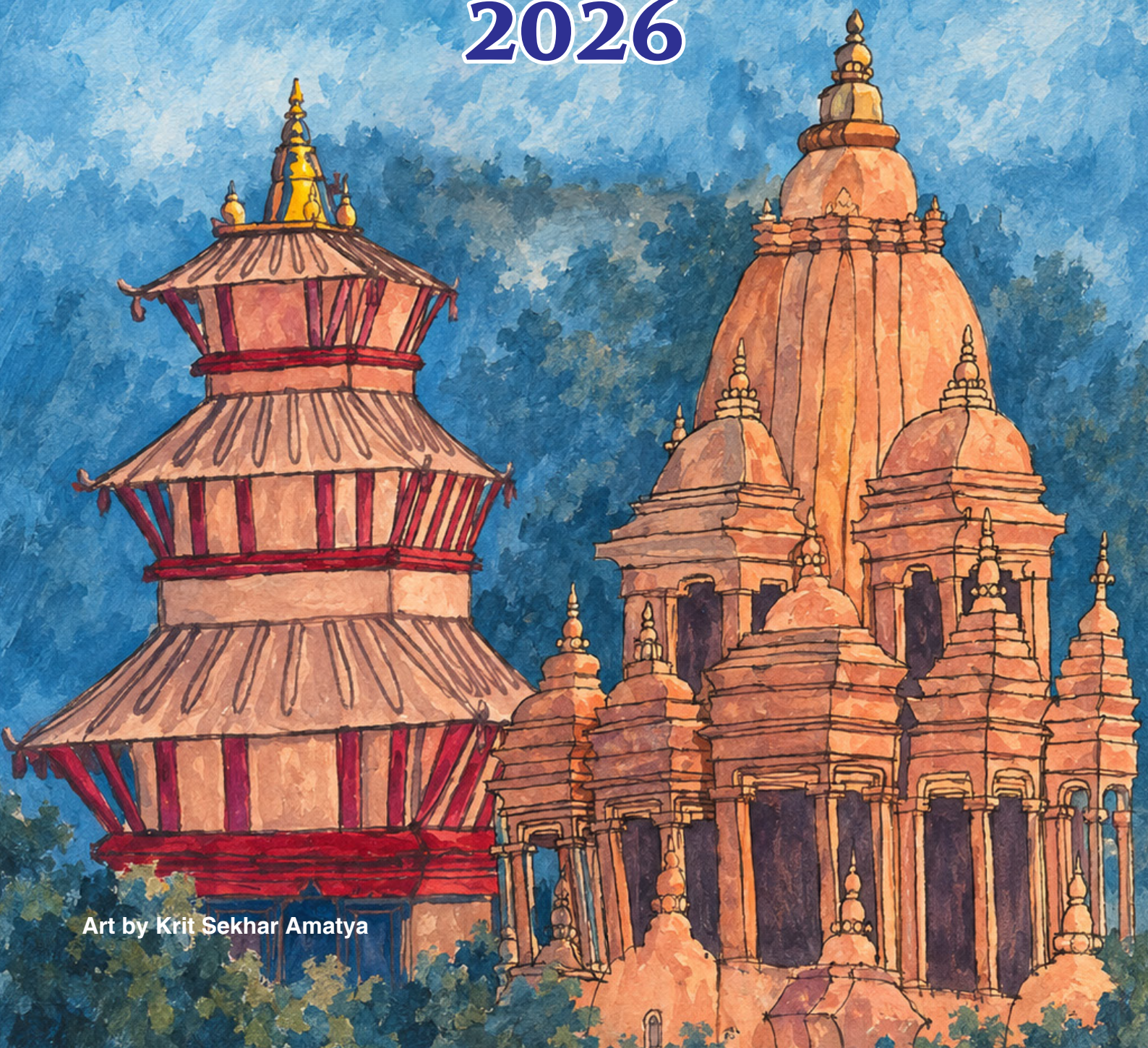
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AutismCare
Nepal Society
"A National Center for Autism"

ANNUAL REPORT
2026



Art by Krit Sekhar Amatya

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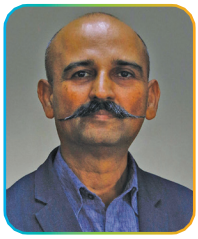


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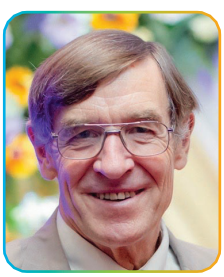


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Message from the Chairperson

19th Annual General Meeting
AutismCare Nepal Society (ACNS) – National Centre for Autism

It is with great pride and gratitude that I present this message on the occasion of the 19th Annual General Meeting of AutismCare Nepal Society (ACNS), National Centre for Autism.

Over the years, ACNS has remained committed to advancing the rights, dignity, inclusion, and well-being of autistic individuals and their families in Nepal. Our journey has been guided by a fundamental belief: every autistic person is unique, with their own strengths, challenges, aspirations, and ways of experiencing the world. Autism is a lifelong neurodevelopmental condition, and the needs of autistic individuals evolve across different stages of life. Therefore, our responsibility extends far beyond diagnosis, therapy, or school admission. We must create opportunities for meaningful participation, education, communication, employment, independent living, and inclusion throughout the lifespan. Our understanding of success must be shaped not by conventional expectations, but by the quality of life, autonomy, dignity, and meaningful connections that autistic people experience.

In keeping with this vision, ACNS has continued to strengthen and expand its services in assessment and early intervention, education, occupational therapy, sensory integration, behavioral support, school readiness, and vocational development. The operationalization of our specialized occupational therapy, sensory integration, and music therapy rooms, alongside the introduction of our School Readiness Program, marks another important step towards providing more comprehensive and individualized support.

We recognize that sustainable progress depends on the knowledge and capacity of our professionals. This year, we continued investing in professional development through international certification in sensory integration and practical learning opportunities in occupational therapy. Through our collaboration with Kathmandu University under the My Right Project, 15 special educators graduated from the Postgraduate Diploma in Special and Inclusive Education, specializing in Autism Spectrum Disorder, while another 15 enrolled in the forthcoming cohort. These achievements strengthen the foundation for quality education and inclusive practice in Nepal.

Our commitment to inclusion also extends beyond individual services to families, communities, and systems. Through the Disability Rights Fund, we continued to strengthen autistic self-advocacy and promote awareness of the rights to equal recognition before the law and to live independently and participate fully in the community, as enshrined in Articles 12 and 19 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

Through the CBM-supported RISE Project in Godawari and Budhanilkantha municipalities, screening of more than 2,000 children supported early identification and referral, while teacher training, individualized learning plans, accessibility audits, and policy engagement advanced our efforts towards more inclusive schools.

Similarly, the NAMASTE our multi National Research initiative continued to strengthen community-based identification and family support. Approximately 8,350 children were screened across all 14 wards of Godawari Municipality, while WHO caregiver skills training and PASS Plus services continued to reach families. Our research finding data from community engagement, detection, intervention is underway for multiple publication.

Another significant milestone has been the

realization of our long-standing dream of operating from our new building, made possible through the support of NSF and FJSI. This facility provides a stronger foundation for expanding our educational, day-care, empowerment, and vocational services. I extend my sincere appreciation to our partners for believing in our vision and helping transform it into reality.

At the national level, ACNS has continued to work with government agencies, hospitals, academic institutions, civil society organizations, and other stakeholders towards a coordinated national response to autism. Our contribution to the development of a National Autism Directive and a training handbook on Autism Spectrum Disorder for health workers reflects our commitment to strengthening systems, building professional capacity, and improving access to appropriate services. We believe that a comprehensive national approach must connect early identification and intervention with inclusive education, healthcare, vocational training, employment, livelihoods, and supported living.
Our growing participation in national and international research forums, including five international presentations and one national presentation this year, further reflects our commitment to learning, sharing evidence, and bringing Nepal's experiences into the global autism movement. Recognition through the INSAR Diversity Travel Award 2026 and INSAR LMIC Travel Award 2026 is an encouraging milestone for our team and our continued contribution to the field.

Despite this progress, significant gaps remain in access to education, healthcare, employment, and lifelong support. Across the world, valuable research and effective practices are emerging, yet their benefits remain unevenly distributed. Our challenge is not simply to generate awareness or knowledge, but to translate that knowledge into accessible services, responsive policies, and lasting change.

The autism movement must now move beyond awareness towards understanding, acceptance, rights, and meaningful inclusion.

Autistic people must be at the center of decisions that affect their lives. Their lived experiences, voices, and aspirations must inform our programs, professional training, research, and policies. Governments must establish enabling systems, professionals must deliver appropriate support, and families and communities must be empowered to foster participation and belonging.

As Chairperson, I remain deeply grateful to our autistic individuals and self-advocates, families, board members, dedicated professionals, volunteers, government partners, academic institutions, donors, and development partners. The progress of ACNS is the result of our collective commitment, shared learning, and belief in the potential of every autistic person.

As we enter the next phase of our journey, let us strengthen our partnerships, address unmet needs, and build a society in which autistic individuals are respected not merely for what they can achieve, but for who they are and the rights they hold as equal members of our communities.

Together, let us create an inclusive world and redefine “POSSIBLE” for people with autism across their lifespan. Thank you.



Dr. Sunita Maleku Amatya

Message from the Director



PT. Surendra Bajracharya
Director, AutismCare Nepal Society (ACNS)

It is my privilege to present the Annual Report 2026 of AutismCare Nepal Society (ACNS), reflecting another year of commitment, learning, growth, and collective action towards building an inclusive society where every person with autism is respected, supported, and provided with meaningful opportunities to learn, participate, and contribute.

The year 2026 has been an important year for ACNS. We continued to strengthen our services in early identification, assessment, early intervention, education, therapy, parent empowerment, vocational development, and lifelong support. Through our multidisciplinary and family-centered approach, we have remained committed to ensuring that individuals with autism and their families receive appropriate, culturally responsive, and evidence-informed support. The continued development of Aarambha Pre-Primary School, Aakar Vocational Unit, parent and child training programs, therapeutic services, and adult support initiatives represents our commitment to addressing the diverse needs of persons with autism across the life course.

One of the most significant achievements of this year has been the strengthening of our work beyond direct service delivery. Through collaboration with government agencies, municipalities, development partners, academic institutions, schools, researchers, professional organizations, and organizations of persons with disabilities, ACNS has continued to contribute to inclusive education, early identification of neurodevelopmental disabilities, community awareness, capacity development, and policy advocacy. Our engagement in programs related to inclusive education and community-based screening has reinforced our belief that sustainable change requires strong systems, capable communities, informed families, and responsive public institutions.

The year also reminded us that autism inclusion cannot be achieved by one organization alone. It requires partnership and shared responsibility. Our collaboration with local, provincial and central governments, schools, families, development partners, Lions Clubs, Rotary Clubs, universities, and national and international organizations has enabled us to exchange knowledge, strengthen practice, and expand opportunities for persons with autism. We are particularly grateful to all our partners who have trusted ACNS and contributed their expertise, resources, and time to advance our shared mission.

As ACNS moves forward, we are increasingly focused on becoming a center of excellence for autism and neurodevelopmental disabilities in Nepal—not only by providing quality services, but also by generating evidence, strengthening professionals, supporting families, promoting research, and contributing to policy and system-level change. We recognize that the future of autism services in Nepal must be grounded in early identification, inclusive education, family participation, community-based support, transition planning, employment and livelihood opportunities, and lifelong inclusion.

I would like to express my sincere appreciation to the children and adults with autism, parents and caregivers, our dedicated staff, teachers, therapists, volunteers, Board members, government counterparts, development partners, researchers, academic institutions, and all supporters of ACNS. Your trust and commitment continue to inspire us.

The achievements presented in this Annual Report are not simply numbers or activities; they represent families supported, children learning, individuals gaining confidence, professionals developing their skills, communities becoming more aware, and opportunities being created.

As we look ahead, ACNS remains committed to working together for a Nepal where autism is understood rather than misunderstood, inclusion becomes a reality rather than an aspiration, and every person with autism has the opportunity to live with dignity, independence, participation, and belonging.

Together, let us continue to transform awareness into acceptance, acceptance into inclusion, and inclusion into meaningful participation.

Introduction
AutismCare Nepal Society

AutismCare Nepal Society (ACNS) was founded on 2nd April 2008 on the occasion of the World Autism Awareness Day. It is the first active Autism organization in Nepal that is run by passionate parents who care for Persons with Autism. It is a non-governmental, non-profit making, non-political NGO registered in District Administration Office (Regd. No. 1067/2065) and affiliated to Social Welfare Council (SWC No: 25314). ACNS is also Income-tax exempt organization under the Income Tax Act 2058 Clause 2 (DHA) recognized by the Internal Revenue Department of Nepal, having PAN No: 302973565. ACNS provide support and information services to Person with Autism and people who work with Person with Autism.

The organizations initial goal was to raise awareness and provide support to parents and caretakers of Children with Autism. With the organization's growth, ACNS realized a critical need for a center that would cater to the needs of the families based in Kathmandu and other parts of Nepal. Consequently, ACNS expanded its services to raising awareness, advocacy, basic therapy services, and inclusive education, while developing expertise in the field of autism.

ACNS is keen to work with organizations from different countries with the intention of mutual sharing of knowledge, information, and resources. Our determination in assisting families and children encourages us to grow our network of families and professionals, worldwide. ACNS is determined to raise awareness, to educate, and to act for the rights of Persons with Autism throughout Nepal.

ACNS has been successful in gaining a reputation of a credible organization and a model center in Nepal. It's made possible by its years of untiring efforts and recognition by the government stakeholders, line ministries, various agencies, concerned stakeholders, international and national donor organizations.

Vision

"A society where Person with Autism enjoy independent and dignified life."

Mission

"Empowering Person with Autism to protect and promote their rights and utilise their skills to have a meaningful and effective participation in the society."

Goals

A condition where there is;

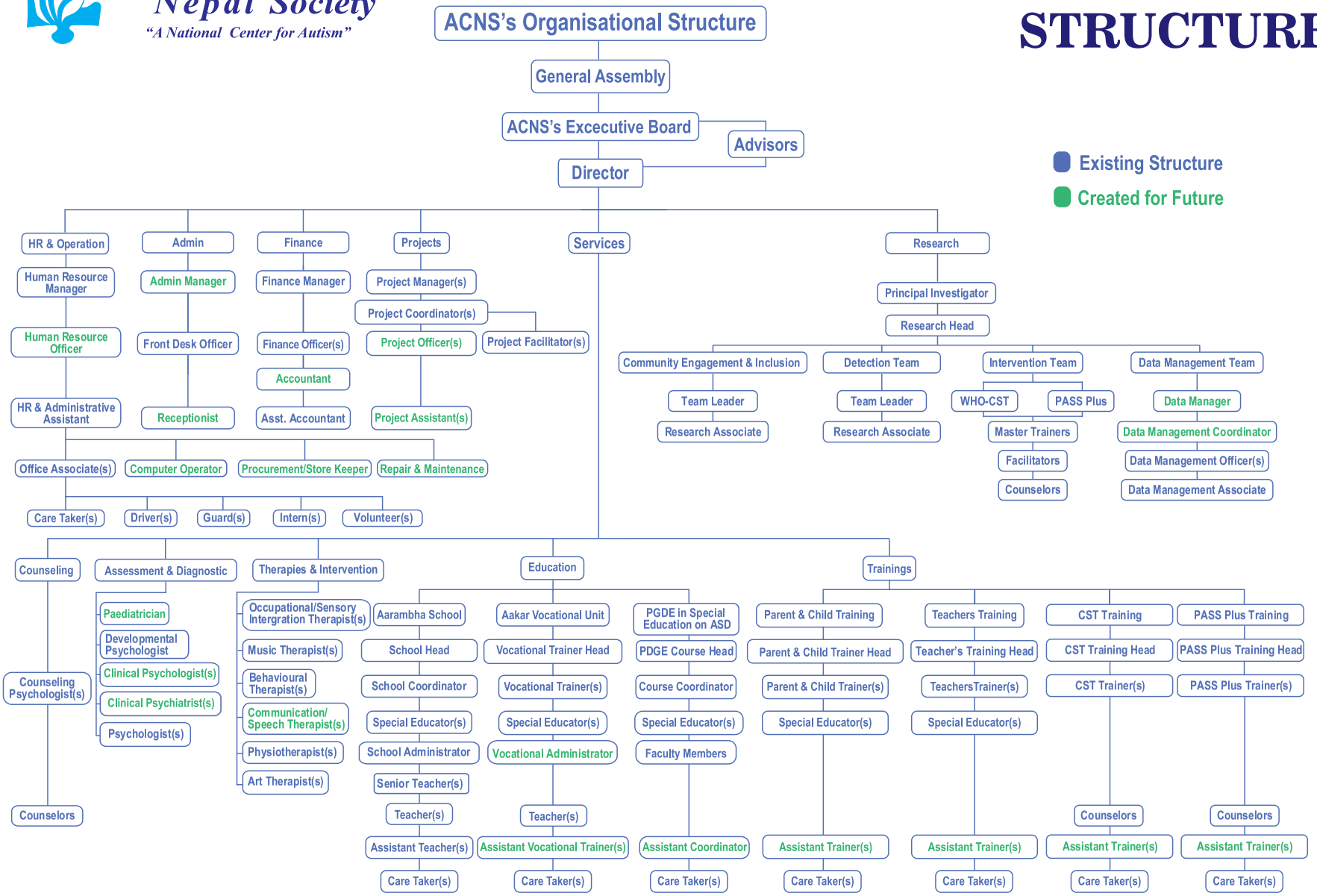
- Easy access for Persons with Autism to health, appropriate education, employment/livelihood, empowerment, social participation, use of all facilities, assistance and support, reasonable accommodation, including all services, facilities and opportunities connected to their special needs as their rights.
- Accessible, unbiased and accurate clinical diagnosis, assessment and therapies for children with Autism
- Adequate constitutional provisions, policies, laws to address all human rights and needs of Persons with Autism.
- Availability of legal representation and assistance for the persons with autism, to protect all their legal rights.
- Equal access to all facilities, services and activities in the community.
- Sustainability of ACNS.

Objectives

- To increase awareness on Autism.
- To increase understanding about Autism among health care professionals for early diagnosis and intervention.
- To improve the skills of parents, carers, teachers, and policy makers.
- Advocacy for the rights of Persons with Autism
- To increase knowledge and skills of Person with Autism in vocational activities to increase independence and to create employment opportunities.
- Advocacy to ensure the inclusive education for Children and Persons with Autism.
- Formation of Parents Network group of Children and Persons with Autism throughout the country.
- To create job opportunities for Adults with Autism.

