. If trained and oriented properly they can perform given tasks. But at the same time, she admitted that she had not engaged her daughter with intellectual disabilities in such work. Another parent says, “I see potentiality in sewing and knitting because that can be done by sitting in a specific place and also does not require much communication. I think they can perform activities that are repetitive in nature.”

#### **4.9 Major Stakeholders that are responsible for the employment of Persons with IDs**

Some countries have demonstrated a multi-sectoral engagement for employing persons with intellectual disabilities and established good practices. Such practices have given a message that this effort needs the engagement of multi-stakeholders. However, employment for Persons with IDs is a very new concept in the context of Nepal that should be translated into practice by ensuring the engagement of various stakeholders including the government. So, in this context, to identify the other key stakeholders whose involvement is crucial



form promoting jobs to persons with intellectual disabilities a question was asked to the respondents to suggest the major stakeholders that can play vital roles in employing Persons with IDs and also the roles they would play.

#### **4.9.1 Response of Potential Job Providers**

According to the potential job providers, the local government can play a vital role in promoting employment for persons with intellectual disabilities, particularly by ensuring good strategies, policies, and guidelines. A respondent suggested the government should make a strategy for it. Actually, I don't have the exact knowledge about policies for this particular sector but I know in other sectors the government makes policies but the implementation is poor. Besides this, the NGOs and INGOs working in the sector of disability also have responsibilities in building skills and finding appropriate workspaces for persons with IDs".

Another respondent suggests, "The central government is responsible for the formation of policies. The local government and ward are responsible for implementing those policies and providing resources. NGOs and INGOs are responsible for lobbying with the government and designing and implementing projects in favor of Persons with IDs and employment and the parents are responsible for providing necessary support and encouraging their child. Private Sectors are also responsible for providing opportunities and doing necessary accommodations". The majority of potential job providers emphasized on government as a major stakeholder and also spoke about the roles of other stakeholders such as NGOs/INGOs, parents, and private sectors.

#### **4.9.2 Response of Parents**

The opinion of the parents was also not much different than the opinion of job providers. One of the respondents suggests," Federal and local government, Non-profit Organizations, parents, and civil society all are equally important stakeholders in employing persons with intellectual disabilities. Collectively all the stakeholders must support them. Most of all, I think, skill should be the major priority. "

With a bit different thought, another parent says, "Government is the most important stakeholder. The non-profit organization only works, if there is a project or support from a donor. Sustainability is possible only if the government works on employing Persons with IDs. But the government is made by the politicians and they only make promises during the election period but don't keep it in practice. As soon as they win the election, they forget all the promises that they have made".

Some parents also see the role of the ward office of local government. One of the parents says "Ward offices are the major stakeholders because they utilize the resources allocated at the local level. Secondly, the non-profit organizations working in the disability sector are responsible. Because, within the disability community Persons with IDs are most marginalized and underrepresented. There are examples of other types of disability getting jobs but Persons with IDs in the job market are rare".

#### **4.10 Causes of Persons with IDs Not Getting Employment**

Few questions were asked to the parents of Persons with IDs to identify the causes of unemployment of Persons with IDs. Responding to the questions, the majority of the parents said that it was due to the lack of opportunity for persons with intellectual disabilities. While some thought that the lack of a skill-based education system was the key reason for unemployment. They believed that the current education system does not prioritize or include Persons with IDs. The school refuses to enroll them. One of the parents says “In past days they directly disagreed to admit our children saying they would disturb other students as well. Nowadays, they politely reply and apologize for not being well equipped and skilled in teaching our children but the denial continues”

Another parent says that no one trusts in the capacity of Persons with IDs and thinks that they cannot work at all. Though the government has made the policy for the inclusion of persons with disabilities in the government services through quota reservation this policy doesn't benefit persons with IDs.

The study also shows some evidence that the parents also do not believe their children and encourage them to learn skills and they think that Persons with IDs cannot work and earn money. So, they don't want to invest in their skill development and preparing them for work. This may be the reason for unemployment.

So going through the opinions of parents and based on some evidence identified by the research we can conclude the lack of a skill-based education system for persons with IDs, low conviction of parents towards their children, lack of idea and knowledge among the stakeholders, social stigma and lack of strategic intervention of government and stakeholders for employing persons with IDs are the key reasons that always keep them out from the employment and income generating opportunities.

#### **4.11 Possible solutions to overcome the challenges suggested by parents**

During the research, the researcher also tried to explore the possible solutions to overcome the challenges and problems through interviews with parents. According to them need based and skill-based education is most important for persons with intellectual disabilities. Because e of their cognitive limitations they may not be able to continue the academic course. In contrast, they may need more skill and training in performing work. Similarly, socialization is most important which can also be achieved from school. They further suggest that the parents, teachers/trainers, and employer should trust in the capacity of persons with IDs and be ready to give a chance to learn and work with some support, some level of guidance, and reasonable accommodation. The interest of a person should be identified and supported to strengthen it.

*"First of all, the interest and capacity of Persons with IDs has to be identified and then we have to educate them in acquiring the skills and knowledge necessary for that interest. Parents cannot do that alone. Even if we parents identify our child's interest, we lack proper resources for equipping our child with skills and knowledge to give shape and promote their interest"*

*-A voice of a parent*

#### **4.12 Feasible jobs that potential job providers can offer in their workplace**

Potential job providers were enquired about the feasible jobs that are available in the workplace where they think Persons with IDs can work. The list of jobs available in the market and recommended by the potential job providers are listed below:

- Housekeeping
- Packaging and repackaging
- Quality Control/ screening
- Data keeping/Information recording
- Barista
- Cleaning
- Typing
- Arranging products/goods in display racks
- Kitchen help
- Waiter
- Welcoming guests
- Laundry jobs
- Cleaning tables
- Dusting
- Warehouse management
- Room boy
- Helper
- Mo: Mo wrapping
- Food and Beverage
- Gatekeeping
- Gardening

The list of jobs above are the responses of potential job providers. Some of the jobs were mentioned by more than one respondent. Some of the other respondents denied about availability of any task in which Persons with IDs can be included. Some of the respondents were willing to include Persons with IDs by studying their capability.

#### **4.13 Perception of already existing job providers**

This research targeted to collect data from 10 already existing job providers. After enquiring about the possibilities only 3 were found. This shows in the context of Nepal, employing

Persons with IDs is not in practice. In all three workplaces that the researcher went to the role of Persons with IDs in their workplace was different. All of them had been involved in the job for a long time and were doing their work sincerely. Structured interview was taken with their employers and all 3 job providers were very positive towards the service that Persons with IDs were involved in.

