



AutismCare
Nepal Society
“A National Center for Autism”

ANNUAL REPORT

2025

Art by: Krit Sekhar Amatya

वार्षिक प्रतिवेदन

आर्थिक वर्ष २०८१-०८२

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Message from the Chairperson



AutismCare Nepal Society (ACNS) - A Year of Growth and Impact:

This year has been a period of significant achievement and sustained effort for AutismCare Nepal Society (ACNS). We have deepened our impact across our core pillars of Awareness, Advocacy, Training, Education, and Research, while also achieving a major milestone for our organization's future.

A long-held dream was realized this year as we moved into our own permanent premises in Godawari Municipality, Jharuwarasi. This new base ensures our sustainability and provides a stable foundation for all our ongoing programs in Diagnostics, Therapeutic Intervention, Human Resource Development, and Research.

The NAMASTE project, a five-year (2022–2027) NIHR (UK)-funded initiative led by ACNS in Nepal, continues to be a cornerstone of our work. Implemented across all 14 wards of Godawari, this project is building comprehensive pathways for detecting and caring for children with autism and neurodevelopmental disabilities (NDDs).

Key achievement through NAMASTE this year:

▶ **Training:**

87 Female Community Health Volunteers (FCHVs) were trained to use community engagement tools, screen children aged 18 months to 9 years, and manage data using the RedCap app.

▶ **Screening:**

By June 2025, these FCHVs have screened an impressive 5,512 children in Godawari Municipality.

▶ **Intervention:**

Children who screen positive for Neuro Developmental Disability/Autism Spectrum Disorder are provided with parent-mediated interventions like the WHO-CST and PASS-PLUS.

▶ **Knowledge Creation:**

Our team is actively developing research papers from this project, which will be presented at the prestigious INSAR conference in 2026.

Education and Capacity Building

We remain committed to developing specialized professionals in the field of autism.

▶ **PG Diploma:** We celebrated the graduation of 15 students from the Post Graduate Diploma in Inclusive Education (specialized in ASD) in 2024-2025. This year, we have 10 new students enrolled who will undertake their academic credit hours at both ACNS and Kathmandu University (KU).

Inclusive Education Initiative: "Leave No Children Behind in Education"

In partnership with CBM Global Disability Inclusion, we launched a project to promote equitable and inclusive education for children with disabilities in Budhanilkantha and Godawari Municipalities. This initiative focuses on dismantling barriers through early screening, teacher training, and community engagement, creating a sustainable model for inclusive education.

Advocacy: Amplifying Our Voice

Our advocacy efforts for the rights to education, health, and social protection for individuals with autism have gained significant momentum.

▶ **National Autism policy Directive:** We provided crucial technical contributions to the "National Autism policy Directive," which has been submitted to the Ministry of Health and Population of Nepal.

▶ **Global Recognition:** ACNS was honored to be part of the launch of the "Global Autism Advocacy Coalition" during the 80th UN General Assembly in New York City, a proud moment for Nepal.

▶ **Peer Support:** Our peer support group meetings for Autistic adults continue to grow, driven by the significant involvement and motivation of our autistic members.

Service Delivery and National Network

Our direct services remain at the heart of our mission, providing critical support to individuals and families across the lifespan.

▶ **Services Provided:** This year, our dedicated teams provided a wide range of services, including:

- **Diagnosis and Functional Assessment:** children and adolescents.
- **Direct Intervention:** Tailored therapeutic support for individuals.
- **Parent and Teacher Training:** Empowering caregivers and educators with essential skills.
- **Educational and Vocational Services:** Our school provided specialized education, and the Aakar vocational program supported 18 adolescents and adults.

▶ **National Parent Network:** We extend our deepest respect and gratitude to our parent network groups across the country for their unwavering initiatives. Thank you to:

- AutismCare Nepal Gandaki
- AutismCare Nepal Lumbini
- AutismCare Nepal Chitwan Society
- AutismCare Nepal Society Karnali
- Autism Pathashala Nepal Gulmi
- AutismCare Nepal Society Jhapa
- Avanni Foundation
- AutismCare & Support Society Nepal Nawalparasi
- Friends of Parents of Children with Autism

Gratitude and Future Vision

Our growth, though humble, is powered by the trust and collaboration of our partners. We extend our sincere gratitude to Nick Simons

Foundation, Health Care Nepal, NIHR, UK, ForumCiv, My Right Sweden, Abilis Foundation, Australian Embassy, World Education, NIHR UK, DRFand CBM. Our sincere gratitude to Ministry of women children and senior citizen, Ministry of Health and population, Ministry of Social & Development, Bagmati Province, Lalitpur Metropolitan city, Godawari Municipality, Budhanilkantha Municipality.

Your support allows us to dream big and move forward confidently. We also thank our Board, Advisors, dedicated staff, and professionals; without you, we would not have come this far.

As we look ahead, we are committed to working with passion and determination to stand strong for the rights of people with autism across Nepal. We will strive to create new possibilities, particularly in employment opportunities and supported living systems for adults with autism.



Dr. Sunita Maleku Amatya



PT. Surendra Bajracharya Director

Dear Parents, Friends, Partners, and Well-Wishers,

It is with great pleasure and deep gratitude that I present the Annual Report 2025 of AutismCare Nepal Society (ACNS). This report reflects our collective journey throughout the year—one marked by progress, resilience, and an unwavering commitment to improving the lives of individuals with autism and their families across Nepal.

Throughout 2025, ACNS has continued to uphold its mission of promoting awareness, acceptance, and inclusion of persons with autism. We have strengthened our advocacy and service delivery, expanded early intervention and educational programs, and deepened our community engagement. Our dedicated team—comprising professionals, parents, and volunteers—has worked tirelessly to ensure that individuals with autism are provided with the understanding, opportunities, and respect they rightfully deserve.

This year also marked significant strides in collaboration and partnership. Through close coordination with the Government of Nepal, national networks, and international partners, ACNS has been able to advocate more effectively for inclusive policies, capacity-building programs, and accessible services. Our ongoing efforts to train parents, teachers, and healthcare professionals have helped foster a



Message from the Director

more supportive environment for individuals on the autism spectrum.

Despite challenges such as limited resources and the growing demand for specialized services, our determination remains steadfast. ACNS continues to stand as the national voice for autism, leading awareness campaigns, research initiatives, and inclusive community projects. We firmly believe that every individual, when embraced with understanding and opportunity, has limitless potential to contribute meaningfully to society.

As we reflect on our achievements, I wish to extend my heartfelt appreciation to our board members, staff, and volunteers for their dedication, and to all parents for their enduring courage and trust. I also express sincere gratitude to our donors, partners, and well-wishers whose unwavering support enables us to expand our reach and impact. Your continued belief in our mission fuels our journey toward an inclusive and compassionate Nepal.

As we look ahead, ACNS remains deeply committed to promoting dignity, independence, and inclusion for all persons with autism. Together, let us continue building a society that celebrates diversity, respects individuality, and ensures that every person with autism can live with pride, purpose, and hope.

My heartfelt gratitude to the editorial team for their valuable support in the development of this Annual Report 2025. Lastly, I would like to wish for great success of 18th Annual General Meeting and 9th Convention of AutismCare Nepal Society going to be held on 15th November, 2025 at Yak Palace, Pulchowk, Lalitpur.

With warm regards and appreciation,
Surendra Bajracharya
Director
AutismCare Nepal Society (ACNS)