AutismCare Nepal Society
"A National Center for Autism"

ORGANIZATIONAL STRUCTURE



Programs of AutismCare Nepal Society

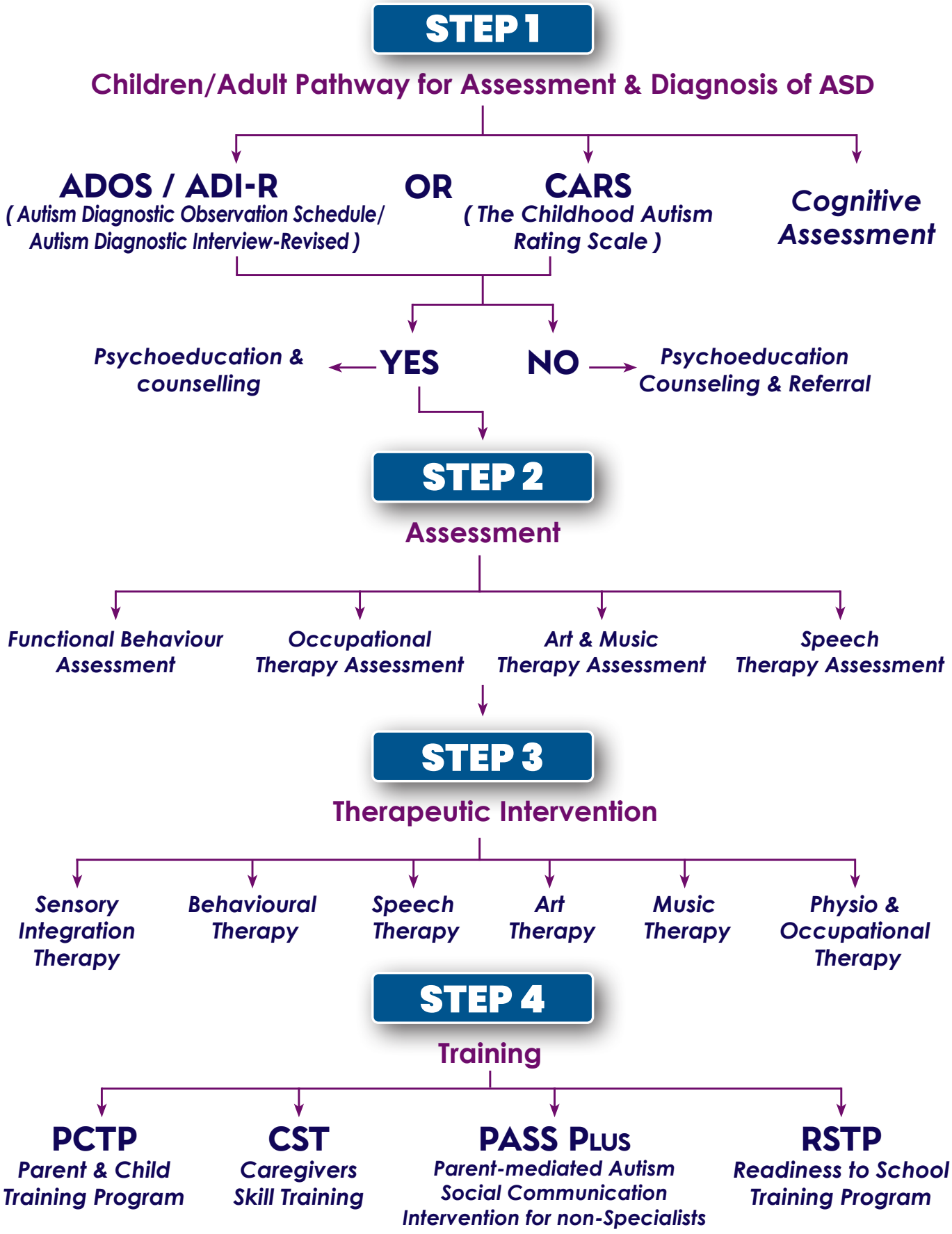


Projects

- MyRight Autism Sweden Project
- Leave No Children Behind in Education - RISE (CBM Global) Project
- Government Projects
- Neurodevelopment and Autism in South Asia Treatment and Evidence (NAMASTE) Project
- World Education & World Food Programme Project
- Disability Rights / Advocacy Funds (DRF/DRAF) Project
- Nick Simon's Foundation (NSF) Project
- Autism Support and Capacity Building Project

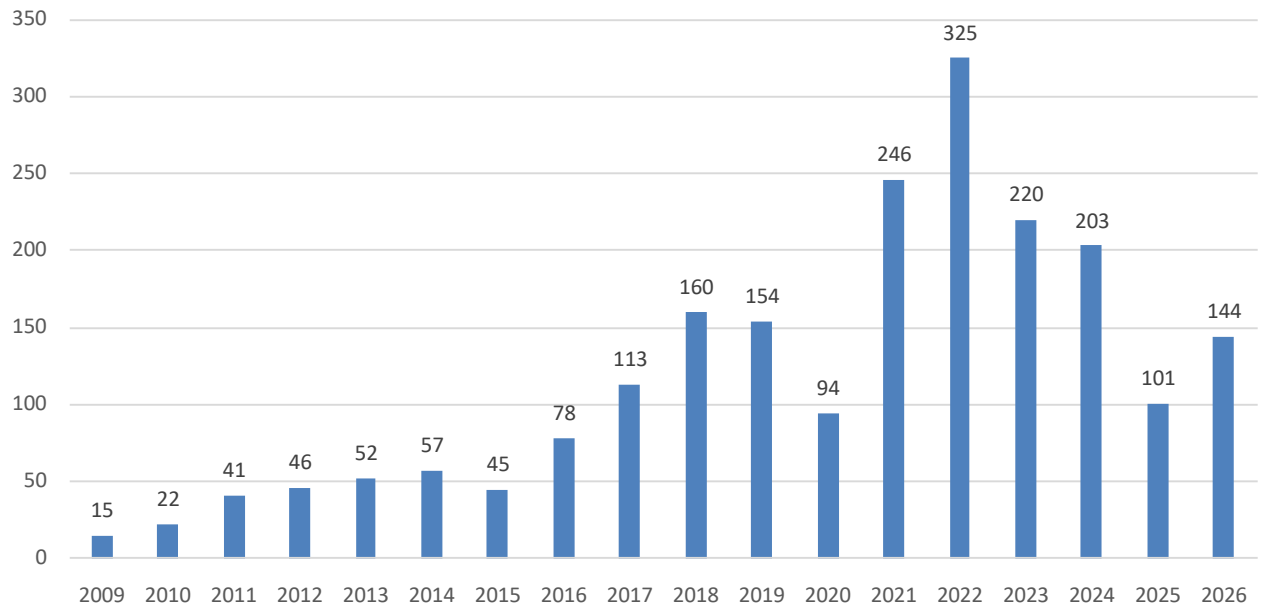
AUTISM SPECTRUM DISORDER (ASD)

SERVICES AT AUTISMCARE NEPAL SOCIETY (ACNS)

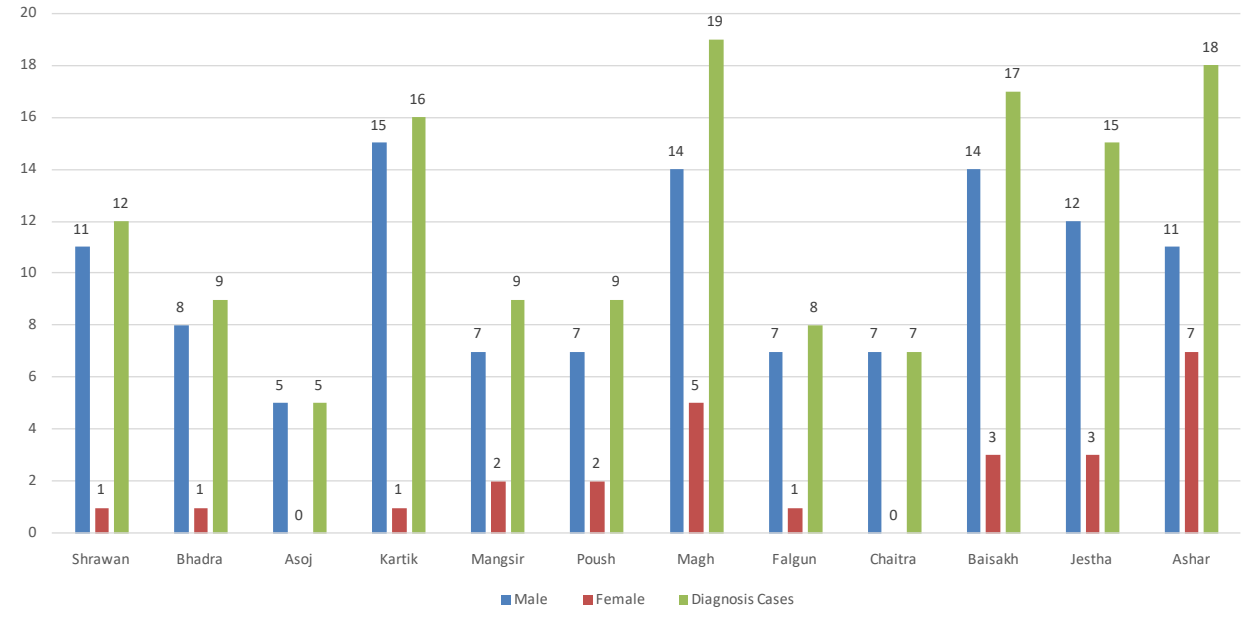


Graphs of Autism Diagnosis Details

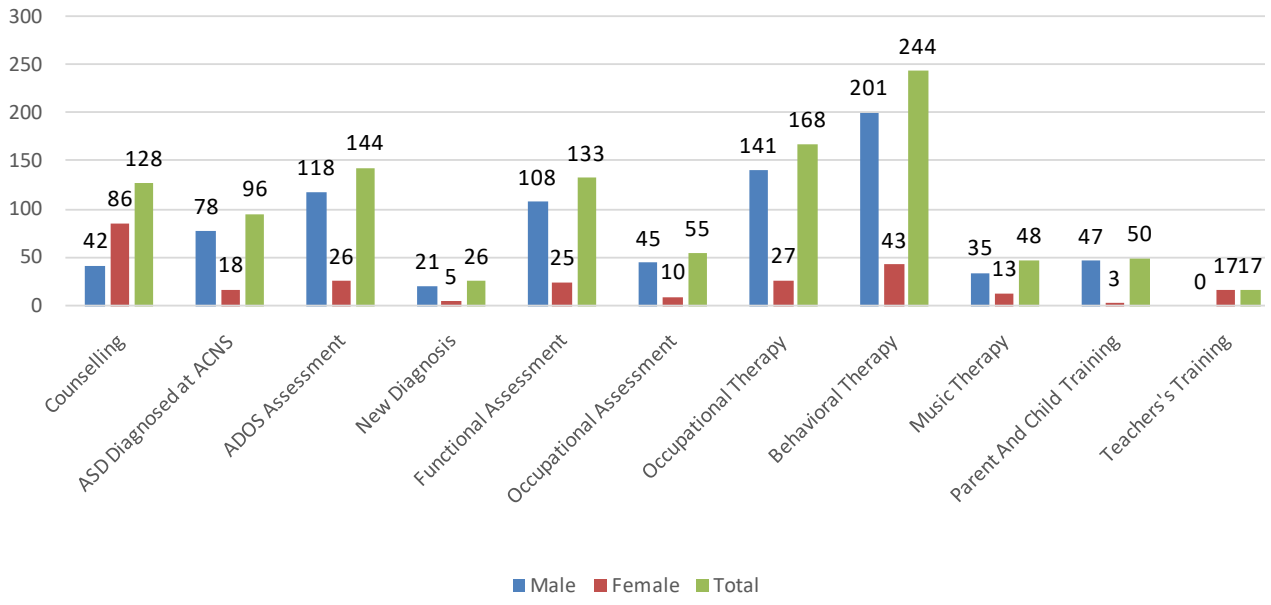
Total Cases of Autism Diagnosis Diagnosis Child (Total 2127)

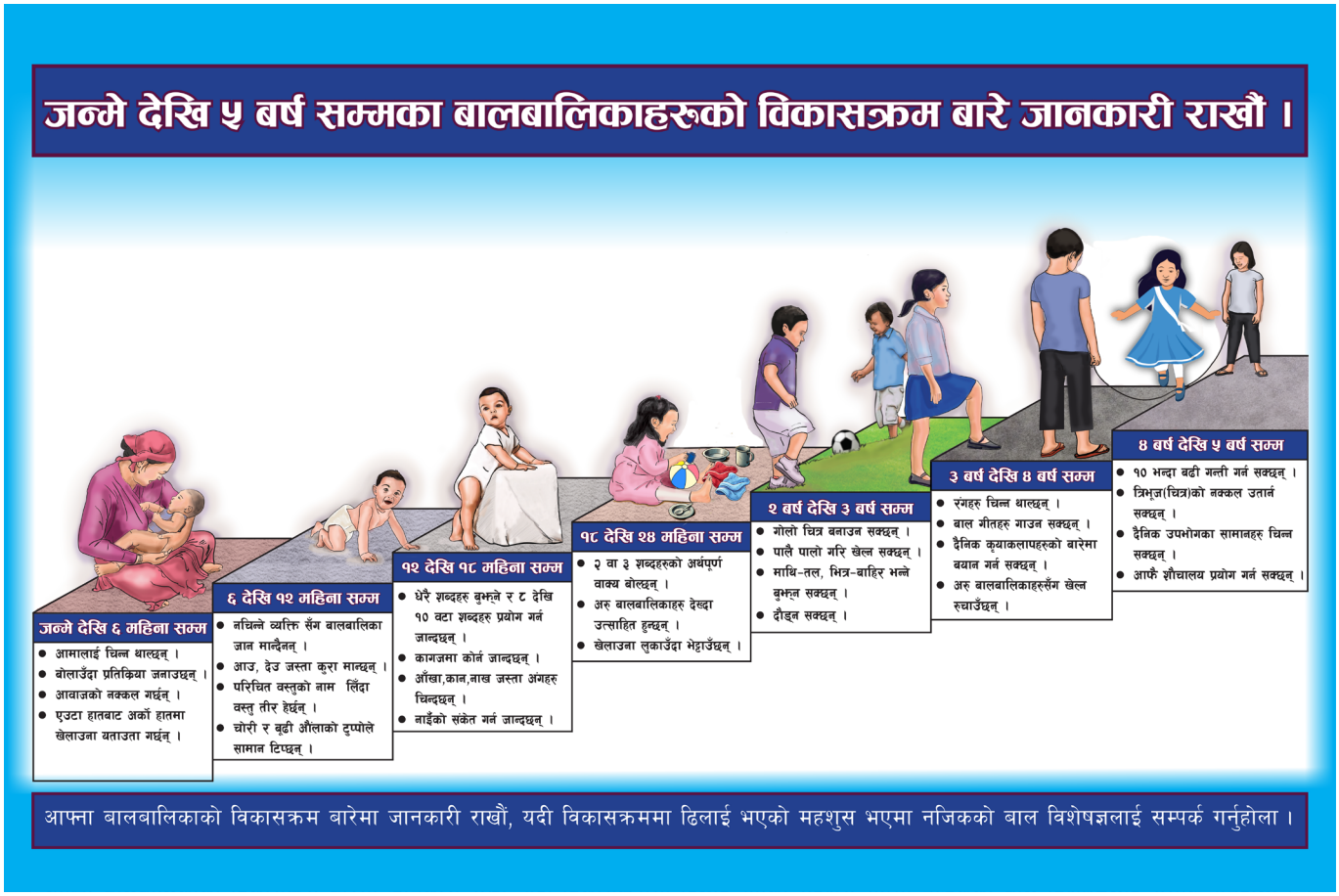


New Diagnosis cases of Autism in Fiscal Year 082/083 (Total: 144, Male: 118, Female: 26)



Beneficieries from services at ACNS during Fiscal Year 082/083 (Total - 1109)





Marking the World Autism Awareness Month 2026 “Autism and Humanity - Every Life has Value”

Press Meet Program (1st April, 2026)

Press Meet Program – World Autism Awareness Day 2026 AutismCare Nepal Society (ACNS) organized a Press Meet Program on 1 April 2026 at its premises in Jharuwarashi, Godawari, Lalitpur, to mark World Autism Awareness Day and strengthen public awareness on autism and the rights of persons with autism. Representatives from various media houses, ACNS leadership, partner organizations, and stakeholders participated in the program. The program highlighted the importance of early identification, timely intervention, inclusion, acceptance, education, and employment opportunities for persons with autism. ACNS also presented its key initiatives and services, including assessment and diagnosis, education, therapies, vocational development, parent support, professional training, advocacy, and research. A key focus of the event was the NAMASTE Project, being implemented in Nepal across all 14 wards of Godawari Municipality. The project supports early detection of neurodevelopmental disabilities and autism among children aged 18 months to 9 years through community-based screening, WHO Caregiver Skills Training (CST), PASS Plus, and capacity building of Female Community Health Volunteers. The media interaction also addressed the current situation of autism in Nepal, early signs and identification, inclusive education, insurance coverage, professional capacity development, and the need for improved national data and policy. ACNS emphasized the importance of moving beyond awareness toward understanding, acceptance, inclusion, and meaningful participation of persons with autism in society. The event concluded with a commitment to strengthen collaboration with media, government agencies, and other stakeholders to promote wider awareness, improve early identification and support systems, and advance the rights and inclusion of persons with autism in Nepal.







Press Meet World Autism Awareness Day 2026 (2nd April, 2026)



AutismCare Nepal Society (ACNS), in cooperation with the NAMASTE Project, celebrated the 19th World Autism Awareness Day (WAAD) on 2 April 2026 at Lalit Mandap, Jawalakhel, Lalitpur. The event brought together government representatives, professionals, parents, social workers, celebrities, organizations, volunteers, and individuals with autism and other disabilities to promote awareness, acceptance, inclusion, and meaningful participation.

The program was inaugurated jointly by Ms. Manjali Shakya Bajracharya, Vice Mayor of Lalitpur Metropolitan City, Mr. Mitharam Adhikari, Mayor and Ms. Anita Lama Vice Mayor of Buddhanilkantha Municipality and in the presence of ACNS leadership and distinguished guests. The event featured a range of activities showcasing the talents and abilities of individuals with autism, including cultural performances, ramp walk, music and dance,





storytelling, art exhibitions, and vocational product displays. The Aakar Vocational Unit showcased handmade products created by adults with autism, while an art exhibition highlighted the creative work of children and adults with autism



A major highlight was the street drama “Sunaulo Bihani” (The Golden Morning), which promoted messages of autism awareness, acceptance, family support, and inclusion in schools and communities. The drama was also developed as part of the Community Engagement and Inclusion (CEI) activities of the NAMASTE Project in Godawari and other areas of Lalitpur. The celebration also marked the official inauguration of the ACNS website, strengthening digital communication, public access to information, advocacy, and outreach of ACNS services and programs.

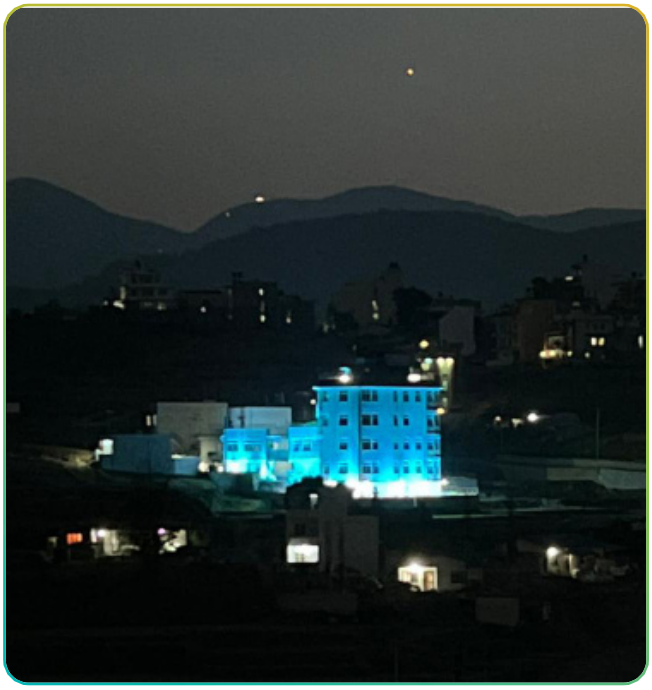


The event successfully provided a public platform to celebrate the abilities, creativity, confidence, and contributions of individuals with autism, while reinforcing the need for continued collaboration among families, government, professionals, organizations, and communities to build an inclusive society where persons with autism can participate with dignity, equal opportunities, and respect.

Light It Up Blue (LIUB) – World Autism Awareness Day 2026

The observance of World Autism Awareness Day (WAAD) 2026 at AutismCare Nepal Society (ACNS) was concluded with a symbolic and inspiring Light It Up Blue (LIUB) programme at the premises of the new ACNS building. The programme marked the culmination of a series of activities organized to raise awareness about autism, promote understanding and acceptance, and draw attention to the rights, dignity, and inclusion of persons with autism and their families.

The LIUB programme illuminated the new ACNS building in blue, creating a powerful visual symbol of solidarity with persons with autism and their families. The lighting also served as a public expression of ACNS's continued commitment to creating an inclusive society where persons with autism are recognized, respected, supported, and provided with meaningful opportunities to participate in all aspects of community life. The programme highlighted the WAAD 2026 theme, "Autism and Humanity – Every Life Has Value" emphasizing the importance of listening to and valuing the voices and lived experiences of persons with autism, their families, caregivers, professionals, and wider communities. The theme provided an opportunity to reinforce the message that autism awareness should go beyond recognition and celebration and should lead to greater acceptance, participation, accessibility, and inclusion.





The event brought together ACNS staff, professionals, parents, children, well-wishers, and other members of the autism community. Through the symbolic illumination, participants expressed their shared commitment to strengthening awareness and understanding of autism and to promoting equal opportunities throughout the life course.



The LIUB programme at the new ACNS building was therefore not only the closing activity of WAAD 2026 but also a reminder of the collective responsibility to continue the journey from awareness to acceptance, inclusion, empowerment, and action. ACNS remains committed to working with families, communities, government agencies, development partners, academic institutions, and other stakeholders to build a more inclusive Nepal where every person with autism can live with dignity, exercise their rights, and realize their potential.

Closing Ceremony of World Autism Awareness Month (30th April, 2026)

AutismCare Nepal Society (ACNS) concluded World Autism Awareness Month on 30 April 2026 with a special closing ceremony held at its premises in Jharuwarashi, Godawari. The event also marked the formal inauguration of the newly established Art Therapy Room and Sensory Integration Therapy Room, strengthening ACNS's therapeutic and developmental support services for children and individuals with autism.



The ceremony was graced by Mr. Gajendra Maharjan, Mayor of Godawari Municipality, as the Chief Guest, along with representatives from Lions International District 325-H, CBM Global Disability Inclusion, ACNS, partners, professionals, and other stakeholders. The program featured a welcome dance by a child with autism, a photo session, inauguration of the therapy rooms, traditional lighting of lamps, and a presentation highlighting the journey and achievements of ACNS.

During the event, ACNS highlighted its multidisciplinary services, including early intervention, education, vocational support, diagnostic and assessment services, occupational and music therapy, parent-child training, teacher training, and research. The NAMASTE Project, implemented across all 14 wards of Godawari Municipality since 2023, was also highlighted for its contribution to community-based early identification and intervention. Through the project, approximately 8,350 children have been screened, while 103 Female Community Health Volunteers (FCHVs) have received training in developmental screening and early identification approaches. The event also emphasized the importance of sensory integration and art-based approaches in supporting individuals with autism.