#### 4.13.1 Types of Jobs that Persons with IDs are performing

One of the respondents already employing Persons with IDs stated that the role of the Persons with IDs was to assist the supervisor in taking care of children in the shelter. According to the job providers the employed person with ID is responsible for supporting the children in all aspects. He feeds the children and helps them to get and pick them up from the bus. He also helps in cleaning the office and classrooms. He is a very good host. Whenever any visitor comes to visit our organization, he helps them find the appropriate person the visitor is searching for. He also serves tea and coffee when we ask him to. He is involved in all the activities and assists everyone here.

Another workplace was a restaurant where the job providers shared that the specialty of that restaurant was tea and coffee but they also served fast food. Persons with IDs working there were doing various tasks. He did not have a specific task or role. He followed the instructions given to him. He collected orders from customers and served coffee. But he also knew how to make coffee as well. Sometimes, the manager allowed him to make coffee too. But considering the sensitivity of coffee machines they did not let him do that without supervision. He also did cleaning.

Another employee with intellectual disabilities was younger than the previous two. He has been employed in a meat shop for the last 40 days. According to his job provider, he helped with cleaning. He also moped the floor and tiles because as it was a meat shop the floor and wall should have been moped frequently to keep the flies and dirt away. The job providers assigned him, particularly for that job so he moped the floor as soon as it was slightly dirty. Since he was newly appointed, the job providers had not given any new tasks to him.

#### 4.13.2 Capacity of Persons with IDs in doing tasks.

**Table 9 Perception of existing job providers on the ability of Persons with IDs in employment**

| Perception on ability | Respondent |
|-----------------------|------------|
| Full                  | 3          |
| partial               | 0          |
| Not sure              | 0          |

*Source: Field Survey, 2023*

All the respondents were quite positive and confident with the capacity of persons with ID to perform the given task. They fully believed that Persons with IDs could get enrolled in Persons with IDs getting enrolled in the job placement and earning for their survival.

#### 4.14 Jobs Persons with IDs can perform

The existing job employment and earn their living on their own. The question enquired if they are confident about providers were asked regarding few questions to know their recommendations about the suitable jobs for persons with intellectual disabilities. The jobs they suggested are repetitive in nature. The tasks that are simple and follow the same pattern are best suited in their opinion. The responses are listed below:

- Cleaning
- Mopping
- Sweeping
- Gardening
- Delivery person (Newspaper, milk)
- Cooking
- Kitchen help

Apart from the above-listed recommendations, all 3 respondents claimed that Persons with IDs can perform various work but it also depends on their skills, socialization, and confidence level. The interest and capacity of Persons with IDs will also impact on jobs they can perform or jobs suitable for them. The opinions of potential job providers and existing job providers while comparing have similar zest. Both focused on the individuality of persons with IDs. They suggested identifying the interests of persons with IDs and working on enhancing their interests.

##### 4.14.1 Quality in Work

**Table no: 10: Experience of job providers on the Quality of work performed by persons with ID**

| Quality          | Respondents |
|------------------|-------------|
| Good             | 2           |
| Satisfactory     | 1           |
| Not satisfactory | 0           |

*Source: Field Survey, 2023*

When asked about the quality of work of the employees with ID no job providers were found dissatisfied with their performance. Of the job providers 2 reported that the employees with ID delivering good quality while one reported that it was satisfactory.

##### 4.14.2 Reasonable Accommodation or Supports Required

Employing Persons with IDs is not similar to employing other persons. Because of their cognitive limitations, they need special attention, some extra support, and reasonable accommodation to address their needs. They need some regular instruction and some changes may be needed in the mode of communication.

As expressed by the existing job providers they need regular directions to perform tasks, constant motivation and they expect appreciation more than other staff. They don't understand the motivation like bonus and promotion but they love to hear words of appreciation.

*"He wants us to recognize the works that he has completed. Sometimes, we are busy and we forget to respond to his achievement. Then he is sad and demotivated. He wants appreciation and recognition"*

*Experience of one existing job provider with the employees with ID*

The job providers further added that it is also essential to sensitize other staff about the limitations of employees with ID, and intellectual disabilities and how to behave and support such employees in a team. It increases their socialization in the group and provides motivation. If the groups are sensitized properly everyone will take care of his/her safety. The instructions and communication materials in the workplace should be in easy-to-read format.

*" The menus have to be clear and orders given by customers have to be understandable. Sometimes, the name of dishes or coffee is difficult for Persons with IDs. I have seen the practice of naming the dish with the association of colours. For example, cappuccino can be denoted by white colour. That will make it easier for Persons with IDs to understand the orders"*

*Experience of one of the job providers who runs a restaurant.*

#### **4.14.3 Persons with IDs in Teamwork**

The question was asked to already existing employers regarding the comfort zone of Persons with IDs. This question aimed to understand the working environment Persons with IDs need. All respondents reported that they can work in a team and do not show any problem in doing so. They are good teammates and are friendly with other workers. In fact, they are attached to a person when they receive love and support.

*"I have 4 staff and all of them work in a team. Persons with IDs employed here do the same. He asks other teammates when he doesn't understand his task and they help him. Sometimes when no one is around it is a bit difficult for him but I help him at such times"*

*Experience of one of the job providers.*

#### **4.14.4 Challenges that come while working with Persons with IDs**

Challenges related to the workforce are common everywhere because of group dynamics. So, employees with ID are not the exception. Through the interview with existing job providers, the researcher tried to explore if there are any specific challenges particularly related to employees with ID. The job providers acknowledged that there are some challenges. According to them their cognitive limitations to process the activities demanded by the workplace are not at the same level as other employees have. Further, they highlighted the following challenges.

- Takes a little more time to complete the work given.
- Needs constant appreciation and recognition which sometimes may not happen or

may have forgotten.

- They need extra attention and get really sad when they don't receive it.
- Instruction has to be very clear otherwise they fail to complete the task.
- Difficult to direct them at the time of rush.
- Cannot fully rely on and constant supervision is needed.
- Should be very careful with words and gestures while dealing with them.

However, the job providers further clarified that these challenges are not so difficult to overcome. It needs a struggle at the beginning sometimes but as everything comes in the right shape then there won't be any issues.

#### **4.14.5 Potentiality of Persons with IDs experienced while working with them**

There are challenges that come while working with Persons with IDs but at the same time, they may also have some strengths, unique talents, or undiscovered capacity that may be beneficial for the person and the company as well. The respondents were asked about the strengths and good things they felt while employing Persons with IDs. The potentiality that respondent experienced are listed below:

- Precision and dedication in work
- Punctuality and disciplined
- Trustworthy and do not lie
- Sincerity towards their work and employer

#### **4.15 Impact of employment on the life of Persons with IDs**

Employment is the basic requirement for anyone to be independent in adulthood. Employment has a huge impact on everybody's life and Persons with IDs are not exceptional. The present context of Persons with IDs in Nepal is very dependent on their caretakers and parents. This is also because they are not provided with the exposure they need for their growth. In contrast, they are always living a vulnerable life inside the trap of low skill, no education, social stigma, discrimination, and many more. When the questions related to the possible impact of employment in the life of persons with IDs, this triggered an emotional transition among the parents. Because most of the time the parents engage themselves in taking care of their children with intellectual disabilities and they become worried thinking about what will happen with their child after their death. But the question took them to a dream where they saw their children working, earning, and living independently.