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

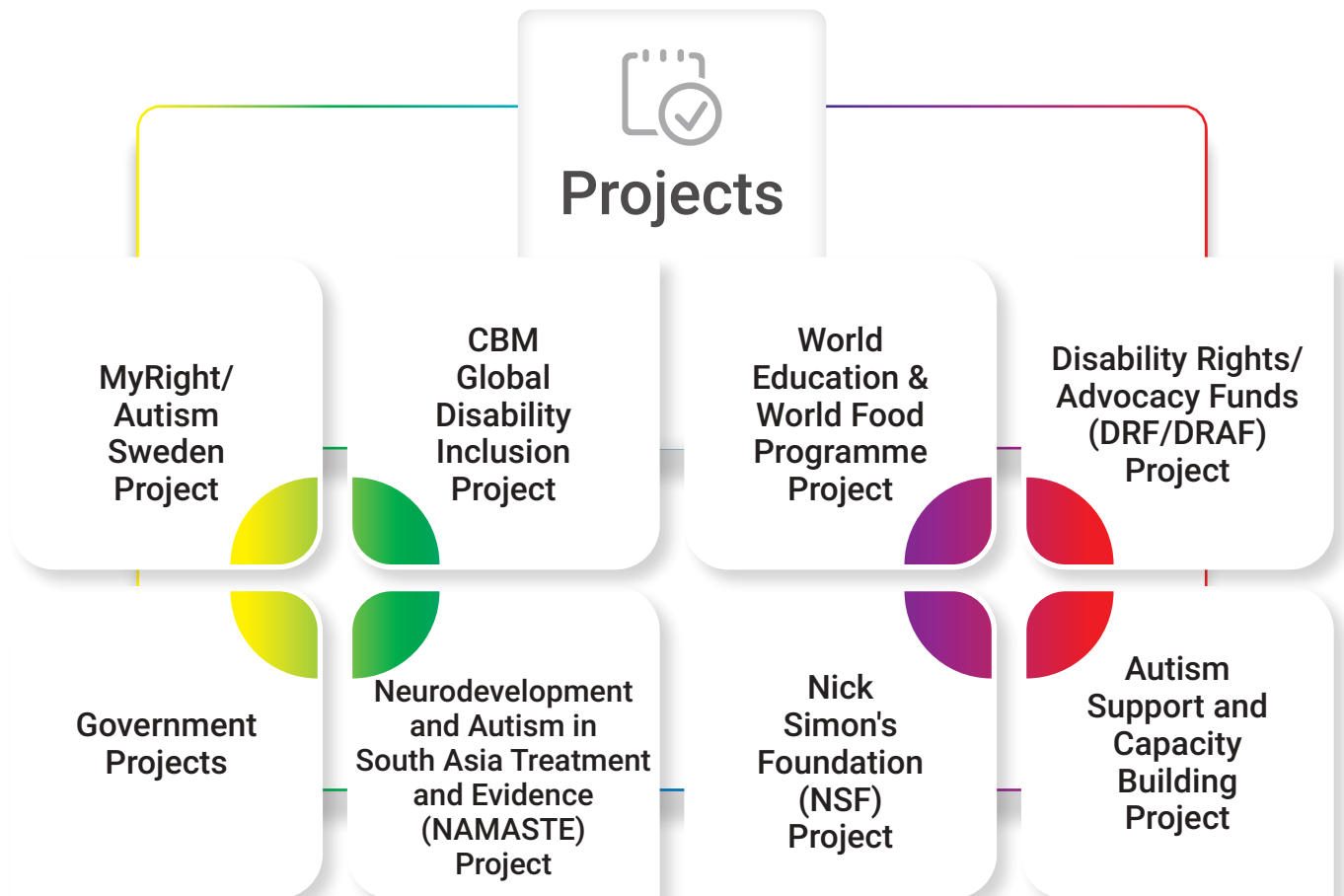
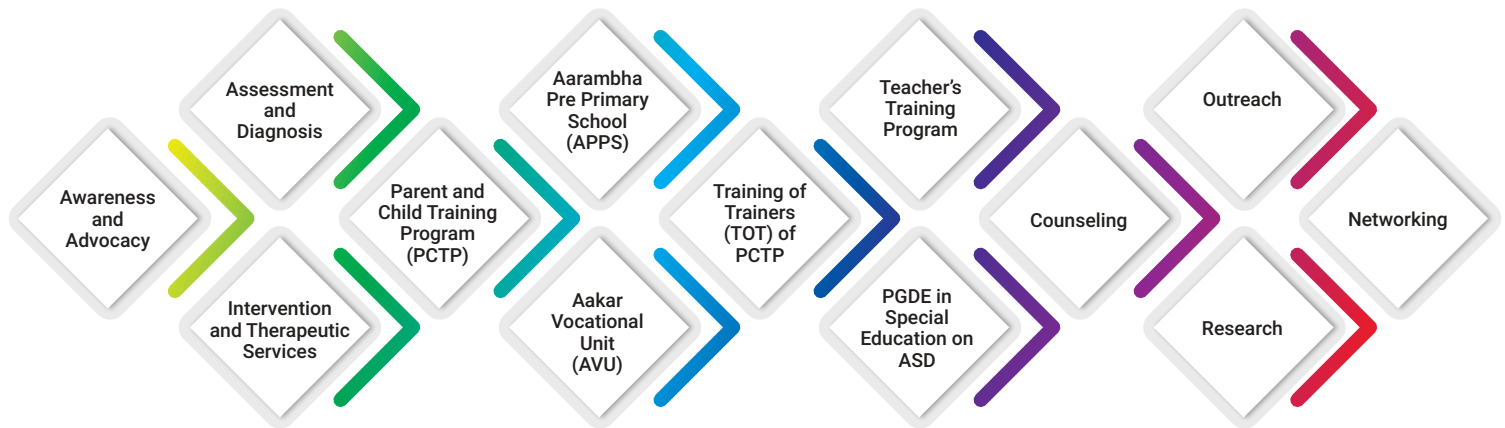
A condition where there is;

- 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.

ACNS PROGRAMS

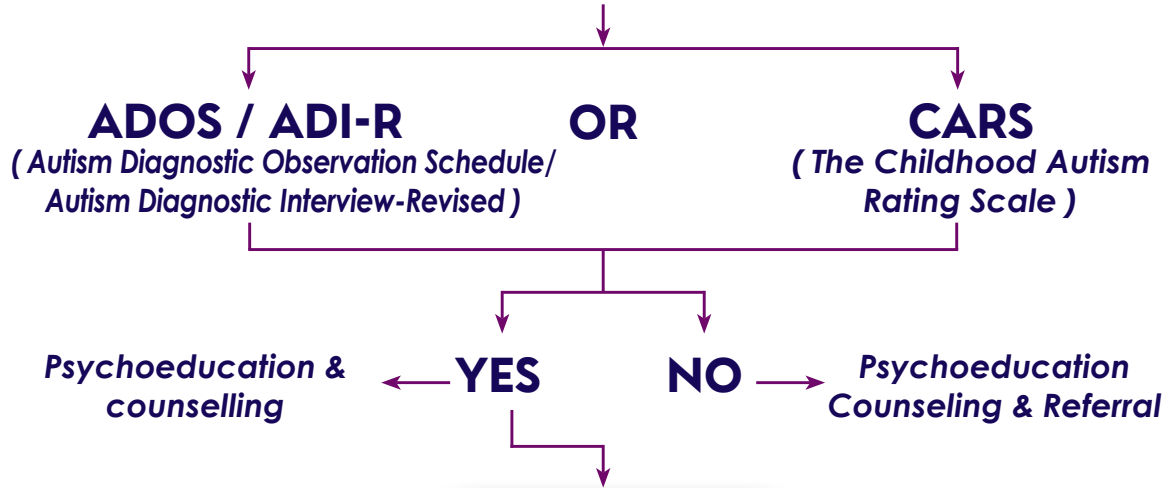


AUTISM SPECTRUM DISORDER (ASD)

SERVICES AT AUTISM CARE NEPAL SOCIETY (ACNS)