Ms. Sophie McNally, Occupational Therapist from Australia, presented on the role of sensory integration therapy and the newly established Sensory Room.

Renowned artist Mr. Kailash Shrestha shared perspectives on the value of art, creativity, and visual learning in supporting the strengths and self-expression of individuals with autism.

Representatives from CBM Global Disability Inclusion and Lions International reaffirmed their commitment to strengthening disability inclusion, autism awareness, community engagement, and long-term collaboration with ACNS. Their remarks highlighted the importance of partnerships, advocacy, capacity building, and integration of autism services within sustainable public systems. The program concluded with the distribution of certificates and tokens of appreciation to guests, partners, contributors, and supporters.



ACNS expressed sincere gratitude to Godawari Municipality, CBM Global Disability Inclusion, Lions International, the NAMASTE Project consortium, Aakar Foundation, professionals, families, and other partners for their continued support. The inauguration of the two therapy rooms represents an important step toward expanding accessible, child-friendly, and specialized services for individuals with autism. The event reaffirmed ACNS's commitment to promoting early identification, evidence-informed intervention, inclusion, creativity, independence, and meaningful participation for individuals with autism and developmental disabilities in Nepal.









Parent and Child Training Program

Introduction:

This annual report summarizes the achievements, challenges and future plans of our Parent and Child Training Program. The program's primary goal is to build parenting skills in order to improve children's social communication skills, positive behavior, inclusiveness, and family well-being.

Program Objectives:

1) To help parents understand Autism, understand their child, the unique ways in which their child thinks and learn.
2) To equip parents with strategies to effectively interact with and teach their children.
3) To provide parents with skill-building steps in social, language, cognitive and daily livings domain
4) To promote parent-child bonding through joint activities and guided play.
5) To empower parents, help them create a support system and subsequently reduce stress levels and improve overall family well -being.

Supporting an autistic child does not end at providing services to the child. It begins by empowering the people who are with the child every day, and they are their parents and family.

With this belief at its heart, the Parent and Child Training Programme (PCTP) continues to create a space where parents do not simply listen and learn, but observe, practice, ask questions, make mistakes, try again and learn alongside their own children.

During the period covered by this report, four consecutive batches—61st, 62nd, 63rd and 64th were conducted by Autism Care Nepal Society. Together, these batches brought families from different parts of Nepal, as well as families connected from abroad, into a shared learning journey.









The Journey of Four Batches

▶ **Parent's skills growth:**

61st Batch

The 61st batch included 6 children, all boys, with their mothers participating in the programme. One additional non-parent participant also joined the training. This batch was conducted shortly after the shifting of our organization into its own new building.

62nd Batch

The 62nd batch brought together 11 children-9 boys and 2 girls-with 11 parent participants. Families came from different parts of Nepal-Kathmandu, Bhaktapur, Lalitpur, Doti, Kanchanpur, Damak, Solukhumbu and the batch also included a participant connected from Korea.

63rd Batch

The 63rd batch began with a larger group, with 14 parents and children initially joining the programme. Four participants left during the programme due to various reasons, and 10 children-all boys, completed the programme. The participants came from locations including Kapilvastu, Lalitpur, Dang, Gorkha, Bhaktapur, Sindhuli and Australia.

64th Batch

The 64th batch marked another important stage in the program's journey, with 16 participating children-15 boys and 1 girl, and 17 parent participants, along with one additional parent/guardian observer. The participants were not only from within the valley but also from Jhapa, Janakpur, Dubai and America.

Across Batches 61 to 64, 43 children, 40 boys and 3 girls, participated in the Parent and Child

Training Programme, accompanied by 44 parents and 1non-parent participant.



During the training, parents were introduced to important areas of their children's development, including:

- Understanding the child's individual strengths, needs and interests
- Understanding sensory differences
- Alternative and supportive ways of communication
- Daily living and self-care skills
- Independence and self-reliance
- Positive behavior support
- Learning through play
- Social participation and interaction
- Daily routines and structure
- Creating learning opportunities at home
- Encouraging children to participate in everyday family activities

The emphasis was not simply on knowing these concepts, but on knowing how to use them. They learn strategies in the training, immediately practice it with their children, receive feedback and guidance from the trainer, and then take that strategy home.

This learn–practice–reflect–apply approach is one of the defining strengths of the Parent and Child Training Programme.

An important message throughout PCTP is that learning should not be restricted to a therapy or training setting.

The dining table can become a place to practice communication.

Getting dressed can become a lesson in independence.

Playing with a sibling can become an opportunity for social interaction.

Going to the shop can become a chance to practice requesting, waiting and making choices.

Household activities can become opportunities for following instructions and participating in family life.

Through this approach, parents learn to recognize that the home itself can become a powerful learning environment.

The ultimate goal of PCTP is beyond increasing parents' knowledge about autism.

It is to increase their confidence, practical skills and ability to support their children in everyday life.

It is to transform them from people who are simply seeking help into active partners in their child's development.

In addition to the four regular PCTP batches conducted during the fiscal year 2082/83, a shortterm 10-day online PCTP was also organized, providing an opportunity to further extend the program's reach. The online program empowered 11 participants, including 9 parents and 2 nonparent participants, with practical knowledge and strategies to better understand and support autistic individuals.

Furthermore, three refresher sessions were conducted for parents who had previously enrolled in the PCTP, with the aim of strengthening their existing knowledge and supporting the continued application of learned strategies. The first session was conducted online on the topic "Proactively Addressing Behavior," focusing on understanding and addressing behavioral concerns proactively. The second online session addressed "Dealing with Adolescent Behavior," with emphasis on understanding behavioral changes and appropriate support strategies during adolescence. The third session was conducted physically on the topic "Revisiting Behavior Management Techniques," providing parents with an opportunity to review, discuss, and reinforce practical behavior-management strategies.

Challenges and Areas for Further Strengthening

While the Parent and Child Training Programme has made meaningful progress in empowering families, its implementation has also highlighted several challenges that require continued attention and strengthening. These challenges also provide important opportunities for improving the accessibility, continuity, and effectiveness of the programme.

- Travelling long distances to attend regular training sessions can be physically, financially, and logistically demanding.
- Parents travelling from distant districts may face difficulties in arranging safe, affordable, and convenient accommodation during the training period.
- Training fees can present a significant challenge for families with limited financial resources.
- Parents come from diverse educational and social backgrounds. Ensuring that training, materials and teaching methods are accessible, practical, and easy to understand for all participants remains an important consideration.
- Parents who are employed or have other family responsibilities may find it difficult to attend regular sessions and complete home-based practice consistently.
- The availability of appropriate toys in play area, teaching learning materials, and structured activities remains an area for further development.
- There is a need for specialized modules for older children addressing their changing requirements. Future training could include greater emphasis on communication, functional academics, social skills, self-care, independence, puberty and personal development, and preparation for adolescence and adulthood.
- Children's needs change over time, making regular follow-up essential. Continued review of functional assessments, progress, communication needs, and behavioral concerns can help parents.

The journey of PCTP continues with a clear commitment to make knowledge practical, practical skills accessible, and parents more confident in supporting their children.

Every batch brings new families, new challenges and new learning. But the purpose remains the same- help families understand their children, recognize their abilities, support their needs and create opportunities for greater participation and independence

Empowering families. Supporting children. Building possibilities.

Testimonials
about PCTP by parents

"A big thank you to the trainers, and the entire team. The training session was very informative and helpful. I learned many new ideas and strategies that I can apply in my classroom as I am a Montessori teacher too. The activities and practical examples made the sessions easy to understand and apply. Overall, it was a very useful and enjoyable learning experience. The training helped me understand more clearly which skills and concepts I need to focus on while teaching. It also helped me identify my mistakes and reflect on how I can improve myself as a teacher. Thank you for providing me with such valuable and meaningful training."

Ashmita Lohar
64th Batch



PCTP तालिमका क्रममा सिकाइएका विभिन्न विषय तथा सीपहरु मेरो बच्चाको दैनिक जीवनमा प्रयोग गर्न पाउँदा धेरै सकारात्मक परिवर्तनहरु देख्न पाएँ। विशेषगरी बच्चाको दै निक सीप विकास गराउने, उसको आवश्यकता र व्यवहार लाई बुझ्ने तथा सही तरिकाले सहयोग गर्ने विषयमा मैले धेरै कुरा सिक्ने अवसर पाएँ।

तालिममा सिकेका कुराहरूलाई घरमा नियमित रूपमा अभ्यास गराउँदा बच्चामा बिस्तारै नयाँ सीपहरूको विकास हुँदै गएको अनुभव गरेकी छु। यस क्रममा बच्चालाई मात्र होइन, आफूले पनि बच्चासँग कसरी व्यवहार गर्ने, उसको सिकाइलाई कसरी सहज बनाउने र दैनिक जीवनका सीपहरु कसरी सिकाउने भन्ने महत्वपूर्ण ज्ञान र आत्मविश्वास प्राप्त गरेकी छु। तालिमका प्रत्येक सत्र निकै उपयोगी र व्यावहारिक थिए। सिकेका कुराहरूलाई घरमै प्रयोग तथा अभ्यास गर्न पाउँदा यसको प्रभाव अझ स्पष्ट रूपमा महसुस गर्न सकैं।

यस महत्वपूर्ण अवसरका लागि सम्पूर्ण प्रशिक्षक तथा *PCTP* परिवारप्रति हार्दिक धन्यवाद व्यक्त गर्दछु।

Shreejana Subba
64th Batch



First of all, thank you so much for providing us with such an informative and meaningful training program. The training helped us understand the importance of mother-child bonding and made us realize how important even the basic things are in a child's development. I truly learned that it is not only about learning new techniques, but also about understanding our children better and being more actively involved in their growth. I now realize that every small step can make a big difference in a child's life. Thank you to the trainers and ACNS for empowering us with the knowledge, confidence, and practical skills to support our children better.

63 batch

I am very happy and grateful to have had the opportunity to be part of the PCTP program at ACNS. The program was informative, meaningful, and extremely helpful. It gave me a much better understanding of how to support my child and, most importantly, provided me with practical strategies and structure that I can apply in our daily lives. Before joining the program, I sometimes felt unsure about what I should do or how best to respond to different situations. The training helped me become more confident, organized, and prepared to support my child. I truly appreciate the guidance,

support, and patience of the trainers. I am genuinely grateful for the opportunity to be part of this program and to learn alongside other parents. Thank you to all the trainers, from the bottom of my heart, and to the entire ACNS team for creating such a supportive learning experience. I would highly recommend this program to other parents.

62 Batch



First of all, I would like to sincerely thank Autism Care Nepal Society for providing us with this valuable opportunity to participate in the PCTP program. It is difficult to put into words how meaningful and transformative this experience has been for us. As parents, we often face moments when it becomes extremely difficult to understand our child, their needs, emotions, and ways of communicating. Over the past two months, the PCTP program has helped us develop a deeper understanding of our children and has given us practical knowledge and strategies to support them more effectively. Although the duration of the program was relatively short, every session has had a positive and lasting impact on us. We have learned not only about our children, but also about how we, as parents, can respond to challenging situations with greater patience, understanding, and confidence. The knowledge and skills we have gained through this program will continue to guide us in handling the everyday situations we face as parents. It has helped us look at our children's needs from a different perspective and reminded us that with the right understanding, support, and approach, we can make a meaningful difference in their lives. Without exaggeration, this has been one of the most valuable and memorable experiences of our journey as parents. I am deeply grateful to Autism Care Nepal Society and the entire PCTP team for their dedication, guidance, and support.

Niranjan Bista
64th Batch

First of all, I would like to express my heartfelt gratitude to Autism Care Nepal Society for organizing the Parent-Child Training Program (PCTP). This training has helped me understand my child's behavior better and has taught me different ways to communicate and support him in his development. The program has helped me improve my relationship and communication with my child. I have also learned that consistency and patience are extremely important in supporting my child's growth and development. A special thank to the dedicated trainers for always standing by us, supporting and motivating us throughout the training. The sessions were enjoyable, informative, and highly practical. The knowledge and skills I gained from this training are among the best investments I can make for my child's future. I am truly grateful for this opportunity and for all the guidance and support we received.

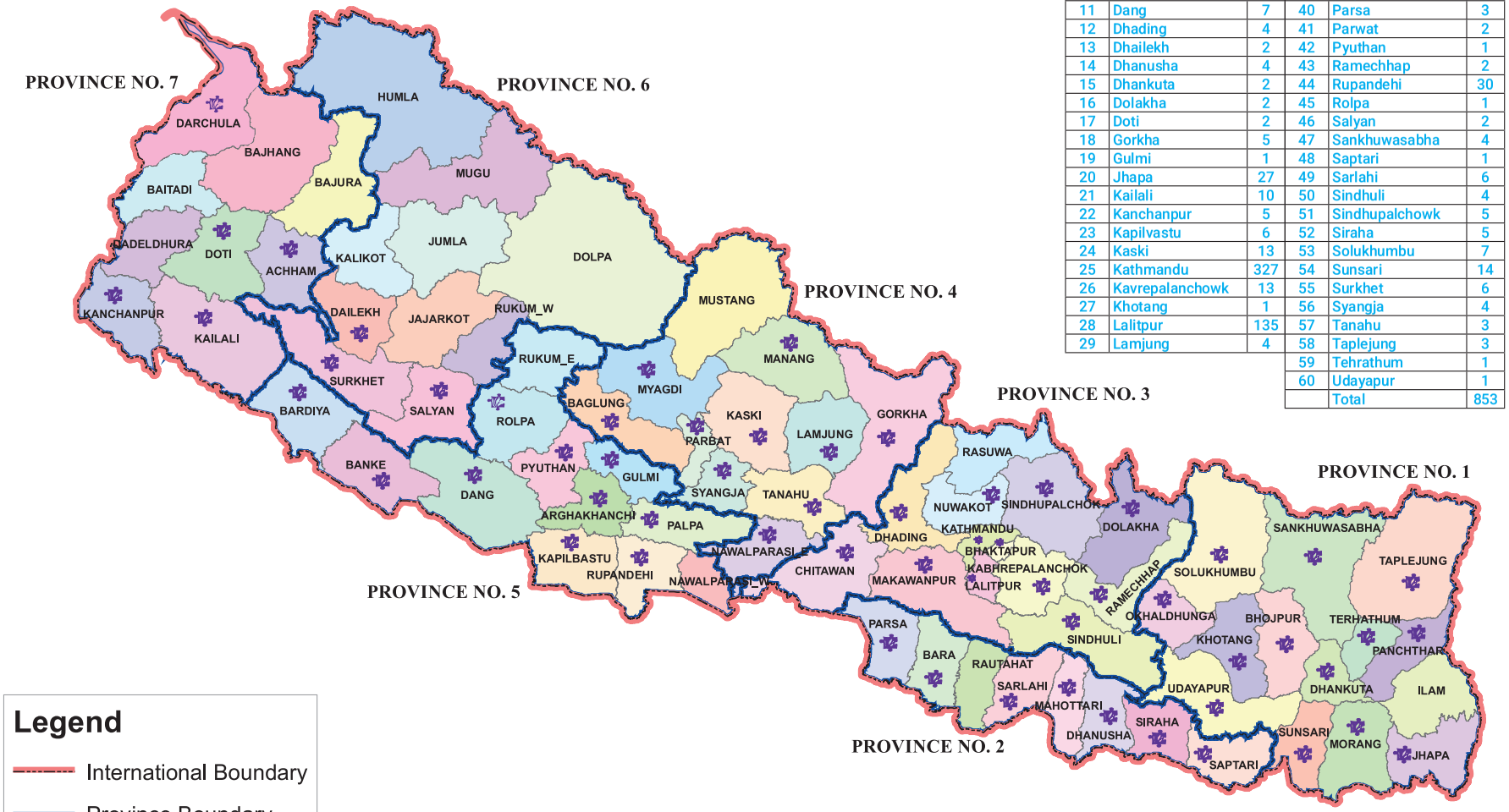
61 Batch



DISTRICT COVERAGE BY PARENT AND CHILD TRAINING PROGRAM

Total District Coverage: 60 Districts

S.N.	Number of family participants		S.N.		
1	Achham	1	30	Myagdi	2
2	Argakhachi	3	31	Makawanpur	15
3	Baglung	2	32	Manang	1
4	Banke	9	33	Mohattari	4
5	Bara	1	34	Morang	28
6	Bardiya	3	35	Nawalparasi	3
7	Bhaktapur	66	36	Nuwakot	7
8	Bhojpur	1	37	Okhaldhunga	3
9	Chitwan	19	38	Panchthar	6
10	Darchula	1	39	Palpa	1
11	Dang	7	40	Parsa	3
12	Dhading	4	41	Parwat	2
13	Dhailekh	2	42	Pyuthan	1
14	Dhanusha	4	43	Ramechhap	2
15	Dhankuta	2	44	Rupandehi	30
16	Dolakha	2	45	Rolpa	1
17	Doti	2	46	Salyan	2
18	Gorkha	5	47	Sankhuwasabha	4
19	Gulmi	1	48	Saptari	1
20	Jhapa	27	49	Sarlahi	6
21	Kailali	10	50	Sindhuli	4
22	Kanchanpur	5	51	Sindhupalchowk	5
23	Kapilvastu	6	52	Siraha	5
24	Kaski	13	53	Solukhumbu	7
25	Kathmandu	327	54	Sunsari	14
26	Kavrepalanchowk	13	55	Surkhet	6
27	Khotang	1	56	Syangja	4
28	Lalitpur	135	57	Tanahu	3
29	Lamjung	4	58	Taplejung	3
			59	Tehrathum	1
			60	Udayapur	1
				Total	853



Aarambha Pre-Primary School

Aarambha Pre-Primary School (APPS) was established as a daycare center on 2nd April 2010, with the aim of supporting the development of Children with Autism (CWA). It was registered as a special school in Kathmandu Metropolitan City on 25th Mangsir 2073. Children who experience difficulties learning in mainstream schools are enrolled at APPS.

The main goal of APPS is to develop self-help skills, promote independence and provide opportunities for students to participate in social and community activities. Currently, there are 27 students in four classes: Green, Blue, Yellow and Red Classes including 18 boys and 9 girls. The progress and performance of each student are supervised and guided by the School Head and Special Educators. APPS uses evidence-based teaching practices and intervention strategies, including the Picture Exchange Communication System (PECS), audio-visual methods, play therapy, social stories, one-to-one interaction, Applied Behavior Analysis (ABA), and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH).

APPS Activities and Programs

APPS conducts various activities and programs according to its annual plan. Classroom activities are conducted individually and in groups based on student's needs and abilities. Each student's Individualized Education Plan (IEP) and progress report are prepared twice a year, while Functional Assessments (FA) and student profiles are prepared once a year. APPS uses Therap Global software for documentation and record-keeping.

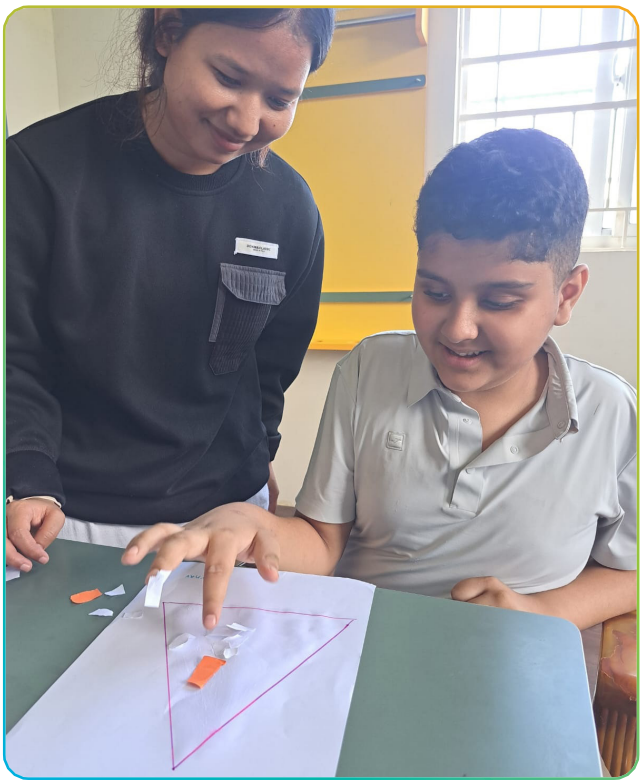
Sensory Integration and Occupational Therapy



Occupational therapy is provided by an occupational therapist based on each student's individual needs, along with daily group primitive reflex activities. These activities support posture, balance, coordination, motor skills, sensory regulation, attention and body control, helping students participate more effectively in learning activities.

Communication and Daily Living Skills

The school also focuses on developing communication skills through the use of visual supports. Visual supports are placed in appropriate areas for supporting student to communicate more easily. This year, greater emphasis has been placed on visual support and task analysis. Pictures showing task-analysis steps have been displayed in appropriate areas for helping student's to understand and complete activities more independently.



To improve student's daily living skills (ADLs), a Home Assignment Tracker is provided to all parents. Parents and teachers identify important ADL activities, such as brushing, toileting, and dressing, for each student so that the same skills can be taught and practiced at both school and home. Monthly theme-based activities are also conducted to support student's learning and participation.