*"This is a very emotional question. I have never imagined my boy going to a job and working with other general population. Employment definitely will have a huge impact on his life. In my opinion, employment will not only give him earnings but will also give him confidence and he can live a dignified life"*

*-A feeling of one parent*

They think that employment or any form of income-generating work will have a huge impact on the lives of persons with ID. It will add more learning to them and build their confidence and resilience. In the future, many of them may also live an independent life as others do. It will further reduce the worry of parents.

Most of the parent responded that they have a constant worry about their child after their death. They cannot be assured that their relatives and siblings to be there for Persons with IDs. Employment will help them earn money which will help them in basic survival. A parent says “The employment will boost their confidence and self-esteem. Plus, employment will connect them to the outside world and help them in socialization. They will also be able to exercise the basic things that general populations are exercising (i.e., privacy, independence, freedom, opinions, etc.). We as parents will also be able to die in peace”.



## Findings and Recommendation

### 5.1 Major Findings

The research shows that persons with disabilities (IDs) in Nepal have not formally entered the job market so far. They stand on the periphery of the job market, which means that persons with IDs are deprived of the multiple benefits that employment offers, such as greater financial independence, a sense of purpose, increased social networks, and increased autonomy.

Persons with IDs are not the priority of the government and other stakeholders for employment opportunities even within the population of persons with disabilities. Despite there are disability-specific policies and laws, there is no special or focused scheme or program to promote the enrolment of persons with IDs in the job market. The current situation demands a joint effort of government, employers, civil society, organizations of persons with disabilities, and parents to prepare persons with intellectual disabilities for jobs, place them in appropriate jobs, and make accessible workplaces.

There is a significant knowledge gap regarding intellectual disability, persons with intellectual disabilities, and their strengths and capabilities among employers and other stakeholders. Only 11% of the respondents were able to accurately define intellectual disabilities and persons with intellectual disabilities, while 83% had limited knowledge about them. They possessed some knowledge but lacked comprehensive information. Most of them only recognized individuals with intellectual disabilities as being slow. Some respondents even held the misconception that intellectual disability is a mental disorder that can also occur in adulthood.

Job providers were very positive that Persons with IDs can get enroll in employment. 82% of respondents responded believed that Persons with IDs can work and get involved in employment. Whereas, the majority (i.e., 67%) of parents were positive regarding the employment of Persons with IDs. Only, 33% of parents think Persons with IDs cannot work and earn. The parents are the closest persons of Persons with IDs and their disbelief in their children is not a good thing for their growth. Their hopes in Persons with IDs are very low which can discourage them from employment. All persons with ID interviewed were positive and excited while responding to the question of whether they wanted to work and earn or not. They have confidence in them but they don't know how to find a job, what they have to do to find it, what types of jobs they must select etc. These confusion is closely related to the lack of skill-based education and the lack of parental effort to socialize them. The majority of the parents and potential job providers thought that persons with ID could work and earn money but they need support, training, and reasonable accommodation.

However, due to the social stigma, overprotection, discrimination, and lack of an appropriate education system for persons with intellectual disabilities, some parents still think that their children can do nothing and that jobs and earnings are not possible for them.

Persons with IDs need constant support and care which is mostly provided by their family. Family while providing care and support might grow the attachment to a deeper level and start being very protective. This results in dependency of Persons with IDs in their parents and parents might undermine their children.

The potential job providers perceive that Persons with IDs can perform only specific tasks and if the opportunity is given can be employable. They have the perception that a person with an intellectual disability can perform simple tasks that are repetitive and do not demand much cognitive ability and frequent changes in setting, process, system, and format. The main list of jobs recommended by potential job providers is packaging and repackaging, quality control, housekeeping, labeling, arranging goods (books, clothes, groceries), cleaning (dishes, mopping, tables), kitchen helper, waiter, and gardening. Parents and the already existing job providers also have the same opinion.

The experienced job providers seemed satisfied with the quality of work performed by persons with ID. There are some specific challenges that come while employing persons with intellectual disabilities but those challenges are not so difficult to overcome. However, the experienced job provider claimed that their number of strengths and unique talents within persons with intellectual disabilities that are not in other employees. Such strengths and talent can be promoted to increase their performance and quality of work.

Civil society can play an important role in removing the social stigma, and discrimination against persons with IDs and they can also promote the strengths and unique talent of persons with IDs in the society.

## **5.2 Recommendations**

### **5.2.1 Recommendation to Government**

- The local government should launch some special programs and schemes to place persons with IDs in jobs, providing them with job-related training and increasing socialization skills.
- The public space, transportation service, information, and communication system should be accessible to all including persons with intellectual disabilities. Easy-to-read format should be promoted in job and training-related information and communication.
- Skill-based education should be promoted at school. The local government should invest in skill-based education at school and persons with intellectual disabilities should be engaged in such education. The schools should teach socialization skills to persons with intellectual disabilities.
- The government can recognize and provide rewards and subsidies to companies that are employing Persons with IDs. The subsidies should be attached to corporate social responsibilities companies are labelled. For example, a certain percentage of waves in taxes or perks of employing Persons with IDs.

### **5.2.4 Recommendation to Non-Governmental Organization**

- The programs and activities of NGOs or organizations of persons with disabilities

(OPDs) should include the employment issues of persons with intellectual disabilities in their advocacy, skill development program, and social awareness with priority.

- The NGOs and INGOs can support to establishment of a good practice of skill development, making accessible workplaces, or placing persons with ID in appropriate jobs. Such good practices can be replicated in the future in other places.
- The NGOs and OPDs should do collective advocacy with the government to bring a dedicated program and scheme for the employment of persons with IDs.
- Should conduct sensitization and awareness programs to increase the right and authentic knowledge about intellectual disabilities and persons with intellectual disabilities.

#### **5.2.4 Recommendation to Parents**

- The Parents should believe in the capacity of their children and always encourage them to learn new things, socialize, and support them to develop skills. They should be supportive rather than leading them.
- Socialization starts at home so parents are recommended to teach basic skills that help them socialize with the outside world.
- Parents should teach and engage them in household work with regular supervision and encouragement. They should teach the basic life skills possible to increase independence.
- Parents are recommended to be aware and spread the knowledge about the disability and its issues to their relatives, neighbourhood, communities, and society to sensitize and combat stigmatization.
- Engage with other parents to work and advocate in unity for the benefits of Persons with IDs and their growth.
- Reaching out/ outreaching the possible job providers available in their communities and approaching them.
- Adoption of child-rearing practices that include self-determination, individualization, and self-sufficiency for developing confidence, and self-esteem in a child.