STEP 1

Children/Adult Pathway for Assessment & Diagnosis of ASD



STEP 2

Assessment



STEP 3

Therapeutic Intervention



STEP 4

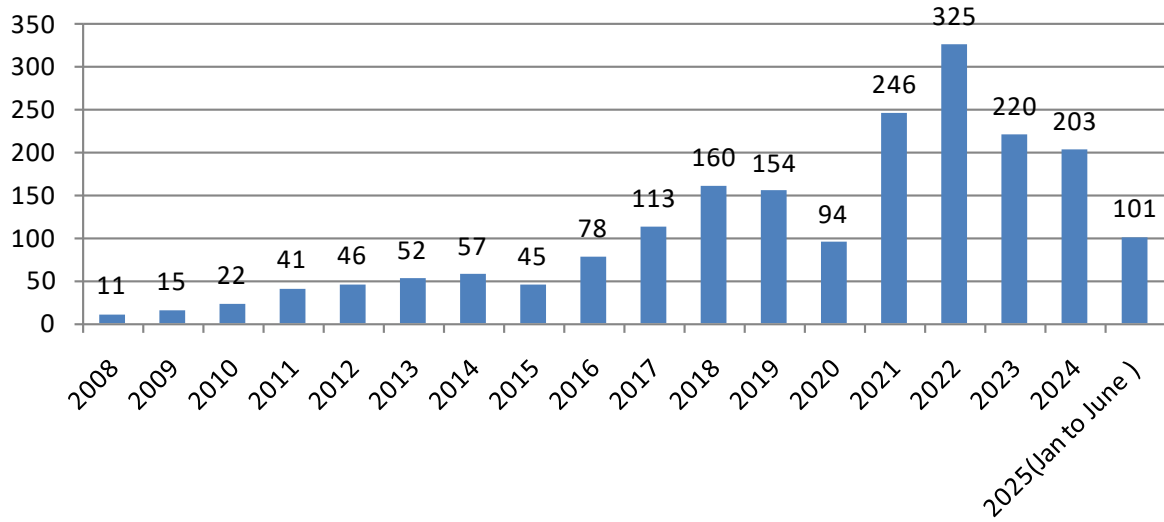
Training



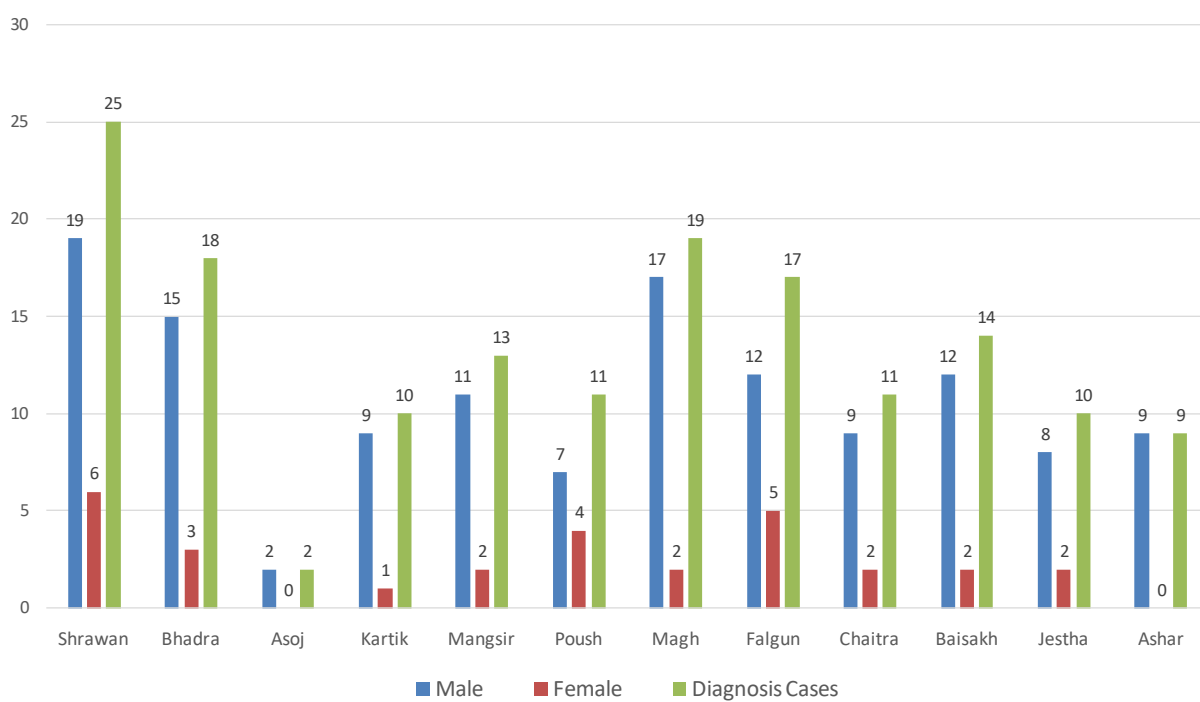
Graphs of Autism Diagnosis Details

**Total Cases of Autism Diagnosis Child at ACNS
(Total 1983)**

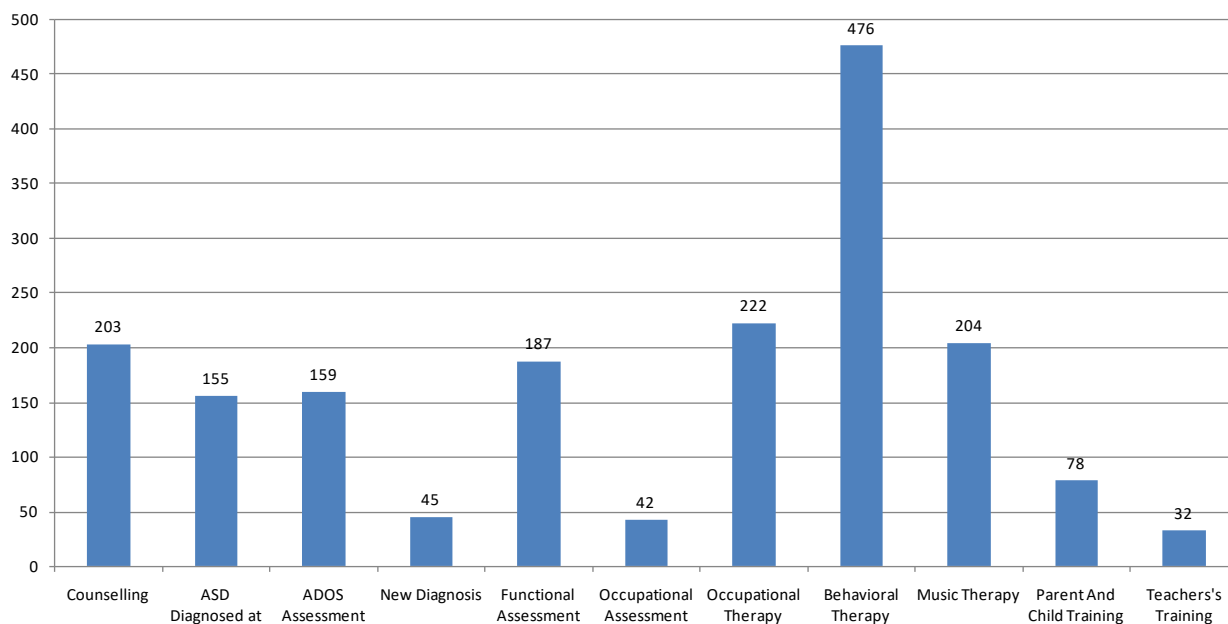
Total Cases of Autism Diagnosis Child



**New Diagnosis cases of Autism in Fiscal Year 081/082
(Total: 159, Male: 130, Female: 29)**



Beneficiaries from services at ACNS during Fiscal Year 081/082 (Total - 1803)



जन्मे देखि ५ वर्ष सम्मका बालबालिकाहरूको विकासक्रम बारे जानकारी राखौं ।

जन्मे देखि ६ महिना सम्म

- आमासहरै चिन्न थाक्छन् ।
- बोलाउँदा प्रतिक्रिया जनाउँछन् ।
- आवाजको सङ्केत गर्छन् ।
- मुट्टा हातबाट अर्को हातमा खेलाउना सक्छन् ।

६ देखि १२ महिना सम्म

- सजिलै व्यक्ति सँग बासबालिका जान सक्छन् ।
- जाउ, देउ जस्ता कुरा मान्छन् ।
- परिचित वस्तुको नाम लिदा वस्तु तीर दिन्छन् ।
- चोरी र कुडी जस्ताको टुप्पोले सामाङ्ग टिप्छन् ।

१२ देखि १८ महिना सम्म

- धेरै सन्दर्भ बुझ्ने र ट देखि १० वटा सन्दर्भ प्रयोग गर्न जान्छन् ।
- कामजमा कौन जान्छन् ।
- अँखा, कान, नास जस्ता अङ्गहरू चिन्छन् ।
- साईको सकेत गर्न जान्छन् ।

१८ देखि २४ महिना सम्म

- २ वा ३ सन्दर्भको अवयव बोल्छन् ।
- अरु बालबालिकाहरू देखा जस्ताहित हुन्छन् ।
- खेलाउना लुकाउँदा भेडाउँछन् ।

२४ देखि ३० महिना सम्म

- गोस्तो चित्र बनाउन सक्छन् ।
- घाली पाली गरि खेल सक्छन् ।
- माथि-तल, भित्र-बाहिर भन्ने बुझ्न सक्छन् ।
- दीपल सक्छन् ।

३० देखि ३६ महिना सम्म

- रंगहरू चिन्न थाक्छन् ।
- बाल मोतहरू माउन सक्छन् ।
- दैनिक क्रियाकलापहरूको बारेमा बयान गर्न सक्छन् ।
- अरु बालबालिकाहरूसँग खेल सक्छन् ।

३६ देखि ४२ महिना सम्म

- १० भन्दा बढी गती गर्न सक्छन् ।
- चिन्नु(जा)थिनुको सङ्केत उतार्न सक्छन् ।
- दैनिक उपभोगका सामानहरू चिन्न सक्छन् ।
- जाफै शौचालय प्रयोग गर्न सक्छन् ।

आफ्ना बालबालिकाको विकासक्रम बारेमा जानकारी राखौं, यदी विकासक्रममा ढिलाई भएको महशुस भएमा नजिकको बाल विशेषज्ञलाई सम्पर्क गर्नुहोला ।

Marking the World Autism Awareness Day 2025 “Advancing Neurodiversity and the UN Sustainable Development Goals”

This year World Autism Awareness Day (WAAD) 2025 was marked with the theme “Advancing Neurodiversity and the UN Sustainable Development Goals”. The Main event was organized at AutismCare Nepal Society premises with various programs. There were more than 500 participants including person with Autism, their parents, siblings, executive board, life members, general members, staffs, and all our guests.