Cognitive and Individual Learning

One-to-one sessions are conducted to support student's' cognitive and individual skill development. With the collaboration of Aakar Foundation art & craft activities are conducting timely for our students. To help students generalize in these skills beyond the classroom setting, functional activities are incorporated into leisure time, walking and other daily classroom routines, providing opportunities to practice and apply skills in different environments.



Social and Community Engagement

Students are provided with opportunities to develop social skills through various group and community-based activities. These include community education programs, movie sessions, birthday and festival celebrations, outdoor activities and other social events. Weekly community outings help students to develop social and community participation skills. Students are also encouraged to develop independence and socialization skills through activities such as self-service, sharing during potluck activities etc.



Health, Fitness and Recreational Activities

APPS conducts various health, fitness and recreational activities, including general health checkup, swimming, dance, exercise, gym, hiking, yoga and meditation. Sports and physical activities are also conducted at school. Music therapy is provided weekly by the music therapist and teachers, along with fun activities to increase student's motivation and engagement in learning.





Parents Collaboration

Parent meetings are conducted three times a year, with additional meetings held regularly as needed. Effective communication between parents and teachers support students in daily living skills and their generalization at home. Parents are encouraged to use visual schedules and the Home Assignment Tracker to practice ADL skills taught at school and promote student's independence and use of skills in daily routines.



Behavioral Support and Teamwork

The organization and school team continuously work to support student's overall development. Students with challenging behaviors receive one-to-one support and guidance from trained staff and Special Educators. Collaboration among Teachers, Special Educators and Parents have supported improvements in student's behavior and skills with additional support on individual needs.

Overall Goal

The overall goal of school, home and community-based activities is to promote the generalization of skills in daily life, enhance student's independence, develop their ability to adapt to the community, and support their meaningful inclusion in society.

AAKAR VOCATIONAL UNIT

The Vocational Unit of Autism Care Nepal Society (ACNS) was established in Baishakh 2070 B.S. with the vision of supporting autistic persons to lead meaningful, productive, independent, and dignified lives. The unit provides opportunities for young adults with autism to develop vocational, functional, social, and daily living skills according to their individual abilities, interests, and needs.

The Vocational Unit currently supports 15 trainees with the assistance of 9 staff members. Trainees generally join the Vocational Unit after graduating from school. The transition from school to vocational training provides them with opportunities to develop practical skills and prepare for greater independence and participation in family and community life.

The training program focuses on a range of vocational and functional skills, including handicrafts, kitchen work, office-related skills, and daily living skills. Alongside vocational training, emphasis is also placed on developing communication skills, health and fitness, social interaction, self-confidence, and independent living skills. The program follows an individualized and supportive approach, allowing trainees to learn at their own pace while building on their strengths and abilities.

One of the significant initiatives of the Vocational Unit is its small grocery shop, which provides trainees with practical experience in shop management, handling products, interacting with customers, and developing money-management skills. The shop is operated with the active participation of person with Autism, providing them with meaningful opportunities to apply their learning in a real-life work environment.

AREAS OF AVU

- VOCATIONAL SKILLS
- VOCATIONAL BEHAVIOR
- SOCIAL/ COMMUNICATION SKILLS
- INDEPENDENT LIVING SKILLS
- LEISURE SKILLS
- INTERPERSONAL SKILLS



The Vocational Unit provides training in a variety of handicraft skills, beadwork, paper-based handicrafts, candle making, and block printing. The unit also provides training in loom work and handicrafts. To date, seven trainees have successfully learned to operate the loom, demonstrating their ability to acquire and apply specialized vocational skills.

A major achievement during this year has been the successful transition of three trainees into employment. They were selected for jobs and have been performing their assigned responsibilities well. This achievement reflects the importance of providing continuous vocational training and creating opportunities for autistic persons to participate in the work and contribute to society.

Future Plans



In the coming year, the Vocational Unit plans to further strengthen its existing program and provide more opportunities for trainees to develop job-specific skills. One of the key priorities will be to support interested trainees to become more proficient in kitchen-related work, including food preparation, basic cooking skills, kitchen safety, hygiene, and other practical tasks. The unit also aims to explore additional employment and livelihood opportunities based on the abilities and interests of individual trainees.

Overall, the Vocational Unit remains committed to empowering autistic persons through skill development, meaningful engagement, employment opportunities, and greater independence, so that they can live their lives with dignity, purpose, and active participation in their families and communities.









Readiness to School Program



The Readiness to School Program was introduced by Autism Care Nepal Society (ACNS) in the current year to support autistic children in developing the essential skills required for a successful transition to school. The program caters to children aged 3 to 10 years and focuses on strengthening their communication, social interaction, learning readiness, independence, and participation in structured learning environments.

The program adopts an individualized and comprehensive approach through one-to-one sessions, group sessions, and Occupational Therapy (OT), based on each child's learning needs and developmental profile. These sessions aim to support children in developing foundational skills such as following instructions, participating in structured activities, interacting with peers, developing self-help skills, and adapting to school routines.

A key feature of the program is the systematic assessment of each child every three months. Based on ongoing assessments and progress reviews, the team determines the most appropriate educational pathway for each child. This may include transitioning to a mainstream school, an inclusive educational setting, or a special school, depending on the child's individual needs, strengths, and support requirements. Children who require additional time and support continue in the Readiness to School Program with appropriate adjustments to their learning goals.

Program Achievements

Since its introduction, the program has completed two batches and provided services to a total of 11 children with autism. Among these children, one has successfully transitioned to a mainstream school, while another has transitioned to Aarambha Pre-Primary School, a special school operating within ACNS. In addition, five more children are preparing to transition to Aarambha Pre-Primary School, reflecting the program's ongoing efforts to facilitate appropriate educational placement based on individual readiness and support needs.



Recognizing the importance of family involvement in children's development, ACNS facilitates regular parent meetings to discuss children's progress, address concerns, and strengthen collaboration between families and the intervention team. From the second batch onward, parents have also been enrolled in the Community Support Team (CST) and PASS Plus programs to further strengthen parental knowledge, skills, and access to support.





The completion of the first two batches marks an important milestone for this newly introduced initiative. Through individualized intervention, regular assessment, family engagement, and educational transition planning, the Readiness to School Program continues to work towards enabling autistic children to access educational environments that are appropriate to their individual strengths, needs, and abilities.



Empowering Educators: Teachers Training on Autism Spectrum Disorder

The teacher training program is a ten-day intensive course designed for educators in both mainstream and special schools, aimed at enhancing their understanding of how to create inclusive environments for diverse learners. The training package emphasizes comprehensive knowledge of Autism Spectrum Disorder (ASD) and the principles of Inclusive Education. Additionally, it covers various intervention techniques, including understanding behaviorand modification, occupational therapyand Sensory integration, need of meaningful communication, structured teaching, social stories, teaching strategiesand preparation for adolescent issues. The program also provided the importance of Individualized Educational Plans (IEPs). The teachers also develop the Teaching Learning Materials (TLM) focusing on the need of the child with autism.

This training enhances teachers' skills in understanding the challenges faced by students with ASD and familiarize them with various intervention strategies. Ultimately, it will enhance their pedagogical abilities to effectively meet the diverse needs of students with ASD.

With this realization, ACNS has been organizing "Teachers Training on Autism Spectrum Disorder" since 2011 at ACNS. The concept emerged with the strong realization of ACNS on "Education for all" and inclusive education for children with autism. The training is 2 weeks which focus on the different topics such as understanding autism, understanding behaviour and behaviour modification, structure teaching, enhancing communication, acceptance, inclusion, occupational therapy. This course at present has practical sessions and observations too.

There were 76 participants from Bal Maitree Pratisthan, Asha Foundation, Asha Special School Sanepa, Aarohi Bidhya Kunja Montessori, Madhya Bindu Skyline Academy and from different organizations during the fiscal year 2082/83.



Different mainstream and specials schools have been the part of this as follows since 2011:

S.N.	Schools' Name	No. of Participant
1.	Samadarsi	5
2.	Elims kids	5
3.	Montessori School	1
4.	Purple Home	2
5.	Phoenix	14
4.	SSDRC	1
5.	SERC	5
6.	Padma Kanya	1
7.	British School	6
8.	Mother Gnaga Pre-school	1
9.	Maitri Griha	2
10.	Euro kids	4
11.	Ullens Kindergarten	5
12.	CBR	11
13.	Sirjana School	1
14.	Self Help Group for Cerebral Palsy (SGCP)	4
15.	Ansara Montessori	1
16.	Kakhara school	1
17.	Motherland Montessori	1
18.	Chautari Nepal Health Foundation	1
19.	Mano Spandan Nepal	1
20.	Montessori kids paradise	1
21.	GNSS	1
22.	MKH	1
23.	Aarambha Pre Primary School	43
24.	Bodhi Batika Int'l Montessori Pre-School	1
25.	Best Montessori	10
26.	Aakar Foundation	10
27.	Parlance Int'l Academy	3
28.	Montessori Kinder House	9
29.	Patan Mental Hospital	2
30.	KidzeeKalanki	2
31.	Wisdom Kids	2
32.	Barkhari Kids Foundation	1
33.	Montesori Kids World	1
34.	Center For Autism	3
35.	Heimric National Pre School	4
36.	Anmol Special Education Center	3
37.	Kids Dream	3
38.	Aadarsa Secondary School	5
39.	Peoples Academy	4
40.	Montessori Kids World	2
41.	Sama Nepal	2
42.	The Vinnance Pre School	2
43.	Bal Maitree Pratisthan	1
44.	Asha Foundation	2
45.	Asha Special School Sanepa	1
46.	Aarohi Bidhya Kunja Montessori	1
47.	Schools of Lalitpur Metropolitan City	11
48.	Madhya Bindu Skyline Academy	25
49.	Different Organizations	96
	Total Participants	325

Volunteering and Internship

Help people with autism live the life they choose by contributing your time and effort. Get the satisfaction of making a real difference in people's lives while meeting new people and potentially learning a new skill. From volunteering at ACNS you can do to improve the lives of people affected by autism in Nepal.

Dear applicant,
Thank you for your interest in AutismCare Nepal Society.Below you can find a list of the most frequently asked questions to do with volunteering at AutismCare Nepal Society.

- **How long can I volunteer/be a intern?**
  Very short (e.g. 2 days to 1 week)
  Short-term (250hrs., 1 to 3 months)
  Long-term (e.g. 6 to 12 months) is possible
- **In which fields of work can I collect experiences?**
  In fields as special school, vocational unit, parent-child-training, therapies (occupational, music, speech), assessment and diagnosis, functional assessment and individual interventions.
  All these fields are specialized for children with autism.
- **Which languages do I need? Is Nepali necessary?**
  English is required. Nepali is helpful but not necessary.
- **How are the working hours?**
  Monday till Friday from 10am to 4pm.
- **Is there a payment for internship/volunteering?**
  No but you will be rich in experiences.
- **Is lodging provided?**
  No unfortunately we cannot provide any lodging.
- **Where can I live?**
  There are different possibilities as homestay, hostel and hotel...
- **Is a meal during the working hours provided?**
  Yes, all employees receive a daily lunch.
- **Is a contact person/supervisor provided for me?**
  Yes, we provide a contact person/supervisor for all students and volunteers.
- **Are there any holidays?**
  ACNS has closed on the weekend (+Sundays) and some official holidays as for example the Dashain festival, Tihar festival, Shivaratri, Holi etc. as well as two weeks of winter holidays in January. You can refer to ACNS website to view the calendar of ACNS.
- **Will I get a letter of reference free of charge after I volunteer?**
  Yes you will be receiving letter of reference free of charge.
- **I am an international student/newcomer to Nepal. Do I need a work permit to volunteer?**
  No, for an internship or volunteering a tourist visa is sufficient.
  For long term working visa may be preferable or you may required official Visa if you come from any Institution e.g. Australia Volunteer International
- **Which expectations are put to me?**
  ACNS expects that the student/volunteer is motivated to take part in the work of ACNS.
  As per your specialty or profession we do expect your professional knowledge and skills and applied manner.
- **Is foreknowledge in the field of autism necessary?**
  It will be helpful to inform yourself about the neuro-developmental disorder autism.
- **Are there several locations of ACNS in Nepal and can I also volunteer there?**
  Yes, in Kathmandu, Pokhara, Jhapa, Surkhet, Lumbini, Chitwan and we are expanding in other districts of Nepal too.
  If there is something you would like to ask that is not featured on the list then please do not hesitate to contact us at info@autismnepal.org

For more details, you also can check our website https://autismnepal.org/ with several information's about ACNS and videos.





Postgraduate Diploma in Inclusive and Special Needs Education Specialization on ASD

Kathmandu University
School of Education

Introduction

Autism Care Nepal Society piloted a "Diploma in Special Education - Specialization in Autism" starting in 2018 and completed fourth batch till year 2023. Since 2024, this program has been affiliated with Kathmandu University (KU) as a one-year "Post Graduate Diploma in Inclusive and Special Needs Education (PGDE) with a Specialization in Autism Spectrum Disorder (ASD)."

Year	No. of Students completed course	Remarks
2018	5	Diploma in Special education
2020	4	Diploma in Special education
2022	15	Diploma in Special education
2023	13	Diploma in Special education
2024	17	Post Graduate Diploma in Inclusive and special Needs Education (PGDE)-specialization in Autism
2025	10	Post Graduate Diploma in Inclusive and special Needs Education (PGDE) - specialization in Autism
2026	15 (pursing)	Post Graduate Diploma in Inclusive and special Needs Education (PGDE) - specialization in Autism

Course Curriculum

This program runs across two semesters, each offering 15 credit hours of combined theoretical and practical course and is designed to build a professional workforce capable of addressing the needs of diverse learners in the community. The course values that understanding the autism spectrum requires direct engagement with autistic individualstherefore it requires learners' physical presence throughout the year. Learners develop a thorough grounding in a range of disabilities and conditionsincluding ASD, so they can effectively support all students with disabilities.





Course Objective

The program equips educators with the knowledge needed for special and inclusive education while cultivating values and behaviors that advance inclusive practice at both the institutional and personal level. It also strengthens learners' ability to assess and identify the needs of individuals with ASD through a multidisciplinary lens. A defining feature of the course is its emphasis on meeting the individual needs of a diverse learner populationrather than relying on a single therapeutic approach. It trains and educateslearners to apply need-based strategies tailored the individual on the spectrum. The curriculum further covers typical child development and the psychological factors that shape learning, along with the philosophies, evolving practices and policies that support education for children with disabilities. Learners develop the skills to design curricula that accommodate children and individuals with ASD along with other neurodevelopmental disabilities. The course also provides training in assessment tools and techniques for planning educational interventions, developing Individualized Education Plan (IEP). This course equips learners with knowledge, skills and competencies to support complex needs of

diverse group by applying core principles of inclusive education. It recognizes the essential role of families, professionals and communities. The course further develops learners' capacity to advocate for inclusive practices within the community and to engage in evidence-based research that contributes to the development and advancement of this field.The Program Post Graduate Diploma in Inclusive and Special Needs Education (Specialization -Autism Spectrum Disorder) will have the following objectives:

- To develop an understanding of varying disabilities and their implications
- To have knowledge of typical growth and development of learners and realize the psychological aspects influencing learning and education
- To be aware of the underlying philosophies, evolutionary practices and the policy provisions facilitating education of children with disabilities
- To use various assessment tools and techniques for planning educational and other related interventions
- To be aware of and apply various curricular strategies
- To appreciate various teaching approaches and use effective teaching strategies
- To apply various pedagogical approaches for teaching at elementary level
- To provide support in the use of various intervention and therapeutic techniques
- To apply appropriate techniques to help students with high support needs
- To develop an understanding about the concept, construct and facilitators of inclusive education
- To realize the importance and role of family and community as a catalyst in the education of children with disabilities.



Learning Outcomes

- To develop a comprehensive understanding of various disabilities and associated conditions, and the ways to address the diverse needs of learners with disabilities.
- To acquire knowledge of legislative provisions and policy guidelines related to education and rehabilitation.
- To design and implement educational strategies and techniques for planning and executing curricular and co-curricular activities for learners with disabilities.
- To enhance skills in assessment and identification of learners with ASD and ID using a multidisciplinary approach to cater the individual learning styles and preferences.



- To cultivate values and behaviors conducive to inclusive educational practices in institutional and personal levels.

Practical and Evaluation

- Assessment & Individualized Education



Program (IEP) and Lesson Plan

- Group Teaching & Peer Observations
- Therapeutics & Management of Behavior
- Preparation of Teaching Aids & Adaptive Devices
- Case studies
- Field visit
- Internship
- In semester and End semester evaluation

This course is a living framework, designed to evolve. It is reviewed and revised on a regular cycle, drawing on the experiences of learners and educators so that it addresses the diverse needs.

Testimonials

As a parent of an autistic child, enrolling in the Post Graduate Diploma in Inclusive and Special Needs Education (Specialization in Autism), an Autism Care Nepal Society ,affiliated program with Kathmandu University, School of Education, has been a life-changing experience. The most valuable and unique aspect of this program was its strong emphasis on practical involvement and the golden opportunity to work one-to-one with autistic individuals. These direct interactions enabled me to understand their strengths, needs, communication styles, and perspectives beyond theoretical learning. The hands-on experiences, guided by professionals, helped me build practical skills in supporting communication, behavior, learning, and inclusion in meaningful ways. As both a parent and a learner, this journey strengthened my confidence and deepened my commitment to advocacy for autistic individuals. I sincerely thank Autism Care Nepal Society, Kathmandu University, School of Education, and all facilitators for this meaningful opportunity. I also extend heartfelt gratitude on behalf ofmy 6th batch classmates.

Sarita Lamichhane
2025 Batch PGDE



Inclusive education, to me, is not just a concept; it is a responsibility to see every child beyond labels and limitations. My journey through the PGDE in Inclusive and Special Needs Education (Specialized in Autism) at Kathmandu University School of Education (KU), in affiliation with Autism Care Nepal Society (ACNS), has been a truly transformative experience that has profoundly shaped my understanding of inclusive practice.

This journey has gone far beyond theoretical learning; it has been truly engaging with and experiencing the world of autism in real educational settings. Being alongside children with Autism Spectrum Disorder (ASD) allowed me to enter their world, observe closely, learn deeply, and understand their unique ways of communication, thinking, and interaction.

Through this immersive experience, I was deeply inspired and driven to take purposeful action, becoming an active contributor in creating meaningful, inclusive, and empowering learning environments. A journey filled with learning, hope, and inclusion.

Shreeya Nepal
2025 Batch PGDE

My journey through the postgraduate in PGDE in Inclusive and Special Needs Education (Specialized in Autism) at Kathmandu University School of Education, in collaboration with Autism Care Nepal Society, has been life life-changing experience. I was motivated by a deep passion to care for the children who are special in their way, and it has not only improved my understanding of Autism Spectrum Disorder (ASD) but has also reshaped the way I view inclusive education and how special educators help in supporting various learners. Along the way, I have developed theory and practice about how children with autism learn, communicate, and interact with the world around them along with this learned to value the uniqueness of each learner and the importance of individualized teaching strategies, which help them in learning an inclusive environment. Emotionally, this program has supported my progress in resilience, empathy, and understanding. While there were difficulties and moments of doubt, especially considering the challenges I saw with limited resources, inadequate training in schools, and societal stigma toward children with disabilities, these difficulties helped to clarify my vision. I want to be part of the change, and it has prepared me to listen, observe, and reflect, and to take the lead in the future, and now I see that supporting students with autism is more than academic achievement and I would like to express my heartfelt gratitude to Kathmandu University for giving me this invaluable opportunity.

Pooja Poudel
PGDE 2024

The one-year postgraduation course on "Inclusive and Special Needs Education, Specialization in Autism" at Kathmandu University, in collaboration with AutismCare Nepal Society (ACNS), provides me valuable learning experience on understanding and practicing inclusive teaching practices for diverse learners, especially for students with autism. I got exclusive opportunities to engage with students with autism in ACNS and learn from practical experiences. Kathmandu University offers a unique opportunity to learn from participatory approaches and ensures students don't lose learning at any cost.

Learning from this course is immense and has transformed my perception towards education systems and their importance, especially for diverse learners. The hands-on experiences have blown away my perception towards autism and other neurodiverse which parallely empowered me to look forward and move on with refining teaching strategies. While working with students with autism and their families moved me deeply to make myself committed towards creating social awareness and contributing to inclusive teaching approaches. The mentorship I received from Kathmandu University and ACNS helped me to refine my learning abilities and inspired me to become a special educator which is absolutely essential in the modern world.

Rojita Tamrakar
PGDE 2024



My PGDE Journey: More Than a Qualification

Saguna Thapa
PGDE 2025 Batch

My journey with the PGDE in Inclusive and Special Needs Education, specializing in Autism, began even before I joined the course. Before enrolling in the PGDE, I attended a two-week teachers' training program provided by Autism Care Nepal Society (ACNS). It was during this training that I decided to pursue the PGDE. Something about the approach and the values behind the learning resonated with me. I sensed it through Ms. Sijan Shakya, our course head who became my source of inspiration.

What I felt was that this was not simply about producing another teacher, another professional working in the disability field, or another person with an additional qualification or skill. There seemed to be something deeper behind the learning. I felt that we were being invited to become more human—to question what we had always believed, unlearn the myths and misconceptions that society has taught us about disability and humanity as a whole, and learn to see ourselves beyond our diagnoses and differences. That feeling became one of the most meaningful reasons for joining the PGDE, and it continued to shape my learning throughout the course.