#### **5.2.4 Recommendation to Job Providers**

- The job providers should enhance their knowledge about existing issues related to intellectual disability, the overall concept of disability, barriers and challenges, legal provisions, etc. They should be ready and welcoming to accept the diverse workforce and accommodate them with some additional support system.
- The employer should consult with disability rights activists, experts, and parents to make the workplace accessible and friendly for persons with ID.
- Job provider is recommended to orient their staff about the diversity of workforces and teach them how to support persons with intellectual disabilities in work as a team member.
- Job providers should understand the unique requirements Persons with IDs have and should support them in fulfilling them with reasonable accommodations needed.

- Job providers are recommended to create a safe and non-hazardous environment where Persons with IDs can work.
- The instruction and materials in the workplace have to be in an easy-to-read and easy-to-understand format.

### **5.3 Conclusion**

The finding of this research shows that Persons with IDs are willing to join the workforce and are also willing to receive the training and sharpen the skills that are required for employment. Potential job providers are also ready to provide the opportunity to Persons with IDs with accommodation needed. They seek the support of non-governmental organizations and governmental organizations to make it sustainable. The other most important stakeholders are parents and they are protective towards their children.

Parents in general are protecting their children while they are children. When it comes to Persons with IDs, parents are seen to be more protective and cautious also when they grow up. They illustrate the examples of negative incidents and became fearful for their Persons with IDs children. The chances of occurrence of some mishaps such as violence in workplaces, getting lost on their way to the workplace or while returning home, and injuries that can occur while performing the task make them more reluctant. Therefore, they hesitate to send their child outside and to the workplace. But they have understood the importance of employment in the life of Persons with IDs. Parents have shared their deep-rooted fear about the security and survival of their children after their death. Parents here are confused and are preserving their children as much as possible.

Potential job providers have suggested some relevant jobs for Persons with IDs. The jobs they suggested are packaging and repackaging, quality control, housekeeping, labeling, arranging goods (books, clothes, groceries), cleaning (dishes, mopping, tables), kitchen helper, waiter, gardening, security guard, painting, drawing, mo.: mo. making and data entry. Some of the job providers were positive in including the Persons with IDs in simpler jobs. The parents suggested relevant and feasible jobs for Persons with IDs as Sewing and knitting, barista, cleaning, office helper, making tea, arranging clothes, babysitting, and drawing. When explaining the nature of jobs, they suggested simple works that do not include much complexity. Above mention, jobs need repetition and can be made as scheduled work.

Already existing job providers also shared similar experiences. They have the opinion that works that are feasible and relevant for Persons with IDs are cleaning, mopping, sweeping, gardening, delivery person (Newspaper, milk), cooking, and kitchen help. They have identified the potentiality of the Persons with IDs working in their workplace and describe them to be precise and dedicated workers, punctual and disciplined, trustworthy, do not lie, and sincere towards their work and employer.

Despite these possibilities, there are next to nil Persons with IDs working in the labour market. This research targeted to reach 10 already existing job providers of which the researcher could only find 3. This shows the context of employment in Nepal is not

a common practice. This study identifies the major stakeholders responsible for creating spaces for Persons with IDs is primarily the government of Nepal and public and private spaces are responsible is providing opportunities. The civil society on the other hand has to work by complimenting the government to develop intellectual disability-tailored programs and create an enabling environment.

The government has provided the provision of 5% reservation seats for PWDs. Persons with IDs also compete for that 5% seat. In order, to compete in reservation they have to meet certain criteria of education level and pass the examination which is not appropriate in the case of a person with an intellectual disability. There is no dedicated policy made by the government in Favor of Persons with IDs. This shadows Persons with IDs a lot. The appropriate investment is necessary focusing on the skills that will help them in their livelihood later.

The education system and the curriculum of Persons with IDs should focus on practical based knowledge. The skills required for their livelihood and employment necessarily start from childhood. The school has to develop the mechanism and build a teaching-learning pedagogy of learning basic skills such as communication, socialization, personal care, and hygiene and prioritize vocational skills.

This research has drawn the conclusion that employment is possible for Persons with IDs. With this concluding statement, it also brings various aspects that are to be considered. This study identifies that employing Persons with IDs needs a holistic approach, it cannot be achieved by the effort of an individual or an agency. It requires the combined effort of all the major stakeholders. Parents of Persons with IDs have to work on preparation, schools have to train the Persons with IDs, civil society and organizations working for Persons with IDs have to put effort into creating job spaces for Persons with IDs by lobbying with the government and private sectors and train them accordingly. The government should understand the unique requirements of Persons with IDs and develop the programs accordingly. It should focus on accommodating appropriate equity required for equality. Persons with intellectual disabilities can join the labour market and live their lives with respect and dignity through the combination and effort of all the major stakeholders.

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## Annex 1: Questionnaire

प्रश्नावली नं. १

### संभावित रोजगारदाताका लागि प्रश्नावलीहरू

बौद्धिक अपाङ्गताका अभिभावक महासंघ नेपाल, बौद्धिक अपाङ्गता भएका व्यक्ति र तिनका अभिभावकद्वारा संचालित बौद्धिक अपाङ्गता भएका व्यक्तिहरूको हक अधिकार संरक्षण र सम्बर्धनको लागि ब.स २०६८ सालदेखि क्रियाशिल गर्ने राष्ट्रिय स्तरको छाता संस्था हो ।

यो अध्ययन बौद्धिक अपाङ्गता भएका व्यक्तिहरूका लागि सम्भावित रोजगारीका अवसरहरू पहिचान गर्नका लागि गरिएको हो । यसै शिलसिलामा हामी संस्थाको तर्फबाट तपाँइसँग अन्तरवार्ताको लागि यहाँ आएका छौं । यस विषयमा हामी तपाँइका महत्वपूर्ण विचार र तपाँइसँग भएका जानकारी र सूचनाहरूलाई समेट्नेछौं । यसको लागि हामीले केहि प्रश्नहरू तपाँइलाई सोध्नेछौं र तपाँइबाट ति प्रश्नहरूमा संबोधनको अपेक्षा गर्दछौं ।