Various programs were organized in collaboration with different concerned stakeholders, throughout April, the autism awareness month.

- » Talk Program at Standard Charter Bank
- » Fun and Social Activities at Godawari Resort
- » Empowering educators: Autism Awareness and Inclusive Strategies at Valley Public School, Lubu
- » Autism Awareness Program in Community in Lalitpur Municipality Ward no. 3
- » Physical Activity and Sports
- » BRO Bakery Visit,
- » Workshop at TUTH
- » Autism Awareness Program in Community in Lalitpur Municipality Ward no. 15
- » Autism Awareness Program at Godawari Municipality
- » Create Art for Autism
- » “Adwitiya” Patron with Autism





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.

During this fiscal year, 2081-82, ACNS successfully completed four batches of the parent and child training program—57, 58, 59, and 60—empowering 77 parents. Of the children enrolled, 14 were girls and 63 were boys, ranging in age from 22 months to 14 years. Our parent and child training was attended by parents from different parts of Nepal, including Janakpur, Dhanusa, Hetauda, Lumbini, Dolkha, Kavre, Mahottari, Dailekh, Sarlahi, Chitwan, Mahottari, Surkhet, Pokhara, and Tehrathum. We also had parents from the Dubai, Maldives, and Japan this fiscal year.

Activities Conducted:

- ▶ Theory sessions on various topics like Understanding Autism, Enhancing Communication Skills, Supporting Independency with Structured Teaching, Supporting Positive Behavior, Sensory Integration and Occupational Therapy, Teaching Strategies, Creating and Using Social Stories, Toileting, Seizure, Moving towards



Adolescence, Enhancing Play, Orientation on Disability, and Parental Well-Being

- ▶ Individual parent coaching for individualized education plans developed for each child
- ▶ Joint parent and child group activities, birthdays/festivals celebrations, potlucks, excursions
- ▶ One-to-one session, turn-taking, and independent work
- ▶ Group discussions and feedback sessions
- ▶ Steps to Teaching Sessions
- ▶ Home program submission
- ▶ Certification

Key Achievements:

▶ Parent's skills growth:

Parents reported better ability and confidence to manage behavioral challenges at home, use visuals for receptive and expressive communication, teach new skills, engage their children in daily activities and life skills, build connection through play, and above all, accept their child for who they are, creativity, self-love, and change in their own behavior.

▶ Child Development Progress:

Children showed improvement in communication, social interaction, joint attention, eye contact, attention, sitting behavior, cooperation skills, turn-taking, waiting, following instructions, and toilet habits.

▶ Community Building:

Created a parent support network that will be continued even after the training.



Challenges Faced:

- ▶ Traveling a long way
- ▶ Living arrangements for parents from outside the valley
- ▶ Training fees for low-income parents
- ▶ Academic background of parents
- ▶ Special modules for children above seven years
- ▶ Regular follow up for revising functional assessment and other behavioral issues
- ▶ Time management for working parents
- ▶ Too few toys in the play area

Future Plans:

- ▶ Short trainings for working parents
- ▶ Online trainings
- ▶ Living arrangements



Testimonials about PCTP by parents

“I used to hit and yell at my son. After joining this training, I have learnt the importance of play. Now I play with my son. We both have built a better connection. We both are happy now. I would like to thank ACNS and my trainers for their continuous support throughout the training period.”

-Parent from the 60th batch

“My son has started verbalizing a lot since joining this training. It’s because I have learnt to communicate effectively. Visuals are a powerful tool for our kids. “Thanks to the trainers who have introduced this to me.”

- Parent from the 59th batch

“Today I am confident that my autistic child will have better days in the future, with skills learned from PCTP. I, as a parent, can effectively manage and create a more conducive environment for learning and social interaction. PCTP is highly effective; it empowered mind-mapping and tools like patience and hope that are integrated into my child’s daily life consistently and over the long term.”

- Parent from the 57th batch



“As a parent in Nepal, finding good therapy for my son, was incredibly hard. After a lot of searching, I found the ACNS center, and I took the PCTP course. It was a game-changer. Starting the training, I’ve seen amazing improvements in his behavior and emotional regulation. This course truly transformed my parenting journey. I’m so thankful to all the trainers—Asmita, Kripa, Paru, and Sichu—for this life-changing experience. I highly recommend PCTP to any parent who wants to better understand their child. It was the best choice I’ve ever made.”

- Parent from the 59th batch

“Taking the 2-month training program at Autism Care Nepal Society helped me understand autism and my role as a parent much better. My trainer, Mrs. Asmita Shrestha, was incredibly dedicated and her support made a lasting impact on our journey.”

- Parent from the 59th Batch

“When we came here for this training. I didn't think it would be that important. My wife and I even debated who should go, each of us suggesting the other, or even considering calling my mom from the village to attend. Looking back, it's clear how valuable it would have been if both of us had taken it.

This training was crucial. It taught me that I can be a guide for my child myself and that just relying on external therapy isn't enough. Though the two-month training was short, and we couldn't cover all the curriculum, honestly, the most important thing wasn't the curriculum itself but the change in perspective it gave us. My sincere thanks to all the trainers for showing us the right path.”

- Parent from the 60th Batch

Conclusion:

This fiscal year 2081-82 marked progress in empowering both parents and children through structured, compassionate, and evidence-based training. With sustained effort and expanded resources, we aim to reach more families and help children achieve their fullest potential in the coming year.

Report prepared by:
Kripa Shrestha
Parent and Child Training
Department Head

Training of Trainers of Parent and Child Training Program

Introduction:

Training of Trainers (TOT) Parent and Child Training Program (PCTP) is advanced version of Parent and Child Training Program to train the parents to become Trainer. This training program is the first human resource development program of AutismCare Nepal Society in order to replicate the Parent and Child Training Program in different districts of Nepal.

ACNS started the 1st Batch of TOT PCTP on 20th Kartik 2074. Since then, we have conducted 5 batches of training program till date. 20 parents have graduated from TOT training program representing from Parents Network Groups of Kaski, Jhapa, Rupandehi, Surkhet, Gulmi, Chitwan and Kathmandu. After graduating from this training program, PCTP is running in all these districts which is one the most important milestones of dissemination of ACNS services in different parts of Nepal.



Principles:

- 1) Every child with autism can improve and can be helped to lead a dignified and meaningful life with consistent and appropriate intervention.
- 2) A child is better understood by his/her parents only when the parents know how to use appropriate teaching strategies with their children. They can be the ideal people to help the children learn and grow in different environment.
- 3) When the parents know appropriate methods to teach their children, they are empowered to take an active role in shaping their child's and family's future.

- 4) When parents are taught strategies of relating to and educating their children, the parent child interaction becomes more meaningful, productive and enjoyable for both parent and the child.

Objectives:

1. To help new parents by TOT trained parents to understand about autism, understand their child in the unique ways about how child thinks and learn.
2. To make the trained parents more skillful and teaching essential skills to become PCTP trainer.
3. To decentralize the PCTP to various parts of Nepal.



Aarambha

Pre-Primary School

About APPS

On 2nd April, 2010, Aarambha Pre-Primary School (APPS) was founded as a day care center with the goal of fostering the development of Children with Autism (CWA). Children who are facing learning difficulties in mainstream schools are enrolled at APPS. The main objective of APPS is to develop self-help skills, encourage practice, and promote participation in social and community activities. Currently, there are 24 students across four classes, including 17 boys and 7 girls. We are planning to conduct the Preparatory Class for new students enrolled in APPS and maintain the capacity of 40 students in 5 classes.

The performance of each student is closely supervised and guided by the School Head and Special Educators. APPS adopts a variety of teaching and support strategies, such as the Picture Exchange Communication System (PECS), audio-visual methods, play therapy, social stories, Applied Behavior Analysis (ABA) and the Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) approach. In addition, students participate in music therapy and occupational therapy to further support their development.

As outlined in the Annual Plan, APPS carries out its activities and programs systematically. Classroom activities are conducted both individually and in groups, following a need-based approach. Each student's Individual Education Plan (IEP) and Progress Report, the Functional Assessment and Student Profile are prepared. Our primary focus is on developing student's attending skill, social skills, communication skills, daily living skills and pre-vocational skill. To strengthen their cognitive abilities, one-to-one sessions are conducted under the guidance of Special Educators., who also provides suggestions for improvement. To promote socialization in the community, students are engaged in community education programs, sports, dance, movie time, yoga & meditation and monthly theme base activities.