As I progressed through the program, I began to understand that inclusive education is not only about teaching strategies, classroom adaptations, or learning about different disabilities. It also asks us to look inward—to examine our own attitudes, assumptions, and biases, and to be willing to accept, adapt, and change the way we understand ourselves through our interactions with others, and others through our own experiences One of the most meaningful shifts for me was learning to look beyond behaviour and consider what a person might be communicating through it, as well as what they might be experiencing within their body or what their body might be going through that could contribute to that behaviour. I began to appreciate that communication does not always happen through spoken words, and that every individual has their own way of experiencing the world. This helped me understand that our responsibility is not simply to teach, but first to listen, understand, respect, create safe spaces and environments, and provide opportunities for meaningful participation.

I also began to understand empathy differently—not simply as feeling for someone, but as making an effort to understand their experience, even when it is different from our own. Sometimes empathy means pausing before we judge, listening before we respond, and asking ourselves what the other person may be experiencing or trying to communicate too. For me, empathy also means being willing to step into another person's experience without assuming that I already know what they need. It reminds me to ask, listen, observe, and respond with patience. In everyday environments, this can make a difference in how we communicate, offer support, build trust, and create a sense of belonging.

Over time, my understanding of inclusion also changed. It was no longer only about meaningful participation; it became about the restoration of dignity. I began to understand that inclusion means creating spaces where a person is seen, heard, respected, and valued. My understanding of independence also became deeper. Independence does not necessarily mean doing everything alone; sometimes it means having the right support to communicate, make choices, develop skills, and participate in one's own life.

I came to understand this not only through my learning, but also through my own experience after an accident, when I lost control over my left leg and was bedridden for three months. Experiencing vulnerability and dependence helped me realize that accepting support does not take away our dignity or independence. The right support can help us regain confidence and move forward. It also made me think differently about supporting autistic children—not simply asking what they can do independently, but asking what kind of support, communication, environment, and cooperation can help them participate, belong, and gradually develop their own independence. The PGDE gave me opportunities to connect academic learning with real-life experiences. Through classroom discussions, assignments, observations, and practical learning, I was encouraged to question, reflect, and look at familiar things from a different perspective. In many ways, I was not only learning new things; I was also unlearning things I had never thought to question before.

I am grateful to our teachers, the course team, Kathmandu University, and ACNS for being part of this journey. Each person who contributed to the course has, in some way, added to my learning and understanding. For me, completing the PGDE is not an ending. It has strengthened my commitment to keep learning, reflecting, and contributing towards creating more inclusive and respectful spaces for all. It reminds me that this is not something I have simply studied; it is something I want to continue living and learning through.

As Carl Rogers beautifully said: "**The good life is a process, not a state of being. It is a direction, not a destination.**" This reflects how I now see my own journey. The PGDE may have come to an end as a course, but the learning has not.

Looking back, I feel that this journey has given me much more than an academic qualification. It has influenced the way I understand disability, inclusion, communication, dignity, and my own responsibility as a human being and as a professional.
If there is one thing I will carry forward from this journey, it is the belief that inclusion begins with us—with the willingness to question what we have always believed, unlearn what we have never questioned, and recognize the humanity in every person.
I am grateful to have been part of this journey. And perhaps more importantly, I am grateful that the journey has reminded me that there is always more to learn, more to understand, and more to unlearn. Thank you to ACNS, Kathmandu University, our teachers, my classmates and everyone who has been part of this journey and supported me throughout it. We learned not just from this course but also from one another.

MyRight - and Autism Sverige - Supported Project

Project Overview

During Fiscal Year 2082/083, ACNS continued its efforts to improve support for children and persons with autism and their families, strengthen organisational systems, and promote autism inclusion through stakeholder engagement. The project focused on individual and family empowerment, organisational development and advocacy.

Key Areas of Work

- **Individual and Family Empowerment:**

During the reporting period, ACNS continued providing regular assessment and therapy services, including music therapy, psychological assessment, and occupational therapy/physiotherapy, to support children and persons with autism. Parent and child training, individualised home management programmes, and family counselling further strengthened parents' knowledge and confidence in supporting their children's development and daily living skills. Collaboration with AutismCare Lumbini Society also helped extend assessment, intervention, and counselling support to families in Lumbini Province.

- **Organisational Development:**

ACNS strengthened its internal systems through the review and revision of its Human Resource and Financial Policies. The organisation also continued its professional capacity-building efforts through the Kathmandu University-affiliated Postgraduate Diploma in Education (PGDE) course on Autism, supporting the development of knowledge and skills among professionals working in the autism sector.

- **Advocacy and Public Awareness:**

ACNS engaged with government agencies, local authorities, organisations of persons with disabilities, and other stakeholders to promote autism awareness, inclusive services, and the rights of persons with autism. Through awareness-raising initiatives, stakeholder engagement and collaboration at local, provincial and national levels, ACNS contributed to greater recognition of autism-related needs and the importance of inclusive policies and services.

Partnership and Conclusion

ACNS extends its sincere gratitude to MyRight and Autism Sverige for the valuable partnership, continued support and trust. This collaboration has been instrumental in strengthening ACNS's organisational capacity, improving support for persons with autism and their families and advancing their rights and inclusion in Nepal. ACNS highly values this partnership and looks forward to continuing the shared efforts towards a more inclusive society.

Output of Project Activities:

Beneficiaries from the services of AutismCare Nepal society during Fiscal Year 082/083

Services	Male	Female	Total
Counselling	42	86	128
ASD Diagnosed at ACNS	78	18	96
ADOS Assessment	118	26	144
New Diagnosis	21	5	26
Functional Assessment	108	25	133
Occupational Assessment	45	10	55
Occupational Therapy	141	27	168
Behavioral Therapy	201	43	244
Music Therapy	35	13	48
Parent And Child Training	47	3	50
Teachers's Training	0	17	17
	836	**273**	**1109**

Neurodevelopment and Autism in South Asia Treatment and Evidence (NAMASTE)

Introduction:

NAMASTE is a five-year (2022–2027) research initiative supported by the National Institute for Health and Care Research (NIHR), UK, and conducted across Nepal, India, and Sri Lanka. The project is jointly implemented through three lead organizations: AutismCare Nepal Society (ACNS) in Nepal, Sangath in India, and the Sri Lanka College of Paediatricians in Sri Lanka.

Four Workstreams of NAMASTE

- Tool and Workforce Development
- Detection Pathway
- Intervention Pathway
- Community Engagement and Inclusion (CEI)



The project focuses on strengthening systems for the early identification and provision of appropriate care for children with autism and other neurodevelopmental disabilities. It combines research with training and capacity-building activities and seeks to develop and assess comprehensive pathways of detection and care, alongside support mechanisms for children and their families. In Nepal, the project is being carried out across all 14 wards of Godawari Municipality, Lalitpur.

Objectives:

- Enhance the capacity of project-based staff and non-specialist service providers working in community-level health posts for early detection of children who are at high likelihood of autism and those with neurodevelopmental delays/ disabilities (NDDs)
- Provide an evidence-based intervention for parents and caregivers to address the unique, behavioral, intellectual and communication needs of their children.
- Develop and disseminate community engagement materials for public awareness in Nepal in collaboration with families
- Evaluate the components of this pathway within the existing health system in Nepal, including the investigation of the cost-effectiveness aspects of delivery.
- Build clinical and research capacity in the field of NDDs



Expected Outcomes:

1. Scientific outcomes

a. The feasibility, acceptability and effectiveness of the detection and intervention pathway for children with NDDS will be assessed.
b. Public engagement program will be implemented and their impact will be evaluated.

2. Policy outcomes

a. Advocacy efforts will be contributed addressing the needs of children with NDDs.
b. Links between experts by experience, service users, and policy makers will be strengthened, thereby enhancing community awareness and collaboration.

3. Capacity building

a. The project will focus on capacity building through training, supervision, and experiential learning.
b. A regional research hub dedicated to NDD detection, intervention, and related research will be established.



Reporting and Documentation

- A four-monthly progress report is regularly prepared and submitted to the Social Welfare Council (SWC).
- An annual report is prepared and submitted to the University of Manchester (UoM), which subsequently consolidates and submits the report to the National Institute for Health and Care Research (NIHR).
- Gantt charts and dashboards covering all workstreams are regularly updated and maintained to monitor progress and are submitted to UoM as required.

Meetings and Events



- Internal team meetings are held every Wednesday to review ongoing activities, progress, and priorities.
- A monthly plenary meeting is conducted with the participation of all NAMASTE staff members to discuss overall project progress and key updates.
- Senior Leadership Team (SLT) meetings are held fortnightly and are attended by the Principal Investigator, Project Director, and Project Manager.
- Workstream-specific meetings are conducted on a weekly or fortnightly basis, as appropriate, and additional meetings are organized as needed to address specific issues or activities.
- The NAMASTE Annual Meeting was held in Goa, India, from 26–28 November 2025 to review project progress, share updates, and facilitate planning for the upcoming period.
- The SLT meeting was held from 8–10 June 2026 in Manchester, UK, alongside UoM's Global Mental Health Showcase Day. The meeting focused on strengthening NAMASTE's conceptual and analytical framework, including implementation science, quantitative analysis, and sustainability.
- The Participatory Behavioral Systems Mapping workshop on 11 December 2025 brought together key stakeholders to identify barriers and system-level challenges affecting the implementation of WHO-CST in Nepal, including low awareness, stigma, family-level constraints, coordination gaps, unclear roles, and limited supervision and coaching mechanisms.



1. Detection Workstream

- Female Community Health Volunteers (FCHVs) continue to play a pivotal role in monitoring children aged 18 months to 9 years for autism and neurodevelopmental disabilities across all 14 wards of Godawari Municipality. Screening activities are conducted using the Social Attention and Communication Surveillance (SACS) and Rastriya Bal Swasthya Karyakram (RBSK) checklists through the REDCap mobile application. As of August 2026, FCHVs have screened approximately 8350 children.

- SACS re-screening of children aged 18–21 months and 22–30 months is ongoing. Regular monthly meetings and field supervision visits are conducted to provide continuous field support, monitor screening practices, provide technical support, and address field-related challenges. These supportive supervision activities have strengthened FCHVs' capacity, enabling effective community-based screening.

- FCHVs receive incentives for monitoring children and supporting monitoring activities, which has enhanced their motivation and commitment and encouraged more active participation in the screening process.

- A NAMASTE screening closure meeting was conducted across four clusters between 6 and 24 August, 2026. This meeting included a comprehensive review of the SACS and RBSK checklists, closure of the NAMASTE screening folder on all FCHVs' REDCap mobile applications, and refresh and setup of the re-screening folder. Re-screening activities will continue through February 2027.

2. Intervention & Evaluation Workstream



World Health Organization-Caregivers' Skill Training. The WHO Caregiver Skills Training (CST) program is a global initiative designed to empower caregivers of children with neurodevelopmental disabilities by teaching practical skills to support their child's development.

- Four female Community Health Volunteers from Godawari Municipality have completed CST facilitator training. Training included theory-based classroom training, live practices, mock practices, observation of group sessions and home visits, and co-delivery with the trainers. FCHVs are now conducting CST independently under trainer supervision.

- Two batch of families (n=13) from Godawari Municipality have received CST training through NAMASTE. They learned strategies to work with their children such as child communication, child behavior, and self-care. The learning occurs through 9 weekly group sessions, 3 home visits, and everyday home practice with their children.

Parent-mediated Autism Social Communication Intervention for non-Specialists Plus (PASS Plus)

PASS Plus is a home-based, parent-mediated intervention implemented by ACNS through the NAMASTE Project to improve social communication, challenging behavior, toileting, sensory concerns, feeding, sleep and caregiver wellbeing and engagement in children with autism through play and daily routines.

- The intervention is adapted from an evidence-informed UK autism intervention model and culturally modified for Nepal through Nepali translation and local adaptation of activities and materials.
- Trained PASS Plus counsellors provide caregiver coaching and video-feedback sessions. Parents learn to follow their child's interests, understand communication attempts, and support interaction in everyday activities.
- PASS Plus is implemented with 43 families in Godawari Municipality: 13 families have completed the intervention, 20 families are ongoing, and 10 families discontinued participation.
- ACNS continues improving family support, flexibility, and technical guidance through this intervention. Dropout reasons included communication difficulties with families, limited time, relocation, challenges with audio/video requirements, other therapies, and autism acceptance or stigma.
- PASS Plus strengthens caregiver involvement and provides a culturally appropriate pathway for autism support in Nepal through trained counsellors, supervision, adapted materials, and family participation.

Testimonials of PASS Plus beneficiaries

Testimonial 1:

When I used to sit with my son to play, I would make him play my way. He didn't know how to say, "Let's play this way." I was concerned if he would let me play with him or not. I became more aware and I started understanding my son's wishes through his cues and actions. Now he even tries to explain things to me. I feel that he also understands me more, maybe because of the connection we've built.

Testimonial 2:

I learned that children learn best through play. I also got the chance to spend more quality time with him. Earlier, I didn't pay him much attention and would

stay distant, wondering why he behaved in certain ways. I sincerely want to thank the NAMASTE team who provided this training.

Evaluation

- Caregivers who are willing to participate in the intervention and study are being recruited. The recruitment process includes verification of data, consenting, and data collection. Parental measures are used to measure caregivers' wellbeing, knowledge, and skill to work with their children. Child measures are used to measure children's wellbeing, behavior, and so on.

3.Community Engagement and Inclusion Workstream

- The dissemination of the CE toolkit by Female Community Health Volunteers (FCHVs), Assessors, PASS PLUS counselors, and WHO CST trainers/ facilitators is being actively carried out across Godawari Municipality at different time points in the detection-care pathway.
- Street drama is being conducted in different areas of Godawari Municipality to help increase awareness about Autism.
- To evaluate the CE toolkits, in-depth interviews are being conducted with caregivers participating in the NAMASTE program, and phone surveys are being conducted with caregivers receiving the Child Development Milestone (CDM) calendar.
- 8 street dramas 'Sunaulo Bihani' i.e. 'The Golden Morning' were conducted in the schools across Godawari Municipality and 1 during the World Autism Awareness Day (WAAD) as a part of CEI. The pre and post test was conducted among ten teachers in each school. The objective was to assess their existing knowledge of autism before watching the drama and to evaluate any changes in their knowledge after watching it.





S. N.	Name of School / Event	Wards / Location	Date of Performance
1	Shree Bajrabarahi Secondary School	Chapagaun-11	23 November 2025
2	Shree Path Pradarshak Secondary School	Badikhel-4	22 December 2025
3	Shree Saraswati Secondary School	Lele-6	1 January 2026
4	Shree Budhha Secondary School	Thaiba-14	29 January 2026
5	Shree Bishankhu Narayan School	Godamchaur-1	29 January 2026
6	Shree Saraswati Secondary School	Lele-5	2 February 2026
7	Shree Buddha Secondary School	Chhampi-9	2 February 2026
8	World Autism Awareness Day	Lalit Mandap, Jawalakhel	2 April 2026

Data Management

The NAMASTE Project further strengthened its data management systems, digital infrastructure, data quality, and governance during 2026. Following the completion of the main screening data collection, the focus shifted toward data consolidation, quality assurance, re-screening, evaluation support, and preparation of high-quality datasets for analysis and reporting.

- Completed the main NAMASTE Screening data collection and continued consolidation and quality review of the collected records.
- Continued re-screening of previously screened individuals, with ongoing technical and data-management support for the re-screening process.
- Maintained and administered the REDCap database, including user access, data collection instruments, workflow configuration, and secure data storage.
- Conducted regular data cleaning, validation, reconciliation, duplicate checks, and logic checks to maintain data accuracy and consistency.
- Provided continuous technical support and supervision to field and evaluation teams to ensure accurate and timely data submission.
- Supported the preparation of data extracts, reports, summaries, and analysis-ready datasets for project monitoring, evaluation, and reporting.
- Strengthened data governance and documentation, including data access management, data dictionaries, variable documentation, and procedures for data security and archiving.
- Supported data-related activities for detection, evaluation, intervention, and re-screening after completion of the first screening phase.



A MILE STONE FOR AUTISM CARE IN NEPAL

A DREAM REALIZED
National Center for Autism

COMPLETED • READY TO SERVE



After years of planning, collaboration and unwavering support, the National Center for Autism, Nepal is now complete --- a dedicated space for education, therapy, training and inclusion for individuals with autism and their families.

A Dedicated Space for Brighter Future

The National Center for Autism, Nepal stands as a symbol of hope, inclusion and opportunity. Designed with the needs of individuals with autism and their families at its heart. The center provides a safe accessible and supportive environment for learning. therapy and community engagement.

Built on Inclusion, Driven by Possibility

This state-of-the-art facility will host specialized education programs, therapeutic services, professional training and family support - all under one roof It will also serve as a hub for research, advocacy and collaboration, helping to build a more inclusive society where every individual with autism can thrive.



TOGETHER FOR MORE INCLUSIVE NEPAL


AutismCare
Nepal Society
01-5912554/5912549
AutismCare
Nepal Society





AUTISM CARE FACILITIES AT BUDDHANILKANTHA

Government of Nepal
Ministry of Infrastructure Development
Department of Urban Development and Building Construction

Introduction:

The project of Autism Care Facilities at Buddhanilkantha, Kathmandu is a dream project for AutismCare Nepal Society (ACNS). ACNS is very much thankful to Ministry of Infrastructure Development Department of Urban Development and Building Construction for the support to begin our infrastructure development process. Therefore we could anly perform few project activities among our proposed project, though our plan was to construct building for autism related services to children and adults with autism. We did our best to accomplish the activities that could be done within this limited time period.

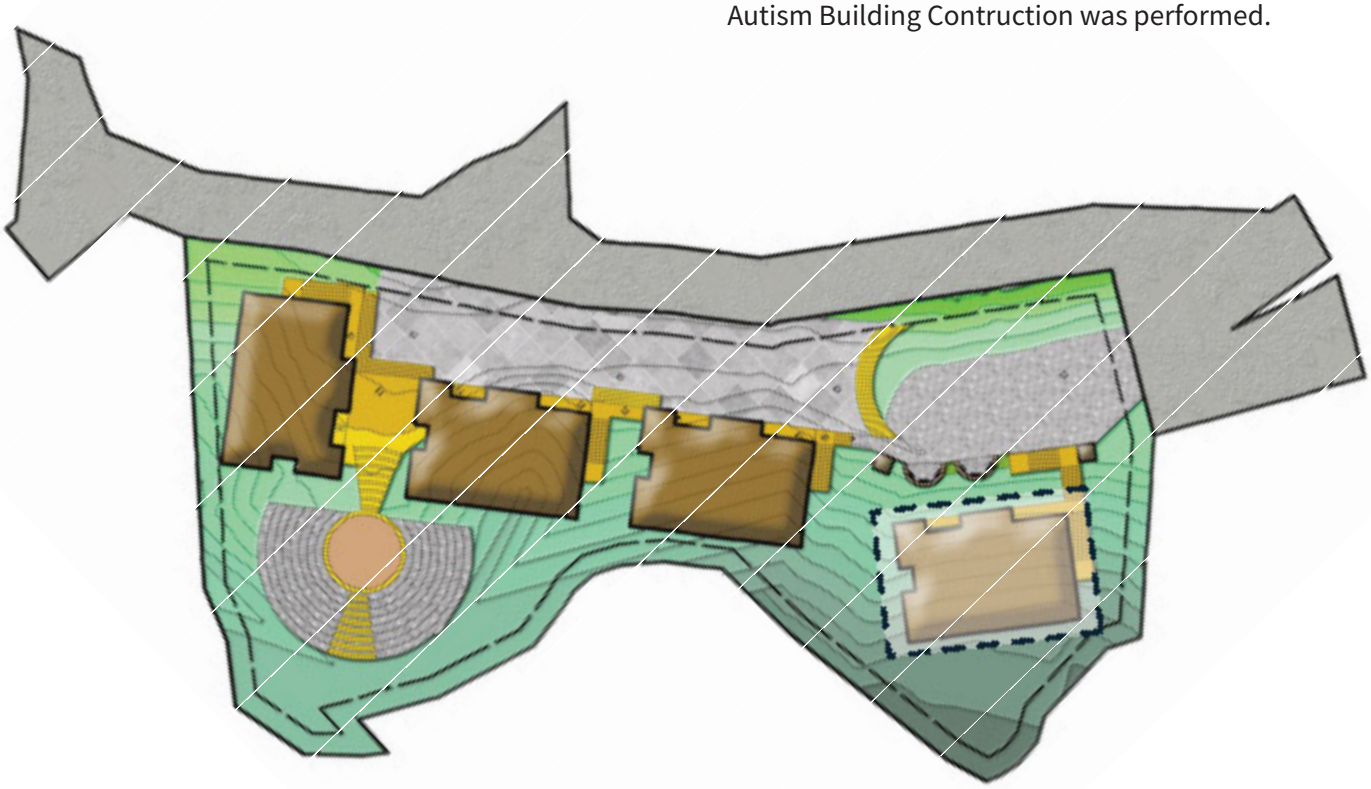
Accomplised Project Activities:

The total area of land is 3052.44 sqm (6 ropanis) which was received in lease for 30 years from Nepal Government. The leasing process was completed and the initial planning work was commenced. At the same time, protection of land is necessary so, fencing work was our first priority. Fencing has been completed to save the land. ACNS conducted following project activities in the project site at Budanilakantha municipality ward no.4 (Earlier Khadka Bhadrakali Gabisa 6)

1. Architectural designs and drawings: The Elysian Engineering Consultant was selected for preparation of architectual designs and drawings. The detailed need assessment of project site was conducted. The topographical survey was conducted of the proposed care center project site. The detailed architectural designs and drawings, structural design and drawings, electrical designs and drawings, sanitary designs and drawings and HVAC design and drawings of the proposed care center in complaince with Nepal National Building code (NNBC) and other national / international code and standard guidelines were prepared.(Please find the attachment of detail report in Annex).