तपाँइले हामीलाई दिएका जानकारी र सूचनाहरू सबै गोप्य राखिने छ र यस अध्ययनको प्रयोजन बाहेक अन्य कुनैपनि काममा प्रयोग गरिनेछैन । तपाँइको अनुमति बिना प्रतिवेदनमा तपाँइको नाम लगायत कुनैपनि व्यक्तिगत विवरणहरू समावेश गरिनेछैन । साथै तपाँइले दिनु भएको जानकारी अध्ययन (रिसर्च) का लागि मात्र प्रयोग गरिने छ साथै प्रश्नावली रोजगारी संग जोडिएको भएतापनि यसले तपाँइलाई रोजगारीको लागि कुनै प्रतिबद्धता गर्नुपर्ने बाध्यता सृजना गर्नेछैन । तपाँइले सबै प्रश्नको उत्तर दिनुपर्छ भन्ने छैन । यदि कुनै प्रश्नको उत्तर दिन तपाँइलाई इच्छा छैन भने तपाँइलाई उक्त प्रश्नको उत्तर नदिने पूर्ण स्वतन्त्रता रहनेछ । यसैगरी तपाँइलाई विचैमा अन्तरवार्तालाई निरन्तरता दिन इच्छा भएन भने हामी अन्तरवार्ता बन्द गर्न सक्छौं । यस प्रश्नावली भर्न लगभग २० मिनेट लाग्ने छ र सो समय यहाहरू संग अपेक्षा गर्दछौं ।

के तपाँइ अन्तरवार्ताको लागि समय दिन इच्छुक हुनुहुन्छ ?

क) म तयार छु                      ख) म तयार छैन

यदि, उत्तर ख आएमा अन्तरवार्ता सुरु नगर्ने । धन्यवाद दिएर फर्कने ।

नाम: \_\_\_\_\_

ठेगाना: \_\_\_\_\_ उमेर: \_\_\_\_\_

व्यवसाय: \_\_\_\_\_ तह: \_\_\_\_\_ कामदार संख्या: \_\_\_\_\_

१. के तपाँइलाई बौद्धिक अपाङ्गता बारे थाहा छ?

क ) राम्रोसँग थाहा छ                      ख) अलि अलि थाहा छ ग) केहि पनि थाहा छैन  
थाहा छ वा अलि अलि थाहा छ भने, के थाहा छ ? (उत्तरदाताले दिएको उत्तर नोट गर्ने)

\_\_\_\_\_

छैन भने,



बौद्धिक अपाङ्गता भनेको उमेरको बृद्धी सँगै बौद्धिक सचेतनाको विकास हुन नसकी बौद्धिक विकास नभएका कारणले उमेर र बातावरणसापेक्ष क्रियाकलाप गर्न समस्या हुने अवस्थाको व्यक्ति भने बुझिन्छ।

२. तपाइलाई कुनै बौद्धिक अपाङ्गता भएका व्यक्ति रोजगारीमा लागेको जानकारी छ?

क) छ

ख) छैन

३. के तपाँइसँग बौद्धिक अपाङ्गता भएका व्यक्तिलाइ रोजगारीको अवसर दिएको अनुभव छ?

क) छ

ख) छैन

४. के बौद्धिक अपाङ्गता भएका ब्यक्तिले रोजगारी गर्न सक्दछन्?

क) सक्छन्

ख) सक्दैनन्

ग) थाहा भएन

५. तपाँइको विचारमा बौद्धिक अपाङ्गता भएका ब्यक्तिलाइ तल मध्ये के गर्नुपर्छहोला?

क) सिप सिकाएर रोजगारी दिनुपर्छ

ख) उनीहरूका लागि सामाजिक सुरक्षा भत्ता दिनुपर्छ

ग) कतै सेल्टरमा राख्नुपर्छ

घ) उनीहरूले काम गर्न नसक्ने हुनाले परिवारको रेखदेखमा राख्नुपर्छ

ङ) थाहा छैन

६. (यदि उत्तर क आएमा) के उनीहरू जुनसुकै प्रकारका रोजगारीका अवसरमा संलग्न हुन सक्छन्?

क) हुन सक्छन्

ख) सक्दैनन्, खास प्रकारको काम मात्र गर्न सक्छन्

७. (उत्तर ख आएमा) कस्ता-कस्ता कामहरूमा उहाहरूलाई रोजगारीको अवसर श्रीजना गर्न सकिएला?

क) \_\_\_\_\_

ख) \_\_\_\_\_

ग) \_\_\_\_\_

घ) \_\_\_\_\_

८. उहाहरूलाई रोजगारीका लागि कस्ता किसिमका तालिम दिन जरुरी छ?

क) \_\_\_\_\_

ख) \_\_\_\_\_

ग) \_\_\_\_\_

घ) \_\_\_\_\_

९. उहाहरूलाई रोजगारीको अवसर श्रीजना गर्न कुन कुन निकायको के कस्तो भूमिका रहन्छ ?

उत्तर नोट गर्ने

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१०. बौद्धिक अपाङ्गता भएका व्यक्तिले रोजगारीका अवसर नपाउनुको कारणहरू के होलान ?

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११. यी, अवरोधहरूलाई चिर्न के गर्नुपर्दछ?

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१२. बौद्धिक अपाङ्गता भएका व्यक्तिले गर्न सक्ने खालका कामहरू तपाईंको कम्पनी वा संस्था के के छन् ?

क) \_\_\_\_\_ ख) \_\_\_\_\_

ग) \_\_\_\_\_ घ) \_\_\_\_\_

१३. तपाइको कार्यलयमा के तपाई बौद्धिक अपाङ्गता भएका व्यक्तिलाई समेट्न चाहनु हुन्छ ?

क) हुन्छ ख) हुदैन

हुदैन भने, \_\_\_\_\_

प्रश्नावली नं. २

**बौद्धिक अपाङ्गता भएका व्यक्तिका अभिभावकहरूको लागि**

बौद्धिक अपाङ्गताका अभिभावक महासंघ नेपाल, बौद्धिक अपाङ्गता भएका व्यक्ति र तिनका अभिभावकद्वारा संचालित बौद्धिक अपाङ्गता भएका व्यक्तिहरूको हक अधिकार संरक्षण र सम्बर्धनको लागि वि.स २०६८ सालदेखि क्रियाशिल गर्ने राष्ट्रिय स्तरको छाता संस्था हो ।

यो अध्ययन बौद्धिक अपाङ्गता भएका व्यक्तिहरूका लागि सम्भावित रोजगारीका अवसरहरू पहिचान गर्नका लागि गरिएको हो । यसै शिलसिलामा हामी संस्थाको तर्फबाट तपाईंसँग अन्तरवार्ताको लागि यहाँ आएका छौं । यस विषयमा हामी तपाईंका महत्वपूर्ण विचार र तपाईंसँग भएका जानकारी र सूचनाहरूलाई समेट्नेछौं । यसको लागि हामीले केहि प्रश्नहरू तपाईंलाई सोध्नेछौं र तपाईंबाट ति प्रश्नहरूमा संबोधनको अपेक्षा गर्दछौं ।