This year, we organized various activities such as community education programs like Children's Day, Sports Day, and different celebrations and festivals. We also arranged outings, including a refresher trip

to the Harisiddhi riverside, a community visit to Harisiddhi Temple, and hiking trips to the Godawari Botanical Garden and Naudhara. In addition, swimming programs were held at Kathmandu Fun Valley in Palase, Bhaktapur, and at Harisiddhi Family Resort, where all students as well as parents actively participated and enjoyed spending time with their friends and parents.



Similarly, students participated in a variety of entertainment programs, including sports events and musical performances. They also presented a musical performance in Jawalakhel, Lalitpur on the occasion of World Disability Day. A Clown Show was performed by artists from the Netherlands, and Joy Foundation organized a storytelling event. In collaboration with Hand in Hand Foundation Nepal, a Fun & Inclusion Event was held at Godawari Village Resort, Lalitpur. Students also attended the Nepal Super League at Dashrath Rangashala, and the Academy of Culinary Arts & Hospitality Management hosted a full-day fun event for them. Throughout these programs, students were actively engaged, entertained, and thoroughly enjoyed the experiences.



Recently 6 students of APPS Biraj Shrestha, Dipankar Shakya, Sandesh Bhandari, Shamman Subba and Sushant Gurung from Red Class as well as Binayak Malla from Yellow Class were graduated as well as promoted to Aakaar Vocational Unit (AVU). This is the great achievement of APPS unit the students will get opportunity to learn the Vocational Training skills and move forwards for independent and dignified life.

APPS Parents-Teachers meetings are conducted regularly to share student's progress, gather feedback from parents and discuss school programs and activities aimed at supporting student's development and improvement. During these meetings, new IEPs, Progress Reports, Student Profiles and Functional Assessment Reports are shared with parents for the betterment of both the students and the school.



AAKAR VOCATIONAL UNIT

The Vocational Unit of Autism Care Nepal Society is a section where young individuals with autism receive training in vocational and life skills. After completing the training, they also engage in work activities. The Vocational Unit was established in 2070.

After graduating from Aarambh Pre-Primary School, six students have recently joined the Aakar Vocational Unit. In the fiscal year 2082/2083, there are a total of 14 vocational trainees, of whom 12 are male and 2 are female.

Apart from vocational training, the trainees are involved in various other activities. They learn and engage in kitchen work, Hand loom, envelope making, and beads (pote) weaning. In addition, they also receive training in computer skills and lamination work, & other official tasks.

AREAS OF AVU





The unit also operates a small grocery shop where trainees learn about product sales and management, which helps them develop money-handling and exchange skills. Students who are interested in bakery, they receive training in bakery-related skills such as cracking eggs, making flour dough, measuring ingredients, and baking. These skills contribute to support them in leading an independent life.



Empowering Educators: Teachers Training on Autism Spectrum Disorder

With evidence indicating the increase in the diagnosis of autism, as well as the complexity of working with individuals with Autism Spectrum Disorders (ASD), providing effective education and training programs specializing in ASD has become an educational necessity. This can be a strategy or intervention in teaching children/individual(s) with ASD.

ACNS, outlines the following points in the preparation of teacher from the teachers training program:

- 1) Training will be eye openers in enhancing understanding the condition of student with Autism.
- 2) Teachers are committed to student with autism and their learning in the classroom.
- 3) Teachers know how the student with Autism learn.
- 4) Teachers make a list of the child's strengths which will help them to teach those subjects to student with Autism
- 5) Teachers think systematically about their practice and learn from training

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.

ACNS offers a chance to participate in the training twice in a year. ACNS has been running training sessions consistently since 2011 and has now completed 25 batches training 285 teachers from various schools and centers of Nepal.



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.	SSDR	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	38
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.	Schools of Lalitpur Metropolitan City	11
44.	Different Organizations	56
Total Participants		285

We extend our heartfelt gratitude to all trainees, trainers, and supporters at ACNS. A special thanks to MyRight/Autism Sverige for unwavering support in making this initiative a reality. Your dedication and passion are invaluable in our journey toward inclusive education for all.

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 Education (PGDE)

with a specialization in Autism Spectrum Disorder (ASD)



Kathmandu University
School of Education

"Postgraduate Diploma in Education (PDGE) in Inclusive and Special Needs Education, with a specialization in Autism, is a one-year program designed to equip educators and professionals with specialized knowledge and skills in supporting individuals with autism spectrum disorder (ASD) within inclusive educational settings. This program integrates theoretical foundations, practical strategies, and evidence-based interventions to enhance understanding, promote inclusion, and improve outcomes for individuals with autism."

With this main purpose, AutismCare Nepal Society is running the course "Postgraduate Diploma in Special needs and Inclusive Education- Specialization in Autism Spectrum Disorder" which is affiliated from Kathmandu University. This year from this course total 17 students were graduated. The students were from different educational and cultural background. Mostly the students were parents of individual with autism.



This batch has given many learning opportunities for students in the field of Special Need Education and Inclusive Education:

- ▶ This has given an opportunity for students more about the current scenario of special needs education and inclusive education.
- ▶ This course empowered students for conducting functional assessment of individual with autism, prepare Individual Education Plan and implement those plan in classroom setting by practicing evidence based practices.
- ▶ This course has given insight to promote inclusive education and practices in regular school during internship program.
- ▶ This course has given an opportunity to students to run Autism awareness programs in different community groups.
- ▶ More specifically this course also enhanced research practices in the field of special needs education and inclusive education.



Teacher's professional development has been recognized as the main powerful approach that creates student friendly based education environment. Teacher's professional development is ongoing process that helps teachers to grow personally and professionally with their own voluntary effort (Pokhrel & Behera, 2016). Teachers are great influencer for creating equitable education for all diverse learners. Teachers Professional Development is the first step towards quality education.





Increased Access of Persons with Autism in Education, Health, and Social Rights

During January to June 2025, AutismCare Nepal Society (ACNS) implemented the project entitled “Increased Access of Persons with Autism in Education, Health and Social Rights” in partnership with MyRight and the Autism Sverige. The project aimed to improve access to quality services for children and persons with autism, empower families, and strengthen ACNS’s internal systems and national coordination for autism inclusion in Nepal.

1. Program Outcome: Support to Children and Persons with Autism

ACNS provided regular assessment and therapy services through a multidisciplinary team, including psychological, occupational, physiotherapy, and music therapy interventions. These services contributed to significant improvements in daily living, communication, and social interaction skills among children and persons with autism.

Parents actively participated in counseling and hands-on training, enabling them to apply therapy strategies at home and support their children’s ongoing development.

In collaboration with AutismCare Lumbini Society, ACNS reached around 20–25 children and parents in Lumbini Province, enhancing local capacity for assessment, intervention, and counseling. This partnership helped extend autism support services beyond Kathmandu Valley and address regional service gaps.

2. Organisational Development (OD)

Under the MyRight partnership, ACNS collaborated with the Ministry of Health and Population, which formed a national expert committee to develop the National Guideline on ASD Assessment and Diagnosis. ACNS provided technical support and expertise to ensure the guideline promotes standardized, evidence-based, and early identification of autism across Nepal.

Simultaneously, ACNS revised and updated its Human Resource and Financial Policies, strengthening internal governance, accountability, and operational efficiency. These efforts have reinforced the organization’s foundation for sustainable growth and more effective service delivery in the years ahead.



AutismCare Support and Capacity Building Program

AutismCare Nepal Society (ACNS) is really seeking help to continue our regular services and sustain our human resource. We are glad that we have been receiving support grant from Nick Simon's Foundation to provide necessary support to our human resource for retention as well as pay our school rent and school bus hire rent. The project fund mainly focuses on the continuation of regular services of ACNS focusing on Diagnosis, Assessment, Intervention, Therapy, Special Education to Children with Autism through Aarambha Pre-Primary school, Vocational Training to Person with Autism and development of different software and information communication technology to support Person with Autism with in the Center.

Project Objective:

- Strengthen the organization and continue the regular services of ACNS.

Activities to be carried out under Project/Program are:

- Diagnosis and Assessment (ADOS Assessment) of Children with Autism by skillful professional (Clinical Psychologist, psychologist)
- Functional Assessment and Intervention of Children with Autism by skillful Special Educators
- Special Education to the Children/Person with Autism by trained Special educators and teachers
- Pre-Vocational and Vocational training services to the Adolescent and Adult with autism through Aakar Vocational Unit.
- On the job orientation program to adult with autism
- Occupational therapy and Music therapy to the Children and Person with Autism
- Parent and Children Training to parents, caregivers of Children and Person with Autism
- Conduction of workshop and training program to parents, caregivers and teachers
- Establishment of Autism Inclusive club
- Development of different software and Information Communication Technology (ICT) to support Person with Autism
- Counseling to parent of Children and Person with Autism



Output of Project Activities:

Beneficiaries from the services of AutismCare Nepal society during Fiscal Year 081/082

Services of ACNS	Male	Female	Total
Counselling	43	160	203
ASD Diagnosed at ACNS	128	27	155
ADOS Assessment	130	29	159
New Diagnosis	43	2	45
Functional Assessment	144	43	187
Occupational Assessment	36	6	42
Occupational Therapy	159	63	222
Behavioral Therapy	378	98	476
Music Therapy	168	36	204
Parent And Child Training	61	17	78
Teachers's Training	1	31	32
	1291	512	1803



Conclusion:

AutismCare Nepal Society is committed to provide all its services to the beneficiaries though there are lots of hindrances and obstacles. The number of new diagnosis cases of autism spectrum disorder increased tremendously. There was huge demand of all services and ACNS faced all the challenges and provided the quality services to all with the available limited human resources.