2. Geotechnical invesigation report: The Prime Civil Lab Pvt. Ltd. was selected as a consultant for this task. The drilling works of 7 holes of depth 20 m and laboratory test such as: moisture contents, Grain size analysis, Atterberg Limits, Specific Gravity, Consolidation, Unconfined compression, Direct Shear, etc and other necessary tests and report preparations were performed.

3. Boundary Fencing: The Yamkha Builders Pvt. Ltd. was selected as consultant for this tasks. The boundary fencing works in the perimeter of land of Autism Building Contruction was performed.





4. Approval of Architectual designs and drawings: The necessary approvals of architectural designs and drawings were obtained from Buddhanilkantha Municipality.

5. Lease Payment of land for Fiscal year 080/081 to 082/083: The lease payment of 3 fiscal years at Inland Revenue Department has been made. Please find the payment details in Annex

6. Contingency: A consultant civil engineer was hired to acomplish all the tasks at given time. The consultant monitored and evaluated the project activities and prepared and compiled the necessary documents for final report.





Conclusion

We are eager to expand the services being provided at our center in Harisiddhi, Lalitpur, to Budhanilakantha, Kathmandu. Despite the time limitation, we have initiated land management and completed crucial preliminary tasks required to commence construction.



We extend our earnest request to the Ministry of Infrastructure Development Department of Urban Development and Building Construction to facilitate financial support in the upcoming fiscal year for the completion of this project. This will not only support ACNS but also the persons with autism and their families in Nepal.



Leave No Children Behind in Education (RISE) Project, Updates 2026

1. Disability Screening Programme

Through the Disability Screening Programme, 2,000 children'sdata was collected across both Budhanilkantha and Godawari Municipality by Female Community Health Volunteers. A pre screening health camp was conducted in collaboration with both municipalities, T.U. Teaching Hospital, and Patan Academy of Health Sciences, reaching 597 children with services such as physiotherapy, occupational therapy, counseling, pediatric consultations, eye examinations, and ENT checkups. This initiative has strengthened early identification and referral systems, ensuring children with disabilities receive timely support and paving the way for more inclusive education opportunities in schools.



2. Psychological First Aid (PFA) Training to Teachers

Psychosocial First Aid (PFA) training was conducted for teachers from community schools in Godawari and Budhanilkantha municipalities. The program strengthened teachers' knowledge, skills, and confidence in addressing child and adolescent mental health concerns, while also promoting teacher well being and preparedness at the school level.

3. Education policy review from inclusion perspective

Education policy review was conducted from an inclusion perspective, highlighting objectives, challenges, and opportunities for improvement. The workshop, with participation from MoE, CEHRD, CDC, CTEVT, local governments, and OPDs, ensured diverse voices were heard and constructive feedback was gathered. This process has strengthened the inclusiveness of federal and local level education policies, particularly for children with disabilities, fostering equitable frameworks that better address the needs of marginalized learners.

4. Advocacy for Inclusive Education Through SIP

The workshop brought together School Management Committee (SMC) and Parent–Teacher Association (PTA) representatives, along with Head Teachers, to strengthen their role in developing inclusive School Improvement Plans.The workshop fostered collaboration among SMC, PTA representatives, and Head Teachers, resulting in stronger advocacy and practical integration of inclusive education within School Improvement Plans.



5. Workshop on Teaching/Learning materials Development and Utilization

The workshop on developing and utilizing teaching/ learning materials strengthened inclusive practices by equipping teachers with practical tools to address diverse student needs. It fostered greater participation and accessibility in classrooms, promoting equity in education.

6. Monitoring and technical support to trained teachers (20 Schools) by mobile(especial) educators

Special educators carried out schools and home visits, did functional assessment of children. Individual Education Learning Plans (IELPs) was developed both at schools and at home with the collaboration of school teachers and parents under the guidance of special educators. Regular follow up and support ensure effective implementation, contributing to improved learning outcomes and fostering inclusive education for children with diverse needs.

7. Orientation to Headteachers and focal teachers on Complain Feedback Mechanism

Complaint Feedback Mechanism gives children with disabilities and their families a safe way to raise

concerns and ensure their needs are addressed. This strengthens inclusion by promoting equitable access, building trust, and holding schools accountable for creating supportive learning environments.

8. Accessibility audit and structural modifications

An orientation on accessibility audits and structural modifications was conducted, during which schools were assessed for accessibility gaps. Structural modifications are planned to be implemented soon, which will significantly improve inclusive learning environments and ensure safer, more accessible facilities for all students.



9. Development of Individual Education Learning Plan (IELP)

A workshop on the development of Individual Education Learning Plans (IELPs) was conducted to equip teachers and special educators with practical skills for designing tailored learning strategies. Through interactive sessions such as case studies and group work, participants gained a common understanding of addressing learner diversity and setting SMART goals. The initiative not only supported the creation of IELPs in schools but also strengthened educators' capacity to provide individualized support, ultimately enhancing student learning outcomes and promoting inclusive education practices.

10. Follow-up Visit Meetings on Commitments with CEHRD, CDC and CTEVT

Follow up visit meetings were held with CEHRD, CDC, and CTEVT to review commitments and strengthen collaboration. These engagements reinforced accountability and alignment across institutions, leading to improved coordination and advancing inclusive education initiatives with greater impact at the national level.

11. Training to teachers on Universal Design for Learning (UDL)

Training on Universal Design for Learning (UDL) was organized in collaboration with the Department of Education (DoE), equipping teachers with strategies to design flexible and inclusive learning environments. This initiative has strengthened teachers' capacity to address diverse student needs, fostering equitable participation and improving overall learning outcomes across schools.



12. Capacity building of project staff (Safeguarding, Inclusion and MEAL) and board.

Capacity building of staff was undertaken through various trainings and workshops, enhancing their professional skills and knowledge base. This initiative has strengthened institutional capacity, improved efficiency in project implementation, and contributed to more effective service delivery.

13. Training to parents and care givers of ASD on parents and child training programme

Training sessions were conducted for parents and caregivers of children with ASD to strengthen their knowledge and care giving skills. This initiative has empowered families to provide better support at home, fostering improved developmental progress and enhancing the overall well being of children with autism.

14. Learning and exchange visit

The learning and exchange visit to Zimbabwe was organized to deepen understanding of inclusive education and strengthen collaboration among stakeholders. It emphasized mutual learning, school observations, and dialogue with officials and partners, offering valuable insights into models that can be adapted in Nepal.



INCLUDE US INCLUDE NOW

Disability Rights Funds (Based on Article 12 & 19, UNCRPD)

Disability Rights Fund

Enabling Supported Decision-Making and Promoting Inclusion of Invisible Disability Groups in Nepal

1. Introduction

AutismCare Nepal Society (ACNS) implemented the one-year project "Include Us, Include Now" from January to December 2026 with support from the Disability Rights Advocacy Fund (DRAF). This is the third consecutive year that ACNS has implemented a DRAF-supported project to advance the rights, inclusion, and meaningful participation of persons with autism in Nepal.



During the previous two years, ACNS implemented DRAF-supported initiatives in collaboration with the Association of Intellectual Disability Nepal (AIDN), under the leadership of KOSHISH. In 2026, ACNS implemented the project independently, building on the experience, learning, and advocacy efforts developed through the previous collaborative initiatives.

The project responds to the barriers faced by persons with autism in exercising their legal rights, making decisions about their own lives, and participating meaningfully in their communities. Persons with autism, particularly adults, may experience restrictions on their autonomy, limited opportunities to express their preferences, and inadequate access to information and support required to make decisions. Parents and caregivers may also lack sufficient knowledge of legal capacity, supported decision-making, and the rights of persons with disabilities.

The project therefore focuses on promoting the rights of persons with autism in accordance with Articles 12 and 19 of the UNCRPD. Article 12 emphasizes equal recognition before the law and access to support in exercising legal capacity, while Article 19 recognizes the right to live independently and be included in the community.

Through awareness-raising, capacity development, the preparation of Social and Behaviour Change Communication (SBCC) materials, peer-support initiatives, and engagement with families, communities, and relevant stakeholders, the project seeks to strengthen understanding of disability rights and promote more inclusive and supportive environments.

By strengthening the participation of persons with autism and their families in decision-making and advocacy processes, ACNS aims to contribute to a society in which persons with autism can exercise their rights, make choices about their lives, and participate meaningfully in their communities.

2. Project Objectives

The project focuses on the following objectives:

1. Increase the level of awareness on legal capacity and supported decision-making among the Person with Autism, parents and caregivers.
2. Developing inclusive & accessible community for person with autism and their parents through various community based support system ensuring their rights to live independently and meaningful participation in the community.
3. Creating synergy among cross disability to claim and enjoy their rights.



3. Major Activities and Progress

Objective 1: Increasing Awareness of Legal Capacity and Supported Decision-Making

Activity 1.1: Development of SBCC Materials on Legal Capacity and Supported Decision-Making

ACNS initiated the development of Social and Behaviour Change Communication (SBCC) materials to promote understanding of legal capacity and supported decision-making. Several meetings and discussions were conducted to identify key messages and develop practical advocacy tools related to Article 12 of the UNCRPD. The initial phase was completed, and further work on the materials remained ongoing during the reporting period.

Activity 1.2: Workshop on the UNCRPD, Focusing on Articles 12 and 19

ACNS organized a capacity-building workshop on the UNCRPD, with particular emphasis on Articles 12 and 19. The workshop aimed to strengthen participants' understanding of the rights of persons with disabilities, the importance of supported decision-making, and the right of persons with autism to live independently and participate in community life.

A total of 46 participants attended the workshop, including five adults with autism, 21 mothers, two siblings, and 18 teachers and autism professionals directly working with children with autism. Of the total participants, 9 were male and 37 were female.

Following the workshop, participants demonstrated an increased understanding of the UNCRPD, particularly Articles 12 and 19, and expressed their commitment to continuing awareness-raising and advocacy on these issues. The workshop contributed to strengthening a shared understanding of the importance of respecting the autonomy, dignity, choices, and community participation of persons with autism.

Objective 2: Promoting Inclusive Communities and Community-Based Support Systems

Activity 2.1: Interaction and Advocacy with Government Authorities and Community Stakeholders

This project aims to strengthen engagement with government authorities, community stakeholders, families, and other relevant actors to promote a better understanding of the rights and inclusion of persons with autism.

Activity 2.2: Strengthening Autism-Inclusive Clubs and Peer-Support Groups

ACNS continued engaging adults with autism and their families through meetings, interactive discussions, and community inclusion activities, including the celebration of various festivals and participation in community programs. These activities promoted awareness of the rights of persons with autism, particularly their right to make decisions, express their preferences, and participate meaningfully in community life.

The discussions involved parents and siblings, emphasizing the importance of family support while respecting individual autonomy. They also focused on Articles 12 and 19 of the UNCRPD, encouraging families to recognize the abilities, preferences, and decision-making potential of adults with autism. These interactions provided opportunities to share experiences, identify challenges, and discuss support for independent living and community participation, while reinforcing the importance of peer support, family engagement, and inclusive communities.



4. Key Achievements and Emerging Results

Progress in developing advocacy materials: The initial phase of developing SBCC materials on legal capacity and supported decision-making was completed, establishing a foundation for further awareness-raising and advocacy related to Article 12 of the UNCRPD.

Capacity development through the UNCRPD workshop: A total of 46 participants, including adults with autism, mothers, siblings, teachers, and autism professionals, participated in the workshop on Articles 12 and 19.

Improved understanding of disability rights: The workshop provided participants with opportunities to strengthen their understanding of legal capacity, supported decision-making, independent living, and

community inclusion.

Continued engagement with adults with autism and their families: Meetings and interactive discussions involving adults with autism, parents, and siblings supported ongoing dialogue about individual rights, decision-making, and community participation.

Strengthened commitment to advocacy: Participants in the workshop expressed their commitment to continuing efforts to promote the rights of persons with autism and raise awareness of the UNCRPD.

Continuation of ACNS's disability rights advocacy: As the third consecutive year of DRAF-supported implementation, the project enabled ACNS to build on previous experience and continue



its advocacy efforts independently.

5. Challenges and Lessons Learned

The project highlighted the need to make disability rights information accessible and understandable to persons with autism, their families, and relevant stakeholders. Legal capacity and supported decision-making require clear explanations and continuous awareness-raising.

The involvement of adults with autism in project activities emphasized the importance of ensuring that advocacy reflects their experiences, preferences, and priorities. Families and caregivers play an important role in supporting participation while respecting individual autonomy and choices.

The development of SBCC materials provides an opportunity to address these needs through clear and practical communication. Continued engagement with families, communities, and disability rights organizations is also essential to translate awareness into positive changes in attitudes and practices. Furthermore, cross-disability collaboration can strengthen collective advocacy, address shared barriers, and promote the effective implementation of disability rights.

7. Conclusion

The “Include Us, Include Now” project reflects AutismCare Nepal Society’s continued commitment to promoting the rights, dignity, autonomy, and inclusion of persons with autism in Nepal. Through awareness-raising, capacity development, community engagement, and advocacy, the project seeks to address barriers that limit the ability of persons with autism to make decisions and participate meaningfully in society.

The participation of adults with autism, parents, siblings, teachers, and autism professionals in project activities demonstrates the importance of involving different stakeholders in advancing disability rights. The initial progress in developing SBCC materials, the UNCRPD workshop, and continued engagement with adults with autism and their families provide a foundation for further advocacy.

Moving forward, ACNS will continue working toward a rights-based and inclusive society in which persons with autism are respected as individuals with equal rights, supported to make decisions about their own lives, and enabled to live independently and participate meaningfully in their communities.

Include Us, Include Now — Promoting Legal Capacity, Independent Living, and Inclusion for Persons with Autism.



Therap® Global / Person-Centered. Data-Driven.

TherapGlobal, online documentation software designed for the Person with Disabilities is being used in Global AutismCare Nepal Society (ACNS) from 2019 AD. From the starting date of its implementation process. Therap Global team is supporting ACNS through virtual trainings and onsite meetings. ACNS has received Person Centered Practice Training and TOT training in this process. This software is accessible for the entire staff members and parents with required privileges The numberof active users (staffs and parents) in Therap Global is 54.Recently, ACNS actively participated Virtual Conference on 29th September in panel discussion session regarding the effectives of software from beginning to current stage at today.



ACNS is currently using Therap Global in the respective departments.

1. Aarambha Pre-Primary School (APPS)
2. Aakaar Vocational Unit (AVU)
3. Parent & Child Training Program (PCTP)
4. Self-Advocacy (SA)



Mahesh Bajagain
Teacher/School Administrator

How ACNS is using Therap Modules?

1. T-Log module has been used in APPS & AVU for keeping important records: like daily notes, and Functional Assessment Reports.
2. Individual Demographic Form (IDF) and its actions IDF is used for maintaining the profiles of students. This module is supporting us for generation Demographic Reports of each department. APPS, AVU and PCTPare using this module to update the demographic details of the students.
3. ISP (Individual Support Plan) module is using for the implementation of Individual Educational Plan (IEP) in APPS. All the phases of IEP are documented here as preparing the new IEP, entering the ISP data, generating the reports at the end of the session (twice a year).

Currently, Therap has added AI analysis in the systemwhich helps to analyze the entered data preparing the reports. We have already accessed in Life Trajectory Module (planning & exploring), Case Note Module and Behavior Plan Module and they are going to be implemented as soon.

Self-Advocacy in Therap Global

Enrolling Person with Autism (PWA) in Self-Advocacy program is great opportunity for us. We have opened this new platform for Self-Advocated since November 2023. Being the active user, PWA is supported to empower their level of independence.

We have golden moment to show PWA is also able to be an active user in Therap. Our staff member Ms. Merun Bhattarai (Adult with Autism) is using Therap Global Software as a self-advocate. Also, we are in the process of increasing the Person with Autism as self-advocate.

Assessment & Diagnosis

From Concerns to Understanding: How Diagnostic Assessment Supports Children and Adolescents



Ms. Ajita Deuja, MA (Psych)
Psychologist

Every child develops and learns in their own way. While some children may reach developmental milestones easily, others may need additional time or support in areas such as communication, learning, social interaction, attention, or daily activities.

From my experience of working in child assessment and diagnosis, I have found that assessment can be particularly helpful when parents are unsure about why their child is experiencing difficulties or what kind of support would be most appropriate.



What is a diagnostic assessment?

Diagnostic assessment is a structured process of understanding a child's or adolescent's development, learning, communication, behavior, and cognitive functioning.

It does not focus only on difficulties. A comprehensive assessment also identifies the child's strengths, interests, and abilities. Depending on the concerns, it includes developmental history, parent or caregiver interviews, direct observation, and standardized assessment tools.

The purpose is not simply to provide a diagnosis. It is to understand the child's overall profile and answer an important question: "What support does this child need to develop and learn?"

How can assessment help children and adolescents?
Understanding the Child's Strengths and Needs

Assessment helps identify what a child can do well and where they may need support.

- A child may have difficulty speaking but understand more than they can express.
- Another child may struggle with reading but have strong problem-solving or visual skills.
- Understanding these differences helps adults build on strengths and support areas of difficulty.

Supporting Learning

Assessment can help clarify why a child may be struggling with learning or attention. Difficulties may relate to language, attention, cognitive skills, academic skills, or other developmental factors. This helps parents and teachers choose strategies that match the child's learning needs.

Guiding Intervention

Assessment findings help identify where support should be focused, such as communication, learning, social skills, behavior, or daily living skills.

The recommendations should be based on the child's individual needs rather than related only to a diagnosis.



What Happens During an Assessment?

Although the process varies depending on the child's concerns, it generally includes four important steps:

1. Understanding concerns: Discussing the reasons for referral and concerns at home, school, or other settings.
2. Developmental history: Reviewing the child's development, communication, learning, behavior, medical history, and previous support.
3. Assessment and observation: Using age-appropriate activities and standardized tools, when appropriate, to understand the child's strengths and needs.
4. Findings and support planning: Bringing all information together, explaining the findings to parents, and providing practical recommendations.

A diagnosis should not be based on a single test or score. The overall developmental picture needs to be considered.



What About Adolescents?

Assessment can also be useful during adolescence. As academic, social, and emotional demands increase, some difficulties may become more noticeable.

An adolescent may begin experiencing challenges with learning, attention, organization, social relationships, communication, or independence. Assessment can help clarify these difficulties and identify appropriate support.



Assessment is therefore not limited to early childhood. It can be useful whenever there are ongoing concerns about a young person's development, learning, or everyday functioning.

Assessment Is a Step Toward Support

A diagnostic assessment should not be viewed as simply receiving a label or a report. Its value lies in helping parents, teachers, and professionals understand the child more clearly.

From my experience, one of the most meaningful outcomes of assessment is when a family moves from asking "Why is my child struggling?" to asking "What can we do to support this child?"

Every child has strengths as well as areas that require support. A thoughtful assessment helps identify both and provides a foundation for appropriate developmental and learning support.

Finally, assessment is not about defining a child by a diagnosis. It is about understanding the child better—so that their strengths can be recognized, their needs can be understood, and the right support can be provided at the right time.



FUNCTIONAL ASSESSMENT & EARLY INTERVENTION PROGRAM

Sijan Shakya
Special Educator
Education & Training Coordinator
Course head of PGDE – specialisation in ASD



Functional Assessment

Functional Assessment (FA) is the assessment that analysis the individual's behaviour so that the problem behaviour is identified and the best possible teaching strategies are developed to overcome that behaviour. Functional Assessment involves various approaches to assess the child such as direct observation, indirect assessment and functional analysis. Functional Assessment explores the strengths, interests, needs and challenges of an individual that ultimately supportsthe development ofIndividualized Educational Plan (IEP).The IEP should be reviewed and updated regularly, typically every three to six months, depending on the individual's progress and response to the planned interventions and supports.The assessment may take around one hour to one and a halfhours of time and sometimes extend to two sessions for the assessment.



Early Intervention Program

Early diagnosis of autism access to early intervention for children with autism.Early intervention focuses on five key components of child development; Physical Development - Gross motor skill and Fine motor skill, Cognitive Development, Speech and communication skill, Behavioral skills, Social and emotional developmentin child with autism The earlier the intervention leads the better possibility of the child's development.

AutismCare Nepal Society practices various therapeutics approaches such as Applied Behavior Analysis (ABA), TEACCH (Treatment and Education of Autistic and related Communication-handicapped Children), Play Therapy, Occupational Therapy, sensory integration Therapy, Art Therapy and Music Therapy.