तपाईंले हामीलाई दिएका जानकारी र सूचनाहरू सबै गोप्य राखिने छ र यस अध्ययनको प्रयोजन बाहेक अन्य कुनैपनि काममा प्रयोग गरिनेछैन । तपाईंको अनुमति बिना प्रतिवेदनमा तपाईंको नाम लगायत कुनैपनि व्यक्तिगत विवरणहरू समावेश गरिनेछैन । साथै तपाइले दिनु भएको जानकारी अध्ययन (रिसर्च) का लागि मात्र प्रयोग गरिने छ साथै प्रश्नावली रोजगारी संग जोडिएको भएतापनि यसले तपाईंलाई रोजगारीको लागि कुनै प्रतिबद्धता गर्नुपर्ने बाध्यता सृजना गर्नेछैन । तपाईंले सबै प्रश्नको उत्तर दिनुपर्छ भन्ने छैन । यदि कुनै प्रश्नको उत्तर दिन तपाईंलाई इच्छा छैन भने तपाईंलाई उक्त प्रश्नको उत्तर नदिने पूर्ण स्वतन्त्रता रहनेछ । यसैगरि तपाईंलाई विचैमा अन्तरवार्तालाई निरन्तरता दिन इच्छा भएन भने हामी

अन्तरवार्ता बन्द गर्न सक्छौं । यस प्रश्नावली भर्ना लगभग २० मिनेट लाग्ने छ र सो समय यहाँहरू संग अपेक्षा गर्दछौं ।

के तपाईं अन्तरवार्ताको लागि समय दिन इच्छुक हुनुहुन्छ ?

क) म तयार छु                      ख) म तयार छैन

यदि उत्तर ख आएमा अन्तरवार्ता सुरु नगर्ने । धन्यवाद दिएर फर्कने ।

नाम: \_\_\_\_\_ ठेगाना: \_\_\_\_\_ लिंग: \_\_\_\_\_

उमेर: \_\_\_\_\_ बौद्धिक अपाङ्गता भएका व्यक्ति संगको नाता: \_\_\_\_\_

बौद्धिक अपाङ्गता भएका व्यक्तिको उमेर: \_\_\_\_\_

१. तपाईंको परिवारमा कति जना सदस्य हुनुहुन्छ?

\_\_\_\_\_ जना

२. घर-परिवारमा अपाङ्गता भएको कति जना हुनुहुन्छ?

\_\_\_\_\_ जना

३. ती मध्ये बौद्धिक अपाङ्गता भएको कति जना हुनुहुन्छ?

\_\_\_\_\_ जना

४. बौद्धिक अपाङ्गता भएका सदस्यको सबैभन्दा धेरै रेखदेख गर्ने, हेरचाह गर्न अथवा वहाँसँग सबैभन्दा धेरै समय बिताउने व्यक्ति के तपाईं नै हो ?

क) हो                      ख) होइन

५. बौद्धिक अपाङ्गता भएका सदस्यलाई बिद्यालय भर्ना गराउनुभयो कि भएन?

क) गराएँ                      ख) गराँइन

६. यदि उत्तर क भएमा) बिद्यालयमा अहिले पनि उहाँहरू पठनपाठन गर्दै हुनुहुन्छ?

क) छ                      ख) छैन

७. यदि छैन भने के कारणले हो ?

\_\_\_\_\_

८. उहाँको रुचि के के मा छ ? घरमा के कस्ता कामहरू गर्नु हुन्छ?

\_\_\_\_\_

९. तपाईंलाई बौद्धिक अपाङ्गता भएका व्यक्तिले रोजगारी गरेर पैसा कमाउन सक्छन् जस्तो लाग्छ ?

क) लाग्छ                      ख) लाग्दैन                      ग) थाहा भएन

१०. वहाँलाई कुनै दैनिक घरका काम गर्न वा कुनै सिप सिकाउनुभएको छ ?

क) छ                      ख) छैन

११. यदि छ भने कस्तो कस्तो सिप सिकेको छ?

- क) \_\_\_\_\_  
ख) \_\_\_\_\_  
ग) \_\_\_\_\_  
घ) \_\_\_\_\_

१२. यदि घरको काम वा सिप सिकाउनुभएको छैन भने किन ?

\_\_\_\_\_

१३. उहाँले कस्ता कस्ता किसिमका कामहरू गर्न सक्नु हुन्छ?

- क) \_\_\_\_\_  
ख) \_\_\_\_\_  
ग) \_\_\_\_\_  
घ) \_\_\_\_\_

१४. उहाँले अहिले कुनै रोजगारी गरिरहनुभएको छ ?

- क) छ                      ख) छैन

१५. रोजगारीमा लाग्नु भएको भए कस्तो किसिमका कामहरू गरिरख्नुभएको छ?

- क) \_\_\_\_\_  
ख) \_\_\_\_\_  
ग) \_\_\_\_\_

१६. (यदि उत्तर ख भएमा) के पहिले चाहीं कुनै रोजगारीमा लाग्नुभएको थियो ?

- क) थियो                      ख) थिएन

१७. यदि थियो भने किन छोड्नुपरेको थियो ?

\_\_\_\_\_

१८. रोजगारीको क्रममा वहाँले कुनै भेदभाव वा दुर्व्यवहार खप्नुपरेको छ वा थियो ?

- क) छ/थियो                      ख) छैन/थिएन

१९. उहाहरूलाई रोजगारीका लागि कस्ता किसिमका तालिम दिन जरुरी छ?

- क) \_\_\_\_\_  
ख) \_\_\_\_\_  
ग) \_\_\_\_\_  
घ) \_\_\_\_\_

२०. उहाहरूलाई रोजगारीको अवसर श्रीजना गर्न कुन कुन निकायको के कस्तो भूमिका रहन्छ ? उत्तर नोट गर्ने,

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२१. बौद्धिक अपाङ्गता भएका व्यक्तिले रोजगारीका अवसर नपाउनुको कारणहरू के होलान ?

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२२. यी, अवरोधहरूलाई चिर्न के गर्नुपर्दछ?

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२३. बौद्धिक अपाङ्गता भएका व्यक्तिलाइ रोजगारीमा संलग्न गराउन कस्तो खालको सहयोगको जरूरी पर्छ ?

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२४. अभिभावकको रुपमा तपाईं कति समय उहाको रोजगारीका लागि खर्चिन तयार हुनुहुन्छ?

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२५. तपाइको बिचारमा कतिको दुरी सम्म उहालाई रोजगारीका लागि पठाउन सकिन्छ?

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२६. वहाँको रोजगारीको लागि छरछिमेक, समुदाय, नातागोता वा इष्टमित्रसँग कुराकानी गर्दा उनीहरूले कस्तो प्रतिक्रिया दिन्छन?