We were able to retain our most of the important human resources and recruit new human resources to provide our regular services. This could only be possible because of grant we received from Nick Simon's Foundation. We could serve more than 2000 families so far during the one-year period increasing our capacity and building strong team work. This output has boosted the human resource of ACNS and motivated to work with full potential.



Neurodevelopment and Autism in South Asia Treatment and Evidence

Introduction:

NAMASTE is a five-year (2022–2027) research project funded by the National Institute of Health and Care Research (NIHR), UK and implemented in three South Asian countries: Nepal, India, and Sri Lanka. The project is led by AutismCare Nepal Society (ACNS) in Nepal, Sangath in India, and the Sri Lanka College of Pediatricians in Sri Lanka.

Four Workstreams of NAMASTE



Through a combination of research, training, and capacity building, NAMASTE aims to implement and evaluate comprehensive detection and care pathways for children with autism and neurodevelopmental disabilities as well as support systems for their families. In Nepal, the project is being implemented across all 14 wards of Godawari Municipality.

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.





Major Updates of FY 2081/82: Overall Project

Reporting and Documentation

- ▶ A 4-month report is regularly submitted to the Social Welfare Council (SWC).
- ▶ The annual report is submitted to University of Manchester (UoM) and UoM submits the consolidated report to National Institute of Health Care and Research (NIHR).
- ▶ The Gantt Chart and dashboard of all workstreams are maintained regularly and submitted to UoM.

Meetings and Coordination

- ▶ The internal weekly meeting is held every Wednesdays.
- ▶ The plenary meeting is held every month where all staff members of NAMASTE participate.
- ▶ The Senior Leadership Team (SLT) meeting is held every fortnightly attended by Principal Investigator, Project Director and Project Manager.
- ▶ All workstream related meetings are conducted weekly or fortnightly and on a need basis.

Project Evaluation and Monitoring

- ▶ The relevancy, effectiveness, sustainability, accountability of NAMASTE project was conducted through desk review, interviews with Key Informants, field visits by Social Audit Expert as a mandatory requirement of Social Welfare Council (SWC) and findings were shared with relevant stakeholders in March 2025.
- ▶ An orientation on NAMASTE Safeguarding Policy was delivered to all Staff Members. Key topics included the 4 Rs of safeguarding: reporting mechanism, responsibilities of UoM and partner sites, roles of designated Safeguarding Contacts (DSC), reporting and investigating safeguarding concerns, confidentiality and record keeping.

1. Detection Workstream

- ▶ A 20-hour, 4-day classroom -based training, was provided to 103 Female Community Health Volunteers (FCHVs) from all 14 wards of Godawari Municipality between July 17 to September 13, 2024. This training focused on identifying and monitoring aged 18 months to 9 years for autism and DDS using screening tools such as the Social Attention and Communication Surveillance (SACS) for autism and the Rashtriya Bal Swasthya Karyakram (RBSK) checklist for DDS, along with the Community Engagement and Inclusion (CEI) toolkits, and the REDCap system for digital data entry. FCHVs then participated in structured field supervision and feedback sessions. By June 2025, FCHVs have screened around 5512 children.
- ▶ A total of 87 FCHVs participated in a 4-hour Detection Refresher Training between May 28 to June 25, 2025. These FCHVs have been engaged in detection activities in their local communities monitoring 18 months to 9 years of children, either independently or in pairs using the SACS and RBSK tools via REDCap. The refresher training aimed to update the FCHVs' knowledge and skills regarding the detection tools and monitoring process and troubleshoot common challenges



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 (FCHVs) from Godawari municipality completed CST facilitator training as the non-specialist providers. They gained knowledge and skills regarding NDDs, delivery of CST, and parenting skills through the blend of classroom-based theory sessions, live and mock practices, observation, and supervision.
- ▶ The two batch of families (n = 14) in Godawari Municipality triaged via Detection Care Pathway were enrolled in the CST sessions. CST trainers and facilitators deliver training using theory, practice, demonstrations, discussions and home assignments. They also facilitate peer learning by promoting their group dynamics and interpersonal relationships.



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

PASS (Parent-mediated Autism Social Communication Intervention for non-Specialists Plus) is a play-based program that helps parents support their child's social communication development. Using video feedback and guided strategies, PASS builds a child's ability to communicate through actions, gestures, shared interaction and words, creating a positive and responsive learning environment.

- ▶ The PASS Plus manual was translated into Nepali and adapted to fit local culture. Experts reviewed it to make sure the language, stories, and activities were easy to understand and relevant for families in Godawari
- ▶ The master trainers trained PASS Plus counsellors. Each counsellor was checked for their ability to guide sessions, involve caregivers, use video-



feedback in play activities, and follow the program plan closely.

- ▶ This training started with 12 families. Both caregivers and children attended sessions regularly, showing strong interest and commitment. Observations during sessions showed that caregivers were paying more attention to their own health and wellbeing. They were also using new skills to help their children improve social and communication abilities.
- ▶ The PASS Plus home visit session in Godawari has built a strong base for the future. With well-trained counsellors, clear and culturally relevant materials, and need of families, PASS Plus is in a good position to continue making a positive difference in children's lives.



Evaluation

- ▶ The cultural adaptation of evaluation measures has been completed and the adapted tools have been used for data collection at both baseline and endline.



3. Community Engagement and Inclusion Workstream

- ▶ Street Drama campaign for autism awareness and acceptance for community engagement and inclusion.
- ▶ For the dissemination of Community Engagement (CE) toolkits at different time points of the detection care pathway, training was provided to Female Community Health Volunteers (FCHVs), Assessors, PASS PLUS counsellors, and CST facilitators.
- ▶ The Awareness Posters A (developmental milestones) and B (developmental delays) have been distributed to all health posts and schools through the health post in charge and the Education department, respectively.
- ▶ The evaluation tools designed to measure the effectiveness of the CE toolkits during various phases have been translated and adapted to ensure cultural relevance and ease of use in the local context.
- ▶ To evaluate the effectiveness of the CE toolkits, a survey was conducted with 78 FCHVs, and FGDs were conducted with 14 FCHVs. They shared their experiences related to the dissemination of CE toolkits and how the tools assisted them during the detection process.
- ▶ Likewise, to evaluate the effectiveness of CE



toolkits among the caregivers, in-depth interviews are being conducted with the caregivers participating in the NAMASTE program.



Data Management

The NAMASTE Project made major progress in strengthening its data systems and digital data governance. The REDCap server was fully configured and integrated within AutismCare Nepal Society's Dell T550 infrastructure, ensuring secure data transmission and storage.

- ▶ Completed digitization of essential tools including SACS and RBSK for screening and referral processes.
- ▶ Initiated digitization of evaluation and intervention forms to streamline next-phase data collection.
- ▶ Provided continuous supervision and technical support, ensuring accurate and timely data submission.
- ▶ Implemented regular reporting, data cleaning, validation, and logic checks to maintain high-quality datasets.
- ▶ The implementation of the screening process on mobile devices and the training of FCHVs for re-screening individuals previously administered have been completed.