According to Stephen Shore "If you have met one autistic person, you have met one autistic person - because every autistic individual is unique." Therefore, the support and intervention should be personalized to the individual's requirement rather than relying on a single therapeutic approach for everyone. The multidisciplinary approach may also be appropriate to provide coordinated and meaningful support.



Music Therapy at Autismcare Nepal Society



Vivek Neupane
Musician / Therapeutic Music practitioner

Working Experiences

Over the past 5–6 months, weekly therapeutic music sessions have been conducted at Autism Care Nepal Society every Wednesday, with two groups participating on alternate weeks. Individuals under the age of fifteen make up the first category, and adults over the age of eighteen who are also pursuing vocational training make up the second. Every session starts with a Namaste (Hello) Song to promote social interaction and build familiarity. This is followed by Movement and Melody, where participants are encouraged to identify and imitate movements through songs naming different body parts, followed by guided movement activities. In the Pass the Ball exercise, which combines rhythm, melody, listening, turn taking, and focus, participants pass a ball while music is playing and move or dance in response to musical pauses.

The lessons also incorporate Rhythm Games, which develop listening skills, coordination, concentration, and musical expression by encouraging players to follow basic rhythmic patterns through counting and instrumental playing. This is followed by group singing of familiar songs to encourage participation, vocal expression and shared musical experiences. Each session concludes with a Goodbye Song, providing a consistent and comfortable ending routine. Overall, the sessions aim to support social interaction, communication, motor coordination, listening, attention, self-expression and group participation through structured musical activities.



I've noticed slow shifts in the participants' reactions and level of participation over the sessions. Some originally passive participants have gradually grown accustomed to the music and activities and have begun making an effort to participate in their own unique ways. Additionally, I have observed an increase of social interactions in which participants occasionally assist, guide or instruct one another during activities. While some individuals continue to participate more quietly or passively, others actively express themselves through dancing, singing, and playing instruments.

It is important to recognize that every individual is unique, with different ways of experiencing, processing, and expressing themselves. I believe participation does not always have to be visible or vocal to be meaningful. As I often say, "There are millions of things said in silence," and I value even passive listening as a meaningful form of engagement and participation in the therapeutic music process.





CREATING A SENSORY - FRIENDLY OCCUPATIONAL THERAPY ROOM



PT. Rojeena Bajracharya
Certified Sensory Integration Therapist
Trained in Occupational Therapist

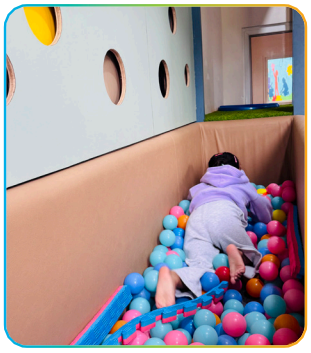
A sensory-friendly Occupational Therapy (OT) room is an important component of providing supportive, individualized intervention for children with autism and other neurodevelopmental conditions. The physical environment can influence children's sensory experiences, regulation, attention, engagement, and participation in therapeutic activities.

A thoughtfully designed OT room provides a safe, structured, and adaptable environment where children can explore movement, develop motor skills, practice functional activities, and work toward individualized goals. Appropriate lighting, organized materials, reduced unnecessary distractions, and clearly defined activity areas can help create a more predictable and comfortable therapeutic environment.



Suitable equipment and resources may support sensory-motor activities, balance, coordination, body awareness, fine-motor development, play, and daily living skills. However, sensory-friendly design does not mean providing the same environment for every child. Each child's sensory preferences, needs, abilities, and therapeutic goals must guide how the space and equipment are used.







Developing a sensory-friendly OT room is therefore more than creating a therapy space; it is about creating opportunities for children to engage, learn, develop functional independence, and participate more confidently in everyday life. It also provides a valuable environment for parent education, professional learning, and collaboration among multidisciplinary teams.







STRENGTHS BASED APPROACH IN Occupational Therapy



Ms. Sophie Rose McNally
Occupational Therapist
Australian Volunteer at ACNS

Every child has different and unique abilities, interests, and strengths.

A strengths-based approach recognises and focuses upon on what the child does well. This builds their confidence and motivation, which makes therapy meaningful. It also encourages therapists and families to work collaboratively towards goals, rather than trying 'fix' a problem.

In therapy this may look like utilising a child's interest in dinosaurs to practice gross motor skills or focus on the child's enjoyment in bubbles to promote regulation.

But this approach is not just about the activities we use, it is a mindset. It is reflected in the way we talk about children, the expectations we set, and the way we understand behaviour.

For example: we can reframe "They struggle with group work," to "They feel most comfortable working independently and can focus well on tasks they enjoy."

When we understand behaviour through a strengths-based lens, we look for the reason behind the behaviour instead of seeing it as a problem. This helps us set realistic expectations that support the child's needs. This doesn't mean that we ignore challenges, instead we try to use the child's existing strengths, skills, and supports, to address the concern.



Why does a Strengths-Based Approach Matter

1. Building confidence
2. Supporting motivation
3. Promotes Independence
4. Strong Relationships
5. It promotes long-term wellbeing

Every child's strengths are different; some strengths may be easy to see, others may take time to discover. Some examples of strengths may be a strong visual memory or a love of detail, a strong sense of fairness, a creative interest in drawing or music, or a sense of calm when in nature.
A strengths-based approach is inherently neuro-affirming, ensuring that we value each child and their unique differences. It helps children feel confident, capable, motivated, and valued. By focusing and utilising a child's strengths we can support them to grow and learn in therapy and at home.
How Families Can Use a Strengths-Based Lens at Home
Parents and carers can also use this approach in everyday life. Here are a few ideas:

- Building on the skills that children already have or are developing
- Identify and build upon what they are good at and what they enjoy
- Celebrate effort and interest, not just achievement
- Use positive language to reflect strengths back to your child
- Create routines or responsibilities that match with what they like or are good at
- Share your child's strengths with teachers and support teams
- Celebrate the small wins and find joy in everyday moments



ACNS collaborates with Aakar Foundation

Financial Empowerment and Social Accountability for People with Autism and Intellectual Disability in Nepal

By Mrs. Archana Shah - President and Mr. Sekhar Chettri - Founder, Aakar Foundation Nepal

When we talk about inclusion, we often focus on education, healthcare, and care. But another aspect of life deserves equal attention: the opportunity to earn, manage money, and make financial decisions.

In Nepal, people with autism and intellectual disability are often seen primarily as recipients of care. Families often make decisions on their behalf out of love and concern, while opportunities to work, earn, and manage money remain limited. Yet financial empowerment is not just about having a job or a bank account. It is also about having choices, being paid fairly, and having a say in how one's money is used.

Ek by Aakar

Aakar Foundation Nepal believes that people with disabilities should have opportunities to contribute and earn, with the support they need to do so. Our initiative, Ek by Aakar, brings this belief to life through products that combine Nepali craftsmanship, creativity and impactful work.



Our first product is the Laliguras Khada, hand block-printed by young people with autism and intellectual disability. The process offers opportunities to learn practical skills, develop confidence and create something that others value. The khadas have reached institutions including Tribhuvan University, Kathmandu University, the Nepal Academy of Fine Arts and ByteDance (TikTok).

For us, these purchases matter because they recognise the value of the finished product and the person who made it. But the real measure of success goes beyond sales. It is whether artisans receive fair payment, have opportunities to develop their skills and can exercise greater choice over their earnings.

This responsibility cannot rest on families and disability organizations alone.

Businesses can create paid employment and include disability-inclusive enterprises in their supply chains. Financial institutions can make their services more accessible. Families can encourage participation in everyday financial decisions, while government and corporate social responsibility initiatives can help build lasting opportunities rather than support only short-term activities.

Organizations like ours must also remain accountable. We need to ask not only how many people participated in a programme, but whether they earned income, had a voice in decisions and gained greater control over their





lives. The people these programmes serve must have a say in how success is defined.

Nepal has made commitments to disability rights through the UN Convention on the Rights of Persons with Disabilities and its own disability rights legislation. The next step is to make these rights meaningful in everyday life, including in workplaces, banks, businesses and homes.





We call our initiative Ek by Aakar because every person is one of a kind. There is no single path to financial independence, and each person will have different aspirations and support needs. What matters is that opportunities are not closed before a person has the chance to explore them. ***A khada, a fair wage, or the freedom to decide how to spend one's earnings may seem like small steps. But they can change how a person is seen, both by others and by themselves. Financial empowerment is not a privilege to be granted when someone is considered ready. It is part of living with dignity, and creating the conditions for it is a shared responsibility.***

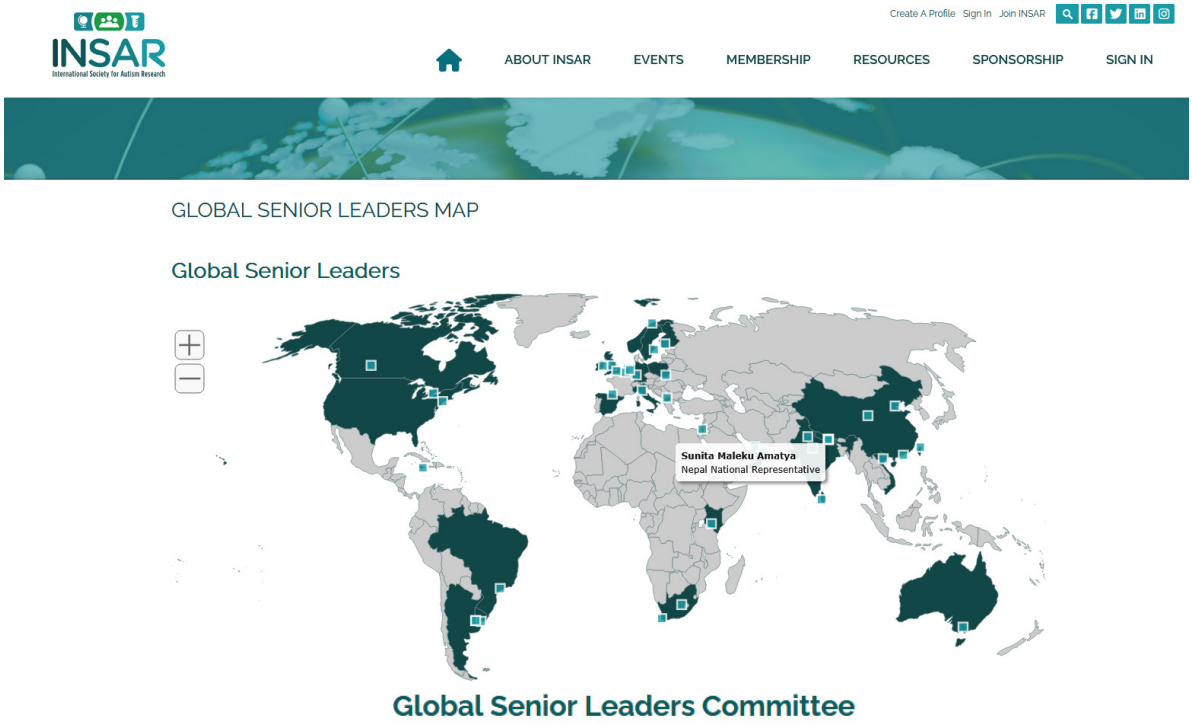


Chairperson Dr. Sunita Maleku Amatya

South East Asia Regional Leader

INSAR established the Global Senior Leaders Committee (GSL) in April 2019. The main purpose of the committee is to create a global network of senior leaders in autism research that will support the INSAR Value: Diverse and Global - Represent and serve a diverse and global community.

The GSL is comprised of Regional Representatives (who are also Committee Members) and National Representatives. National Representatives serve as their Country's point of contact for the INSAR Board about issues of national or international importance relating to autism research in their country.



Global Senior Leaders Committee



Dr. Alexia Rattazzi
Co-Chair, American Region South
Read Bio



Dr. Evdokia Anagnostou
Co-Chair, America Region - North
Read Bio



Prof Jan Buitelaar
Europe Region
Read Bio



Dr. Chongying Wang
Western Pacific Region
Read Bio



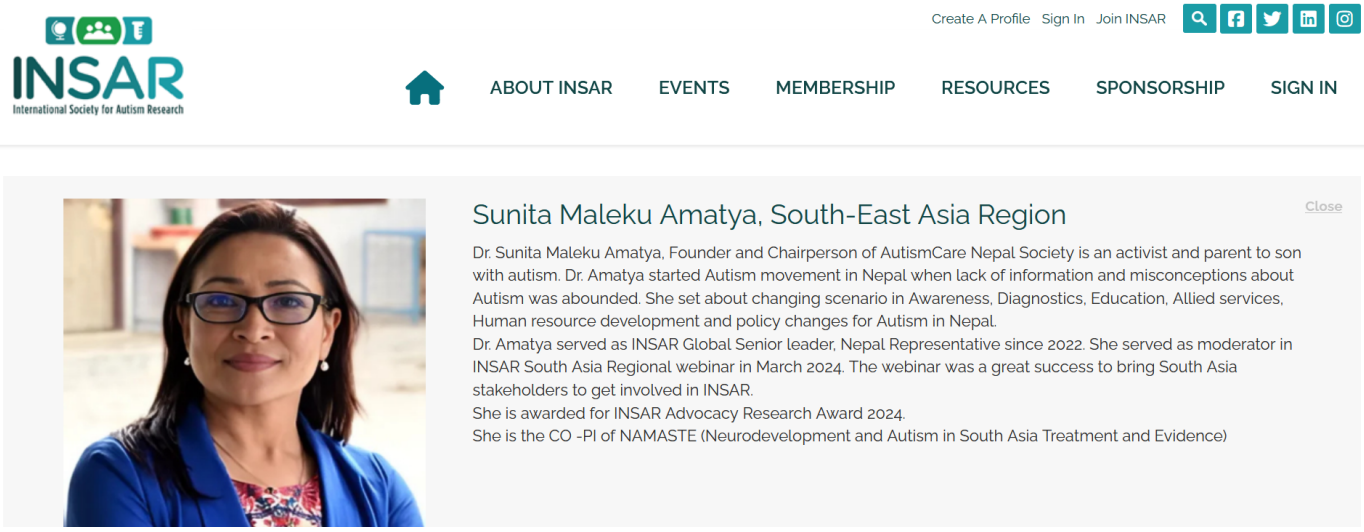
Sunita Maleku Amatya
South-East Asia Region
Read Bio



Dr. Pauline Samia
Africa Region
Read Bio



Dr. Ammar Albanna
Eastern Mediterranean Region
Read Bio



What is the INSAR Global Senior Leaders initiative?

The INSAR Global Senior Leaders Initiative (GSL) was established by INSAR in April 2019. The main purpose of the initiative is to create a global network of senior leaders in autism research that will support the "Diverse and Global" Value of INSAR to represent and serve a diverse and global community.

Who leads the GSL initiative?

The GSL initiative is overseen by the GSL committee, which includes two Co-Chairs (from different parts of the world), and seven Regional Representatives, each representing a World Health Organization (WHO) Region/Sub-Region (sub-Saharan Africa, Eastern-Mediterranean Region, Europe, South-East Asia, Western Pacific, Northern America, Latin-America). The GSL committee acts as link between the INSAR Board and National Representatives.

What is the difference between regional representatives and national representatives?

Regional Representatives are GSL Committee Members each of whom serves one of the WHO regions/ sub-regions. Each Regional Representative acts as link to National Representatives of countries in that region. GSL Committee Members serve a 3-year term.

The National Representatives will serve as their Country's point of contact for the INSAR Board about issues **of** national or international importance relating to autism research in their country for a 2-year period .

What are the roles and responsibilities of national representatives?

National Representatives have six key tasks during their elected terms:

1. Serve as point of contact for the INSAR Board on issues of national and international importance relating to autism research in their country.
2. Support the INSAR Early Career Global Representatives and other INSAR committees.
3. Provide an annual report to the INSAR Board about the state of autism research in their country.
4. Contribute annual information on autism research in their country, to be accessible through the INSAR website.
5. Serve as role models for autism research excellence in their countries, and increase INSAR membership recruitment in their country.
6. Foster a trans-national research culture that may result in multi-centre collaborations and team science approaches.

Reference: https://www.autism-insar.org/page/GSLCom

Participation of ACNS in INSAR 2026 Annual Meeting, Prague



Madhusudan Pokharel
PASS Plus Coordinator and
Doctoral Candidate

Written by: Madhusudan Pokharel

The International Society for Autism Research (INSAR) Annual Meeting is one of the leading global scientific conferences that brings together autism researchers, clinicians, trainees, and community partners to share advances in autism research, promote collaboration, and strengthen evidence-based practices worldwide. INSAR 2026 was held in Prague, Czech Republic, from 22–25 April 2026. Dr. Sunita Maleku Amatya, chairperson of AutismCare Nepal Society (ACNS)is as part of the INSAR Global initiatives, contributing to international engagement and collaboration.

The NAMASTE Nepal Project Team of ACNS actively participated in INSAR 2026 with the aim of sharing Nepal's community-based autism research and intervention experiences with the international autism research community. The team presented research findings through oral and poster presentations focusing on caregiver-mediated interventions, task-sharing approaches, community engagement tools for early detection, and capacity building of community health volunteers for autism and developmental delay identification.

The team included Dr. Rena Shrestha (Lead Investigator & Supervisor), Madhusudan Pokharel (PhD Candidate, University of Manchester), and Shradha Gadtaula (Research Associate). Madhusudan Pokharel and Shradha Gadtaula received INSAR 2026 Travel Awards, supporting their participation and contribution to the conference. Dr. Rena Shrestha presented "Building the Capacity of Female Community Health Volunteers to Identify Early Signs





of Autism and Developmental Delays in a Community Setting of Nepal," highlighting the importance of community health volunteers in improving early detection and referral pathways for children with developmental concerns.

Madhusudan Pokharel delivered the oral presentation "Understanding Caregiver Behavior in Children with Developmental Delays and Autism," exploring caregiver roles in supporting child development. He also presented the poster "Effectiveness of Task-Sharing, Caregiver-Mediated Interventions Delivered by Non-Specialists: A Systematic Review and Meta-Analysis of Randomized Trials," which received the TopRated Abstract Award for highlighting inclusive and global task sharing approaches.



Shradha Gadtaula presented the poster "Evaluating the Usability of Community Engagement Toolkits for Early Detection of Autism and Neurodevelopmental Disabilities in Nepal," focusing on strengthening community-based early identification approaches. These presentations demonstrate ACNS's commitment to inclusive, participatory, and community-driven autism research and services in Nepal.Through global platforms such as INSAR, ACNS continues to strengthen international collaboration, share evidence from low-resource settings, and promote accessible, culturally appropriate autism services for children and families in Nepal.

Government of Nepal
Ministry of Women, Children, Gender and Sexual Minorities and Social Security

Lalitpur Metropolitan City

Promoting Inclusive Development through Autism Awareness, Education, Community Engagement, Empowerment and Training

During FY 2082/83, AutismCare Nepal Society (ACNS), with financial support from Lalitpur Metropolitan City, implemented the programme "Promoting Inclusive Development through Autism Awareness, Education, Community Engagement, Empowerment and Training." The programme aimed to increase public awareness of autism, promote inclusive education, strengthen parental and teacher capacities, encourage community participation, and improve access to essential intervention and support services.

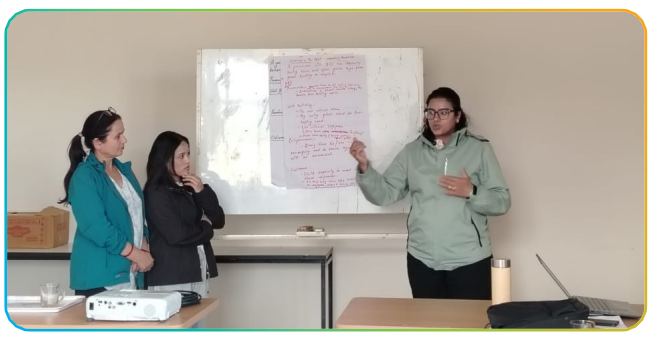
Major programmes and activities conducted during the year included:

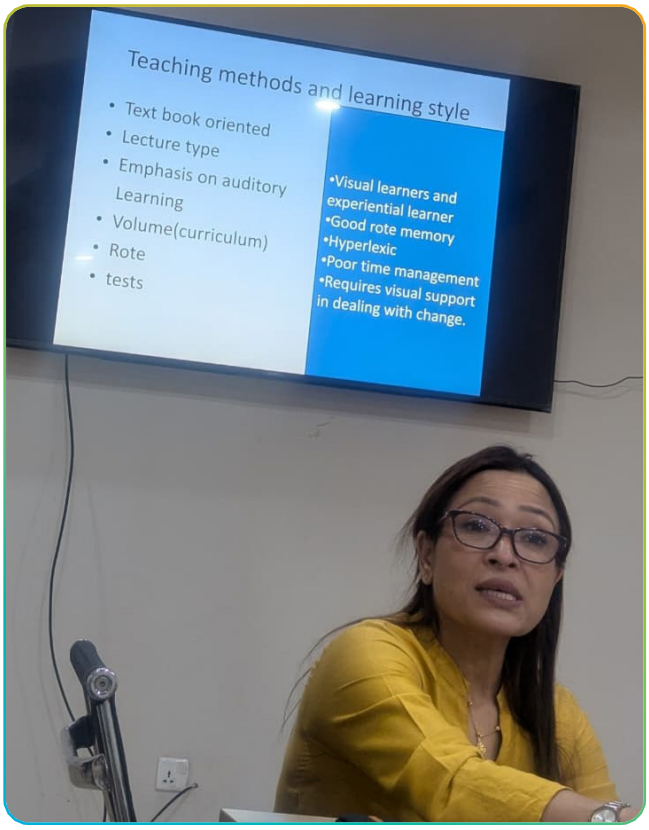
• Autism Awareness and Information Dissemination: Published and distributed 4,000 brochures and 500 table calendars, reaching more than 5,000 individuals with information about autism.