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२७. तपाईंको बिचारमा रोजगारीले एक बौद्धिक अपाङ्गता भएका ब्यक्तिको जीवनमा कतिको प्रभाव पर्नेछ?

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प्रश्नावली ३

रोजगारीको उमेर भएका बौद्धिक अपाङ्गता भएका व्यक्तिका लागि

बौद्धिक अपाङ्गताका अभिभावक महासंघ नेपाल, बौद्धिक अपाङ्गता भएका व्यक्ति र तिनका अभिभावकद्वारा संचालित बौद्धिक अपाङ्गता भएका व्यक्तिहरूको हक अधिकार संरक्षण र सम्बर्धनको लागि वि.स २०६८ सालदेखि क्रियाशिल गर्ने राष्ट्रिय स्तरको छाता संस्था हो ।

यो अध्ययन बौद्धिक अपाङ्गता भएका व्यक्तिहरूका लागि सम्भावित रोजगारीका अवसरहरू पहिचान गर्नका लागि गरिएको हो । यसै शिलसिलामा हामी संस्थाको तर्फबाट तपाँइसँग अन्तरवार्ताको लागि यहाँ आएका छौं । यस विषयमा हामी तपाँइका महत्वपूर्ण विचार र तपाँइसँग भएका जानकारी र सूचनाहरूलाई समेट्नेछौं । यसको लागि हामीले केहि प्रश्नहरू तपाँइलाई सोध्नेछौं र तपाँइबाट ति प्रश्नहरूमा संबोधनको अपेक्षा गर्दछौं ।

तपाइँले हामीलाई दिएका जानकारी र सूचनाहरू सबै गोप्य राखिने छ र यस अध्ययनको प्रयोजन बाहेक अन्य कुनैपनि काममा प्रयोग गरिनेछैन । तपाँइको अनुमति बिना प्रतिवेदनमा तपाँइको नाम लगायत

कुनैपनि व्यक्तिगत विवरणहरू समावेश गरिनेछैन । साथै तपाइले दिनु भएको जानकारी अध्ययन (रिसर्च) का लागि मात्र प्रयोग गरिने छ साथै प्रश्नावली रोजगारी संग जोडिएको भएतापनि यसले तपाइलाइ रोजगारीको लागि कुनै प्रतिबद्धता गर्नुपर्ने बाध्यता सृजना गर्नेछैन । तपाइले सबै प्रश्नको उत्तर दिनुपर्छ भन्ने छैन । यदि कुनै प्रश्नको उत्तर दिन तपाइलाइ इच्छा छैन भने तपाइलाइ उक्त प्रश्नको उत्तर नदिने पूर्ण स्वतन्त्रता रहनेछ । यसैगरि तपाइलाइ विचैमा अन्तरवार्तालाइ निरन्तरता दिन इच्छा भएन भने हामी अन्तरवार्ता बन्द गर्न सक्छौं । यस प्रश्नावली भर्न लगभग २० मिनेट लाग्ने छ र सो समय यहाहरु संग अपेक्षा गर्दछौं ।

के तपाइ अन्तरवार्ताको लागि समय दिन इच्छुक हुनुहुन्छ ?

क) म तयार छु                      ख) म तयार छैन

यदि उत्तर ख आएमा अन्तरवार्ता सुरु नगर्ने । धन्यवाद दिएर फर्कने ।

नाम : \_\_\_\_\_ उमेर: \_\_\_\_\_ लिंग \_\_\_\_\_

ठेगाना: \_\_\_\_\_ शैक्षिक योग्यता : \_\_\_\_\_

१. तपाइको परिवारमा कति जना सदस्य हुनुहुन्छ?

\_\_\_\_\_ जना

२. तपाइ विहान उठेदेखि बेलुका सम्म के के कामहरू गर्नुहुन्छ ?

३. घरमा तपाइ के के कामहरू सघाउनु हुन्छ? कसलाइ सघाउनुहुन्छ ?

\_\_\_\_\_

४. कुन काम गर्दा तपाइलाई रमाइलो लाग्दछ?

\_\_\_\_\_

५. तपाइलाई घर बाहिर गएर काम गरेर पैसा कमाउन मन लाग्छ ?

क) लाग्छ    ख) लाग्दैन

६. तपाइलाई बाहिर पैसा कमाउनको लागि कुन कुन काम गर्न मन लाग्छ ? अथवा, के काम गरेर पैसा कमाउन मन लाग्छ ?

\_\_\_\_\_

७. तपाइले काम गर्नको लागि तालिमहरू लिनुभएको छ ?

क) छ                      ख) छैन

८. यदि छ भने के के मा तालिम लिनुभएको छ ?

\_\_\_\_\_

९. यदि छैन भने के के मा तालिम लिन मन लागेको छ ?

\_\_\_\_\_

१०. तपाईंले यो भन्दा पहिला कुनै काम गरेर पैसा कमाउनुभयो त ?

क) कमाएँ                      ख) काम गरेको छैन

११. यदि गर्नुभयो भने कहाँ, के काम गर्नुभयो त ?

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१२. काम गर्दा अरू साथीहरूले मायाँ गर्थे कि दुख दिन्थे ?

क) मायाँ गर्थे                      ख) दुःख दिन्थे

१३. (यदि उत्तर ख भएमा) यदि दुख दिन्थे भने कस्तो खालको दुःख दिन्थे

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१४. तपाईंलाई जागिर खान वा काम गर्न जान वा काम गर्ने ठाउँमा कस्तो खालको सहयोग चाहिन्छ ?

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प्रश्नावली नं. ४

बौद्धिक अपाङ्गता भएका व्यक्तिलाई रोजगारी दिएको वा दिइरहेको अनुभव बोकेका संस्थाहरूका लागि

व्यक्तिको नाम: \_\_\_\_\_ लिंग: \_\_\_\_\_

संस्थाको नाम: \_\_\_\_\_ पद: \_\_\_\_\_

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१. तपाईंको संस्थामा बौद्धिक अपाङ्गता भएका व्यक्ति काम गर्छन ?

क) गर्छन                      ख) पहिले गर्थे, अहिले गर्दैनन

२. (यदि उत्तर क भएमा) अहिले कति जना काम गरिरहेका छन्?

\_\_\_\_\_ जना

३. (यदि उत्तर ख भएमा) यदि पहिले गर्थे भने कति जनाले गर्थे ?

\_\_\_\_\_ जना

४. यस संस्थामा बौद्धिक अपाङ्गता भएका व्यक्तिले कस्तो काम गरे वा गरिरहेका छन्?

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५. उनीहरूसँग काम गर्दा बौद्धिक अपाङ्गता भएका व्यक्तिले पनि काम गरेर खान सक्छन भन्नेमा तपाईं कतिको विश्वस्त हुनुपर्छ?