Year	Event	Result
5 June-6 November 2024	Mock of the Stage 3, continuous supervision for PASS Plus Master Trainers	Role Play on stage 3 strategies; using simple language, labeling, using consistent language, repeating the same word or phrase, adding action to the spoken word, giving words to the child's communication signal and imitating the child's sounds or words.
8 November 2024-29 January 2025	Mock of the Stage 4, continuous supervision for PASS Plus Master Trainers	Role play onstage 4 strategies; using repetitive phrases, creating routines, anticipation, pause and imitation of words.
July-August 2024	Mock of the Stage 1, supervision for Counsellors	Role play of the stage 1 strategies; choosing, position, observing while waiting, shared enjoyment, maintaining play for longer duration, mirroring, reducing non-verbal demand on child, managing arousal level in child. Supervision the session to enhance the skills.
30, 31 January & 6,7 February 2025	PASS Plus Module Training for Counsellors	Plus components: sensory sensitivity module, behavior module, feeding module, toileting module, sleep module, caregiver wellbeing
July, August, September 2024	Detection/Community Engagement and Inclusion (CEI) and REDCap Training for FCHVs	Female Community Health Volunteers (FCHVs) were trained on Social Attention and Communication Surveillance (SACS) and Rastriya Bal Swasthya Karyakram (RBSK) checklists, REDCap use.
22 November 2024	Sharing of NAMASTE Project Updates to municipal officials, health post in charge	Updates of each workstream i.e. Detection, Intervention (PASS Plus and WHO CST), CEI were shared to the health post in charges and municipal officials of Godawari Municipality. The FCHVs also shared their experiences of Detection training, WHO CST training and also showed demonstration.
24 December 2024	Inter Rater Reliability of SACS Administration	IRR was conducted to evaluate the FCHVs' consistency and accuracy in administering the SACS tool while monitoring the children in their respective catchment areas by rating their answers following three videos of SACS Master Trainer and filling checklists.
23-24 January 2025	Refresher training of WHO CST for FCHVs	Refresher training was given to NSPs facilitator to refresh memory, update knowledge, and reinforce skills that were previously learned during the WHO CST training.
23 January 2025	CST Facilitators Training on CE toolkits and their usage	Training to CST facilitators on CE toolkits and their usage.
11 February 2025	Consultation Meeting for Referral	The referral mechanism of children monitored with relevant stakeholders were discussed thoroughly.
21 March 2025	Sharing of Social Audit	The relevancy, effectiveness, sustainability, accountability of NAMASTE project was conducted through desk review, interviews with Key Informants, field visits by Social Audit Expert as a mandatory requirement of Social Welfare Council (SWC) and findings were shared with relevant stakeholders.
10 April 2025	Orientation on Safeguarding Policy of NAMASTE to Staff Members	4 Rs of safeguarding, introduction/scope/purpose of the policy, reporting mechanism, responsibilities of UoM and sites, Designated Safeguarding Contacts (DSC), reporting and investigating safeguarding reports, confidentiality and record keeping were discussed.
16 April 2025	Orientation and Interaction Program on Autism	The community of Jharuwarashi 13 (where ACNS new building is located) were familiarized about autism as a part of Autism Acceptance and Awareness Month.
May-June 2025	Detection Refresher Training for FCHVs	Female Community Health Volunteers (FCHVs) who are actively working were given refresher training on Social Attention and Communication Surveillance (SACS) and Rastriya Bal Swasthya Karyakram (RBSK) checklists, REDCap use.

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

Online Documentation from Therap Global

AutismCare Nepal Society (ACNS) is using Therap Global software since 2018 for online documentation. From the starting date of its implementation process, Therap Global team is supporting ACNS through virtual training's and onsite meetings. ACNS is benefiting from Person Centered Practice Training and TOT training in this process. This software is accessible for the entire staff members and parents with required privileges.



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)

How ACNS is using Therap Modules?

1. T-Log Module

T-Log module is using for keeping important records: like daily notes and Functional Assessment Reports. Currently this module is using at APPS, AVU and Self Advocacy.

2. Individual Demographic Form (IDF) and its actions

IDF is used for keeping and updating the profiles of students. This module is supporting us for generation Demographic Reports of each department. APPS, AVU, PCTP and Self -Advocacy are using this module to update the demographic details of the students.

3. Individual Support Plan (ISP) Module

APPS is using the ISP module is using for the implementation of Individual Educational Plan (IEP). 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.



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. She is using T-Log module for keeping her daily notes.

Future Planning of Therap Global

ACNS is planning to implement Life Trajectory Module (planning & exploring), Case Note Module and Behavior Plan Module in the coming future. We are in the process of including the entire department for documentation and enrolling parents as active user. Also, we are in the process of increasing the Person with Autism as self-advocates.



Mahesh Bajagain
Teacher/School Administrator

Leave No Children Behind in Education



Introduction

Education is a fundamental human right and a cornerstone for inclusive development, yet children with disabilities in Nepal continue to face systemic barriers to accessing quality learning environments. The "Leave No Children Behind in Education" project is a strategic initiative aimed at promoting equitable, inclusive, and responsive education for children with neurodevelopmental disabilities—particularly autism—in Budhanilkantha Municipality (Kathmandu) and Godawari Municipality (Lalitpur). Grounded in Nepal's constitutional commitment to free and compulsory education for all, and aligned with national and international frameworks such as the UNCRPD and the Sustainable Development Goals, this project seeks to dismantle infrastructural, attitudinal, and pedagogical barriers through early screening, teacher training, and community engagement. By fostering collaboration among local authorities, educators, parents, and organizations of person with disability, the project envisions a sustainable model of inclusive education that ensures no child is left behind, regardless of ability.



General Objective

- ▶ To contribute to improving the quality of education through increasing access to inclusive education for children with disabilities, promoting the implementation of inclusive education policies and practices.

Specific Objectives

- ▶ Improve access to education of children with disabilities by designing and piloting accessible and replicable Inclusive Education (IE) mechanisms.
- ▶ Children with disabilities, including those with autism, are integrated into mainstream educational settings.

Expected outcomes:

1. Education policies and system become inclusive for access and right to all children with disabilities in local/government mechanisms.

- Advocacy and co working with OPDs for Federal Education policy becomes inclusive with likeminded government mechanism, Ministries, Departments etc.
 - a. Desk Review of Federal Education Policy Documents
 - b. Interactive Workshop on Education Policy review
 - c. Follow-up Visit Meetings on commitments with CEHRD, CDC and CTEVT
 - d. Collaboration/ Consultation Meeting with CEHRD, CDC, CTEVT, Universities for Autism related curriculum / curriculum adaptation
- Local government education policy review from inclusion perspective
- Accessibility audit and structural modifications
- Advocacy for Inclusive Education through the School Improvement Plan (SIP).



2. Increased teachers' knowledge, skills and attitude on inclusive practices of teaching learning activities with children/students.

- Disability screening program
- Training to teachers on Universal Design for Learning (UDL)
- Psychological first aid (PFA) training to teachers
- Teaching-Learning Materials development and utilization
- Development of Individual Education Learning Plan (IELP)
- Monitoring and technical support to trained teachers (20 Schools) by mobile (special) educators



3. School Management committee (SMC), Parents Teacher Association (PTA) are aware, empowered and actively involved in awareness raising on inclusion and creating non-discriminatory learning environment for girls and boys with disabilities.

- Orientation/Meeting with School Management Committees (SMC), Parents Teacher Association on disability, inclusive education, school improvement plan.
- Complain and Feedback Mechanism (CFM) in 20 schools
- Training/orientation to parents/caregivers on parenting (equal learning opportunity to girls and boys at home).
- Promote awareness raising and community campaigning for better understanding about disability and reducing stigma in community

4. Strengthen support system for person with autism in educational settings.

- School enrollment campaigns for out-of-school children
- Initiate necessary service support mechanism (Assistive devices components and technology / health services and referral)
- Training to parents and care givers of ASD on parents and child training program
- Support on setting up service center for ASD

Completed Major Activities

1. Rapport building with both Budhanilkantha and Godawari Municipalities and Project Inception meeting

Outcome:

- Secured Commitment: Project induction programs secured collaboration and commitment from local government.
- Collaboration in Strategic Planning.

2. Community schools visit in both Godawari and Budhanilkantha municipalities.

Outcome:

- Identified Gaps: School visits revealed no specific teacher training on disability and lack of persons with disabilities representation in school committees.
- Actionable Data: Principals were encouraged to track out-of-school children with disabilities.



3. Orientation program on Pre-disability screening for Female Community Health Volunteers (FCHVs) in Godawari and Budhanilkantha Municipalities.

Outcome:

- Capacity Building: Provided orientation on disability pre-screening for 30 FCHVs in each Municipalities.
- Enhanced Skills: Training equipped FCHVs with tools like the Ten Disability Questions for early identification and referral. They are aware about child developmental milestone and all ten types of disabilities.
- FCHVs are able to link parents of children with disabilities to responsible government bodies.

4. Training to Teachers on Universal Design for Learning (UDL) in both Municipalities.

Outcome:

- Teachers are able to create multiple means of engagement in teaching learning activities.
- Teachers are able to prepare lesson plan according to multiple means of representation.
- Teachers learned how to create multiple means of action and expression in teaching learning activities.

Reference

CBM Global Disability Inclusion. (n.d.). Who we are. Retrieved July 15, 2025, from <https://cbm-global.org/about-us/who-we-are/our-history>

DISABILITY RIGHTS/ADVOCACY FUND PROJECT:



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

Introduction

The Disability Rights/Advocacy Fund (DRAF) project, titled “Enabling Supported Decision-Making and Promoting Inclusion of Invisible Disability Groups in Nepal” is a two-year initiative (January 2024 – December 2025) implemented by AutismCare Nepal Society (ACNS). The project is a coalition initiative led by KOSHISH – National Mental Health Self-Help Organization, in collaboration with AutismCare Nepal Society (ACNS) and the Association of Intellectual Disabilities Nepal (AIDN).