• World Autism Awareness Day 2026: Celebrated on 2 April at Jawalakhel Chowk, Lalitpur, providing opportunities for children and adults with autism to showcase their talents through musical performances, fashion ramp walks, visual storytelling and awareness drama.

• Sports and Physical Activities: Organized a sports programme on 17 April 2026 at ACNS premises, with 62 participants, including 33 children and adults with autism, promoting physical fitness, confidence and social interaction.

• Hiking Programme: Organized an outdoor learning and hiking activity at Bungamati and Karyabinayak on 11 Baisakh 2083, involving 66 participants, including 34 children and adults with autism.





• Creative Arts and Painting Workshop: Organized "Articulate: Expressive Art Workshop for Persons with Autism" in collaboration with Aakar Foundation, engaging 40 participants, including 29 children and adults with autism, in creative expression through art and music.

• Swimming Programme: Conducted a swimming activity on 10 June 2026 at Harisiddhi Family Resort, involving 60 participants, including 30 children and adults with autism, to promote physical fitness, recreation and social participation.

• Teacher Capacity Development: Conducted a 10-day teacher training programme focusing on autism, behaviour management, Individualized Education Plans (IEPs), visual supports, inclusive teaching strategies, adolescent development, personal safety, independent living and vocational skills.



• Parent–Child Training Programme: Successfully conducted the 62nd and 63rd batches, with 11 children participating in the 62nd batch and 10 children completing the 63rd batch, strengthening parental skills in communication, behaviour management, play, interaction and daily living support.
• Therapy and Individualized Intervention Services: Provided individualized assessment, behaviour management and intervention services to 40 children with autism, delivering 240 intervention sessions through three experienced special educators and therapists.

Major achievements and outcomes:

The programme contributed to increased public awareness and positive understanding of autism, strengthened the capacity of teachers, parents and caregivers, promoted inclusive educational practices, and expanded opportunities for persons with autism to demonstrate their abilities and participate in community activities. It also enhanced access to individualized intervention services and promoted confidence, independence, dignity and social inclusion.

Conclusion and Acknowledgement:

Through these initiatives, ACNS made meaningful progress in advancing autism awareness, inclusive education, family empowerment and community participation. ACNS sincerely acknowledges Lalitpur Metropolitan City for its valuable financial support and continued commitment to disability inclusion. We also extend our gratitude to parents, schools, teachers, volunteers, partner organizations and other stakeholders for their contributions to the successful implementation of the programme.

Together, we continue working towards an inclusive society where every person with autism is respected, empowered and provided with equal opportunities to learn, grow and participate.



Lalitpur Metropolitan City's Support for Inclusive Education: Provision of an EV School Van to AutismCare Nepal Society

Lalitpur Metropolitan City



On 2 July 2026, AutismCare Nepal Society (ACNS) received valuable support from Lalitpur Metropolitan City in the form of an Electric Vehicle (EV) school van to facilitate safe, accessible, and reliable transportation for children with autism.



ACNS extends its sincere gratitude to the Mayor Chiri Babu Maharjan, Deputy Mayor Manjali Shakya Bajracharya, elected representatives, and the entire Lalitpur Metropolitan City team for this meaningful contribution. The support will help improve children's access to educational and developmental services, reduce transportation-related challenges for families, and promote greater participation in inclusive education.



This initiative represents more than transportation support; it reflects the local government's commitment to disability inclusion, accessible public services, and the well-being of children with disabilities. As an environmentally friendly transportation option, the EV van also contributes to sustainable mobility.



AutismCare Nepal Society highly appreciates Lalitpur Metropolitan City's continued commitment to building an inclusive society where every child has access, dignity, and opportunity.



Promoting Inclusive Education and Independent Living Skills for Persons with Autism through Therapy, Capacity Development and Skills Training

Kathmandu Metropolitan City



With financial support from Kathmandu Metropolitan City, AutismCare Nepal Society (ACNS) successfully implemented a two-month project entitled “Promoting Inclusive Education and Independent Living Skills for Persons with Autism through Therapy, Capacity Development and Skills Training” during FY 2082/83.



The project aimed to increase awareness of autism, promote inclusive education, and strengthen the capacity of teachers, parents, and caregivers in early identification, screening, referral, sensory integration, and supportive learning practices.

Major activities conducted included:

• Teacher Training on Early Identification and Referral: Strengthened teachers' understanding of autism, developmental indicators, classroom observation, early identification, screening, and appropriate referral mechanisms.

• Workshop on Inclusive Education and Supportive Classroom Strategies: Enhanced teachers' knowledge of inclusive classroom practices, visual supports, structured routines, communication and sensory needs, positive behaviour support, and individualized learning strategies.

• Sensory Integration Workshop for Parents and Caregivers: Conducted on 25 April 2026 at



Bougainvilla Events, Tripureshwor, focusing on sensory processing, communication, and practical strategies to support children with autism at home and in the community.



Key achievements and outcomes:

The project contributed to increased awareness and understanding of autism and inclusive education, improved teachers' capacity for early identification and referral, enhanced knowledge of practical inclusive classroom strategies, and strengthened parents' and caregivers' understanding of sensory integration and supportive approaches.

Despite challenges related to limited community awareness, participant scheduling, and available

time and resources, all planned activities were successfully completed within the project period. AutismCare Nepal Society sincerely appreciates Kathmandu Metropolitan City for its valuable financial support and collaboration in promoting inclusive education and strengthening support systems for children and persons with autism and their families.



Strengthened Coordination and Partnership:

Government of Nepal
Ministry of Social Development
Bagmati Province,

During FY 2082/83, ACNS strengthened its coordination and partnership with the Ministry of Social Development, Bagmati Province, through the Volunteer Therapist Programme. Under this initiative, 16 children/person with autism received a total of 45 Occupational Therapy Assessment and Intervention sessions addressing their individual developmental and therapeutic needs.

This partnership contributed to improving access to specialised therapy services for children/person with autism. ACNS sincerely appreciates the support and collaboration of the provincial government and looks forward to continuing and strengthening this partnership in the coming years to reach more children and families in need of support.





Partnership for Autism Services with Tarkeshwor Municipality

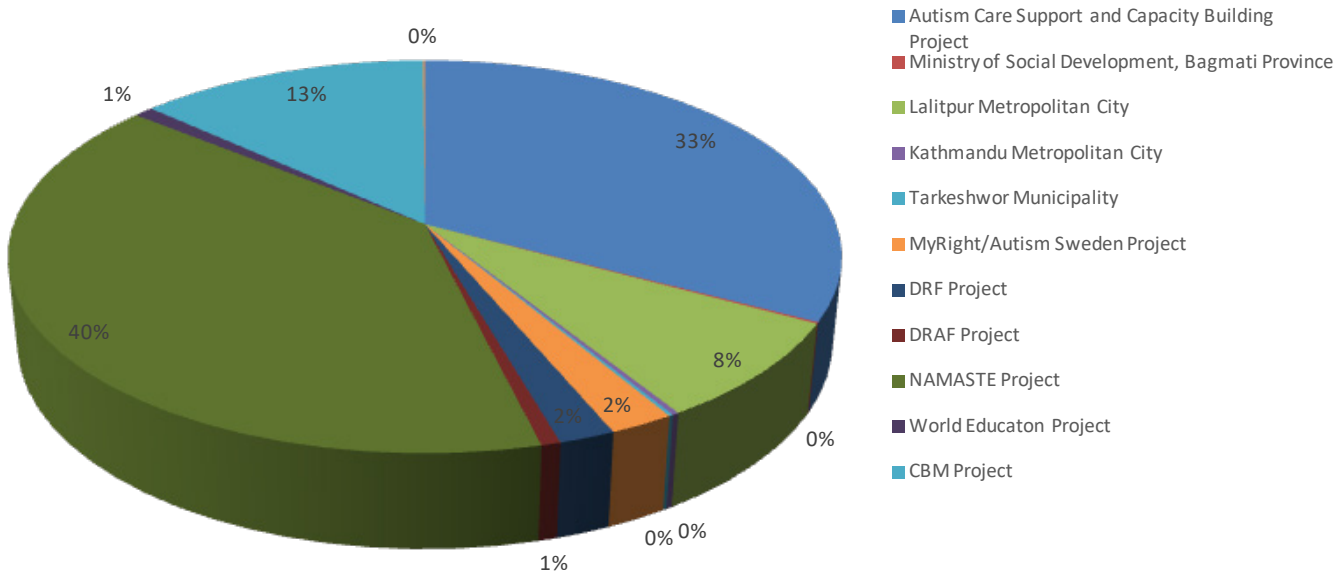
Tarkeshwor Municipality

AutismCare Nepal Society (ACNS) provided three key assessment and intervention services to children with autism. These included Autism Diagnostic Observation Schedule (ADOS) for 8 children (6 males and 2 females), Functional Assessment (FA) for 20 children (13 males and 7 females), and Behaviour Therapy (BT) for 11 children (7 males and 4 females).

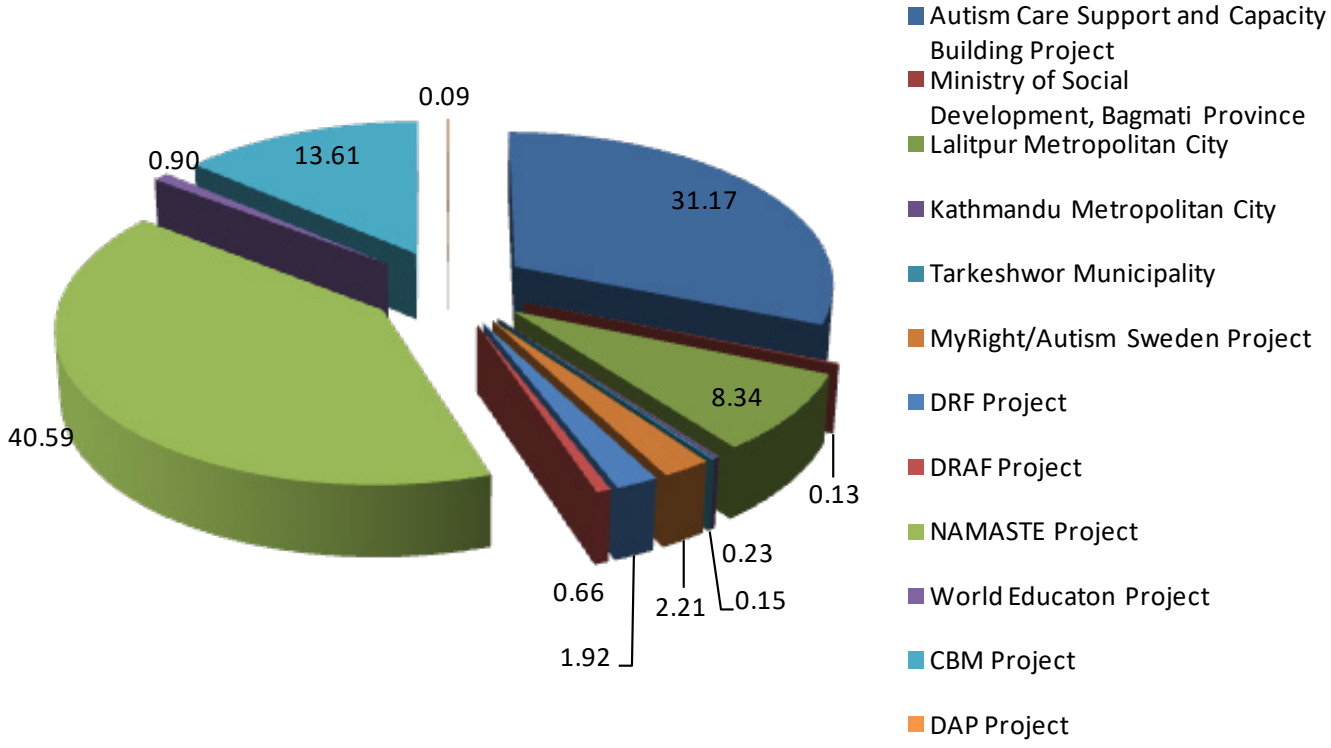
Overall, 39 children received these services, comprising 26 males and 13 females, contributing to improved assessment, understanding of individual needs, and provision of appropriate intervention and support.

FINANCIAL HIGHLIGHTS

Project Fund %



Project Expenditure%



PARENTS NETWORK GROUPS OF ACNS IN NEPAL



Prepared By : Electoral Constituency Delineation Commission (ECDC), 2074

Our Partners:

Ministry of Health and Food Safety

Ministry of Education and Sports

Ministry of Women, Children, Gender and Sexual Minorities and Social Security

Ministry of Social Development Bagmati Province

Department of Health Services

Department of Education

Kathmandu Metropolitan City

Lalitpur Metropolitan City

Godawari Municipality

Buddhanilkantha Municipality

WFP World Food Programme

Social Welfare Council

राष्ट्रिय अपाङ्ग महासंघ नेपाल NFD-N

nsf nick simons foundation

Landsforeningen Autisme Autism Denmark

Lions International

Rotary

MYRIGHT Empowers People With Disabilities

autism Sverige

Australian Aid

HEALTHCARE NEPAL-USA

NAMASTE Neurodevelopment & Autism in South Asia: Treatment and Evidence

Action for Autism National Centre For Autism

Disability Rights Fund

Ncell

Manchester 1824 The University of Manchester

IDCJ International Development Center of Japan

NIHR | National Institute for Health Research

nct Nepali Children's Trust A beacon for young and disabled people in Nepal

Kathmandu University School of Education

Autism Speaks It's time to listen.

icare 4 autism

cbm global disability inclusion

AAKAR Foundation

25 years of service SANGATH Healing Minds, Inspiring Lives

Sri Lanka College of Paediatricians

WORLD AUTISM AWARENESS DAY (WAAD) 2026















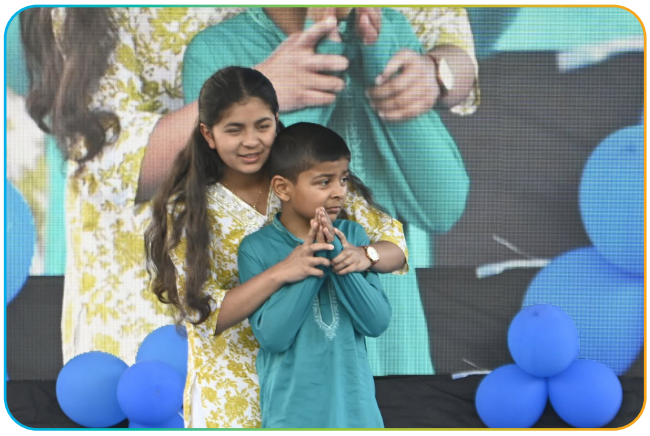


WORLD AUTISM AWARENESS DAY (WAAD) 2026















WORLD AUTISM AWARENESS DAY (WAAD) 2026

















GLANCE OF AUTISMCARE NEPAL SOCIETY















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GLANCE OF AUTISMCARE NEPAL SOCIETY















GLANCE OF 18th AGM OF ACNS















GLANCE OF 18th AGM OF ACNS















AUTISMCARE NEPAL SOCIETY'S DEPARTMENT AND STAFF DETAILS

ADMINISTRATIVE AND FINANCE



PT. Surendra Bajracharya
Director



Mr. Ritesh Maharjan
Finance Manager



Ms. Mahalaxmi Karki
HR & Project Manager



Ms. Sanu Devi Prajapati
Project Coordinator



Ms. Sarita Maharjan
Finance Officer



Ms. Shila Maharjan
Front Desk Officer



Ms. Shreeti Maharjan
HR & Admin Assistant



Mr. Sanoj Maharjan
Asst. Accountant



Ms. Malika Gharti
Office Associate

ASSESSMENT & DIAGNOSIS



Dr. Merina Shrestha
Consultant
Pediatrician



Ms.Ajita Deuja
Psychologist

PARENT & CHILD TRAINING PROGRAM



Ms. Kripa Shrestha
Special Educator and Parent and Child Trainer Head



Ms. Sichu Maharjan
Special Educator and Parent-Child Trainer



Ms. Lalita Manandhar
Asst. Parent-Child Trainer

AAKAR VOCATIONAL UNIT



Ms. Jyoti Kumari Singh
Vocational Unit Head



Ms. Lila Maya Subedi
Vocational Co-ordinator



Ms. Sanima Maharjan
Special Educator



Ms. Bhawana Thapa
Assistant Teacher



Ms. Bini Thapa
Assistant Teacher



Ms. Merun Bhattarai
Vocational Assistant

AUTISMCARE NEPAL SOCIETY'S DEPARTMENT AND STAFF DETAILS

AARAMBHA PRE-PRIMARY SCHOOL



Ms. Muna Manandhar
Special Educator and School Head



Ms. Dhanusta Subba
Special Educator, Trainer and Professional Pratice Lead



Ms. Alina Risal
Special Educator



Ms. Gita Dhakal
Special Educator



Mr. Mahesh Bajagain
Teacher and School Administrator



Ms. Nalina Mali
Teacher



Ms. Rampyari Chaudhary
Assistant Teacher



Ms. Susmita Deula
Assistant Teacher



Ms. Sujata Niroula
Assistant Teacher



Ms. Tiya Maharjan
Assistant Teacher



Ms. Bimala Timalsina
Assistant Teacher

EDUCATION & TRAINING



Ms. Sijan Shakya
Special Educator & PGDE
Course Head



Ms. Manju Maharjan
Special Educator & PGDE
Academic Coordinator



Ms. Paru Khadka
Special Educator & PGDE
Academic Support

THERAPEUTIC & INTERVENTION



Ms. Rojeena Bajracharya
Physiotherapist (Trained on OT)
WHO CST Master Trainer



Ms. Sophie Rose McNally
Occupational Therapist
Australian Volunteer



Ms. Sabita Tamang
Physical Therapist

NAMASTE RESEARCH PROJECT



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Project Director/Principal Investigator



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Research Team Director/
Co-Principal Investigator



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Project Manager



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Intervention Coordinator
and Doctorial Candidate



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Special Educator and
PASS Plus Trainer



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Research Associate/CST
Administrative Coordinator



Ms. Shradha Gadtaula
Research Associate



Ms. Sunita Pandey
Research Associate



Mr. Abhishek Deuja
Data Management
Officer



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PASS Plus Counselor



Mr. Bishal Budhachetri
Data Management
Associate



Ms. Bishwo Khanal
CST Facilitator

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Project Coordinator



Ms. Gimju Rai
Project Facilitator



Mr. Parmatma KC
Admin & Account
Officer

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Care Taker Head



Ms. Sunita Adhikari
Care Taker



Ms. Geeta Tamang
Care Taker



Ms. Shova Neupane
Care Taker



Ms. Rupine Maya Bal
Care Taker



Ms. Sumitra Tamang
Care Taker



Ms. Janaki Maya Rana
Care Taker



Ms. Kanchhi Tamang
Care Taker



Ms. Pramila Thokar
Care Taker



Ms. Sharmila Lama
Care Taker



Mr. Ganesh Bahadur Katuwal
Care Taker



Ms. Radhika Rai
Care Taker



Ms. Kemuna Bhandari
Care Taker



Ms. Ratnamaya Tamang
Care Taker



Ms. Laxmi Mahat
Care Taker



Ms. Laxmi Kumari Budha
Care Taker



Ms. Sapana Manandhar
Care Taker

DRIVER & SUPPORT STAFF



Mr. Mohan Thapa
Driver



Mr. Mohan Bahadur Shrestha
Driver



Mr. Sobodh Dulal
Driver



Mr. Rajkumar Lama
Support Staff

SECURITY



Mr. Krishna Thapa
Guard



Mr. Sukra Raj Khadka
Guard

Vision

"A society where Person with Autism enjoy independent and dignified life."

AutismCare Nepal Society

"A National Center for Autism"



Mission

"Empowering Person with Autism to protect and, promote their rights and utilise their skills to have a meaningful and effective participation in the society."

AutismCare Nepal Society

ONE GIFT. A LIFETIME OF SUPPORT.

- Every child has a voice.
- Every child has potential.
- Together, we can help them thrive.

Your gift today can create a lifetime of possibilities.

Support the **ACNS** Endowment Campaign

DONATE NOW. CHANGE A LIFE.

Every contribution matters.
Every child matters.

STARTING: 25 JUNE 2026 ONWARDS

Your support helps make it possible.

AutismCare Nepal Society



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