क) म पुरै विश्वास गर्छु                      ख) केहि मात्रामा विश्वास गर्न सकिन्छ                      ग) म त्यति विश्वस्त हुन सकिँन ।

६. तपाईंको विचारमा उनीहरूले अरू कस्ता कस्ता कामहरू गर्न सक्छन् होला ?

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७. उनीहरूको कामको गुणस्तर कस्तो हुन्छ?

क) राम्रो हुन्छ ख) ठिकै हो, औषत छ ग) खासै राम्रो हुन्न

८. उनीहरूलाई काममा सहज बनाउन के कस्तो थप सहयोग गर्नुपर्छ?

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९. उनीहरूलाई काममा सहज बनाउन वातावरण कसरी निर्माण गर्नुपर्छ?

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१०. उनीहरूसँग कस्तो खालको व्यवहार गर्यो भने राम्रोसँग काम लगाउन सकिन्छ?

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११. कस्तो व्यवहार उनीहरूले मनपराउँदैन ?

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## **Annex 2: Term of Reference**

Assignment Title: Conduct Research on Relevant and Feasible Employment Opportunities for PWIDs.

About the Organization: The Parent Federation of Persons with Intellectual Disability-Nepal (PFPID-Nepal) as a national umbrella Organization of Persons with Intellectual Disabilities came into being in 2011 A.D. as OPD aiming at uniting persons with intellectual disabilities and empower them as self-advocates to speak up and demand their right from grass root level to the federal level. PFPID has long-term experience in special education, advocacy, and direct social work with PWIDs and their parents. Apart from these, PFPID has worked on strengthening the capacity of member organizations and working collaboratively with other Development Partner Organizations in the field of cross-cutting issues. The organization has been implementing field-level projects with very limited scope for organizational development. Having all these things into consideration, this project is developed with due focus on the institutional capacity strengthening of PFPID and its member organization to lead the right movement through influential advocacy efforts.

### **About Project**

For overall growth and development human needs fulfillment of many indices. The major Indicators being; health, education, job, etc. According to the United Nations Development Program (UNDP) as mentioned in its Human Development Reports, “The major human development index is; long and healthy life, knowledge and a decent standard of living. The person with an intellectual disability has full rights to exercise all the above dimensions. But due to the less knowledge on providing special care and opportunities to them, they are not able to grow on the following indicators.

The families might ensure the proper health of the child with intellectual disability but for education and job, the third parties involved must also be supportive and willing. In the foreign context, the system of special education and creating job spaces for persons with intellectual disability have been possible with good policies and implementation but Nepal is not able to provide inclusive education.

Nepal has incorporated in its policies to ensure education and jobs for persons with intellectual disabilities but we are far behind in the implementation. There are no adequate resources and training for special education, teachers are not trained and lack the confidence that they can handle the pedagogy of special education. The education is key for the further job market. That is why people with intellectual disabilities have difficulty in further careers.

Additionally, the job providers are also not very willing to engage in the process of including persons with intellectual disabilities in their workplaces. Economic independence is very important for human beings because it empowers and provides the freedom and capabilities of their decision-making. Financial dependence makes persons dependent on another person for decision-making. That is why it is very important for people to have financial stability on their own. Persons with intellectual disability people are no

exceptional. In fact, they are more prone to be dependent on their caretakers which makes them more vulnerable. If they have a job from which they have a stable income then it can boost their self-esteem and confidence.

Employment directly creates economic independence which can be taken as an indicator of empowerment. Intellectual disability is among 1 type of disability out of 10 categories of disability. The government of Nepal has provided a policy in which disable people get a 5% reserve to sit in any setting (i.e., education, health, job opportunity) (Government of Nepal, 2015). The reservation sit can be taken as equity provided for equality. But PWIDs are not in reach to catch the opportunity provided here. There is not much feasibility training provided to PWIDs in Nepal to boost them professionally. This research carries the importance in finding the appropriate training that persons with intellectual disability might need in job settings.

Similarly, though 5% of the seat is reserved it is not in practice that the job providers have compulsorily employed the PWDs in the implementation of the policy. Moreover, in the context of Nepal, there is more privatization of all the sectors than government ownership (i.e., communication sectors, health sectors, education sectors, hydro-powers, manufacturing, etc.). This also creates a chaotic situation regarding the 5% reservation promised by the government. The private institution does not implement the policy and the government does not monitor or have any mechanism to check its implementation. This study provides an understanding of the loopholes created between job providers and PWIDs.

This study will help in understanding the job setting that PWIDs can work in. The patterns of works which can be feasible for them. It will also provide insights into what PWIDs want to do? What their parents suggest they should do? Similarly, what do job providers expect? This study should try to understand the perspective of all the 3 major stakeholders involved in employing PWIDs which might be helpful in planning further strategies for all GOs, NGOs, INGOs, and donors to make further strategies.

Most of all, this study should focus on enquiring the potential job providers, PWIDs, and parents of PWIDs about the relevant and feasible employment opportunities which for sure will provide answers to various dilemmas regarding the professional growth of PWIDs. This research should help in identifying the job settings that can enroll PWIDs. Plus, it should help in listing the job providers and even initiate the action by placing PWIDs in jobs.

## **Objectives and Scope of Research**

The major objective of this research is to support PWIDs to exercise financial independence. The major focus is to establish a new pedagogy by enrolling them in job settings. The specific objectives are:

- To identify the possible job settings that PWIDs can be enrolled in.
- To understand the perception of job providers and the feasibility of PWIDs in employment.

## Proposed Methodology

The consultant involved has to check and provide the guidelines for conducting research following systematic research procedures. The research sample area must include the sample from 8 districts (i.e., Kathmandu, Myagdi, Kaski, Lamjung, Saptari, Udayapur, Hetauda, and Chitwan). The research will be based on both primary and secondary data.

### Expected Deliverables

- Consultant is expected to provide a framework of research methodology that will be used in research first on which meetings will be conducted for finalization of methods.
- Consultant have to be responsible in assisting in developing questionnaires and preparing checklist for FGD for data collection.
- Consultation has to be provided regarding data analysis and should help in developing tools if required.
- Consultation should attend the meetings of the research committee and provide guidance in further activities.
- Consultants have to be constructive and should help the organizations in making the final research report and research dissemination.
- Most of all consultant is expected to add value to research and maintain quality in it.

### Annex 3: Research Committee

| <b>Name</b>       | <b>Designation</b> |
|-------------------|--------------------|
| Manish Prasai     | Advisor            |
| Pragati Khadka    | Researcher         |
| Bhusan Raj Raut   | Member             |
| Soomana Nepal     | Data Collector     |
| Saroj Khadka      | Data Collector     |
| Santosh Chaudhary | Data Collector     |
| Priya Sigdel      | Data Collector     |
| Sunil B.K.        | Finance            |



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