This initiative focuses on promoting the implementation of Article 12 (Equal Recognition Before the Law) and Article 19 (Living Independently and Being Included in the Community) of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The main beneficiaries of this project are individuals from underrepresented disability groups, particularly persons with autism spectrum disorder, psychosocial disabilities, and intellectual disabilities.

The coalition aims to address the existing gaps in legal recognition and decision-making support for these groups in Nepal. Current national policies and practices often restrict the autonomy and legal capacity of persons with disabilities. Therefore, the project advocates for a human rights-based and inclusive decision-making framework that recognizes the will, preferences, and rights of every individual.

For AutismCare Nepal Society, this project is of great significance as it marks an important step toward promoting self-advocacy among adults with autism—a new and vital component of the organization’s ongoing mission. While ACNS has long

been engaged in providing multidisciplinary services, conducting research, and offering vocational training to support the independent living of persons with autism, this project adds a new dimension by empowering individuals to speak for themselves and actively participate in decision-making processes.

Through this collaboration, ACNS has launched a Self-Advocacy Program for adults with autism, enabling them to express their opinions, make informed decisions, and engage meaningfully in policy and community discussions. This initiative has strengthened ACNS’s advocacy efforts to ensure that individuals with autism are recognized as capable of making their own choices, with necessary support when required.



Project Objectives

The DRAF project is guided by four key objectives designed to enhance supported decision-making and strengthen the legal capacity of individuals with disabilities:

1. Ensure appropriate measures for social protection and disability ID cards for persons with disabilities through a human rights-centered approach.
2. Increase understanding of legal capacity, supported decision-making, inclusion, and independent living among members of parliament and duty bearers.
3. Strengthen the capacity of underrepresented disability groups to practice self-advocacy.
4. Foster cross-disability collaboration to create synergy for claiming and enjoying their rights.



Key Achievements and Impact

During the reporting period, the project successfully enhanced understanding of supported decision-making in line with the principles of the UNCRPD among individuals with autism, their parents, and caregivers. A peer support group was established where participants shared their experiences, learned about their rights, and developed advocacy skills to engage with relevant stakeholders.

Additionally, the project developed an advocacy video on Article 19 to raise awareness about the importance of inclusive community participation and independent living. Collaborative efforts with government bodies and civil society organizations have further contributed to promoting an inclusive, rights-based environment for persons with invisible disabilities.

Conclusion

The DRAF project has been instrumental in promoting the rights and voices of persons with invisible disabilities in Nepal. By introducing supported decision-making practices, building self-advocacy skills, and strengthening partnerships among disability organizations, the project has paved the way for more inclusive, equitable, and independent lives for persons with autism, psychosocial, and intellectual disabilities.



National Center for

AUTISM



Autism Care Nepal Society (ACNS) is thrilled to see its long-held vision come to fruition with the construction of the National Center for Autism at Jharuwarasi, Godawari Municipality, Lalitpur District, Bagmati Province. This project represents a ground breaking step in creating a dedicated infrastructure aimed at providing essential education, training, and autism-related services to person with autism and their families. The facility will offer a wide array of services in an integrated environment, ensuring comprehensive support for person with autism and addressing their unique needs.

The center will feature modern amenities, including diagnostic services, speech and occupational therapy, music and art therapy, sensory integration, and vocational training programs, all within one centralized space. Designed to foster

educational, behavioral, and social development, it will empower individuals with autism to reach their full potential. Moreover, it will offer parents and caregivers critical resources and training, equipping families with the knowledges, skills and tools needed to support their loved ones effectively.

This milestone marks a pivotal moment not only for ACNS but also for Nepal's autism movement. The National Center for Autism aim to set new benchmarks in autism care and advocacy, benefiting thousands of families across Nepal and the broader SAARC region. It will make specialized care more accessible, while promoting social inclusion and economic empowerment for person with autism & thrive to move towards it's vision.





World Food Programme

SAVING LIVES
CHANGING LIVES

Improving Detection of Students with Neurodevelopment Impairments and Improved Early Response through Schools

In Bajura, a remote mountain district in Nepal, limited healthcare professionals, geographic isolation, and low community awareness impede early identification of neurodevelopmental disabilities (NDDs). Consequently, many children are overlooked, deprived of education and school meals. With high rates of malnutrition and disability and frequent missed meals at home, school meal programs serve as a safety net for child nutrition and wellbeing. In 2025, Autism Care Nepal Society partnered with JSI/World Education, Setogurans, World Food Programme, health workers, Female Community Health Volunteers (FCHVs), and school teachers to hold mobile NDD screening camps in Budhinanda Municipality. Working with local stakeholders, the initiative adapted existing screening tools and communication materials and messages into the local Bajurali language and cultural context to heighten community engagement and ensure sustainability.



WORLD EDUCATION

Key facts:

1. Adapted tools were field-tested on 2,951 children aged 2 to 10 years.
2. Communication materials (posters, flipcharts, fliers) emphasized early warning signs, developmental milestones, referral pathways and parent support.
3. 30 health workers and 34 FCHVs received a 2 day training on tool administration, data recording, and referral pathways to build local capacity.
4. Children identified with potential disabilities were referred to the nearest medical college's pediatric neurodevelopment section for assessment and parents and lead teachers were oriented to support.

Good Practice

Collaboration between national experts, local government, health workers, school communities, volunteers and NGOs showed it is possible to identify children with neurodevelopmental disabilities even in remote underserved locations. Specifically, it:

1. Accelerated early identification by using localized, culturally relevant screening instruments.
2. Increased community awareness through SBCC materials tailored to Bajura's linguistic and cultural context.
3. Built local capacity by training FCHVs, teachers, and local health workers to conduct screening and make referrals.



The Disability Inclusion Initiative:

The core issue that this initiative aimed to address was that children with neurodevelopmental disabilities often go unrecognized until school age or later, missing crucial early-intervention windows. The project aimed to adapt validated screening tools (CDC & Rashtriya Bal Swasthya Karyakram) for local language, train local government health staff, volunteers and school teachers for comprehensive, community-based screening. Children identified with neuro-development disabilities (NDD) were referred for specialized assessment or support, government Disability ID cards, and prioritized for parent and teacher support.



- Educated caregivers and local government representatives on neurodevelopmental disabilities to foster supportive home and school environments.
- Established clear referral pathways so identified children can access diagnostic and intervention services.



Positive Changes

- Early Identification:** A total of 2951 children were pre-screened, with 826 (28%) flagged for further assessment for possible neurodevelopmental disabilities or disabilities. This is a marked increase compared to 223 persons with disabilities (children and adults) identified through routine, non-systematic disability reporting in the previous year.
- Capacity Building:** 30 health workers, 34 FCHVs and 56 teachers now confidently administer screening tools and record standardized data.
- Community Awareness:** SBCC campaign posters and local radio segments reached all 2951 households having children age 2 to 10 years, sparking caregiver-led inquiries at health posts.
- Neuro-development Disability Screening Completed:** 162 children were screened by a team of national experts and local health workers - 149 at screening camps and 13 children (missed during the camp) screened virtually afterwards.
- Stakeholder Engagement:** For the first time, local government officials pledged to integrate screening for neurodevelopmental disabilities into routine immunization camps, ensuring ongoing outreach.
- Local Ownership:** Post camp, the Municipality has requested FCHVs and health workers to provide lessons on developmental disabilities as part of school health activities, extending reach to children missed during the camps.

Measuring Progress

- Screening Coverage:** Number of children 2-10 years screened (2951).
- Identification Rate:** Percentage of pre-screened children flagged for follow-up (28%).
- Training Outcomes:** Pre-/post-training assessments showed a 50% average improvement in tool-administration knowledge among health workers and teachers indicating increased capacity.
- Referral Uptake:** Out of 95 Children identified with disabilities (2 to 10 years), 32% of cases were referred to different specialized centers in Nepalgunj, Dhangadi and Kathmandu.
- Data Disaggregation:** All data were disaggregated by sex, age bracket (2 -2.5 years, 2.5-3 years, 3-4 years, 4-6 years, 6-8 years and 8-10 years), and



wards (1 to 10), enabling targeted follow-up in underperforming wards.

- Caregiver Feedback:** Post camp surveys showed 88% of caregivers felt more knowledgeable about NDDs, and 80 % reported reduced anxiety about their child's future.
- Community Attitudes:** Interviews with local leaders noted "reduced stigma" and greater willingness to discuss developmental concerns publicly



Lessons Learned and Recommendations

Local adaptation of screening tools and communication materials was critical for community buy-in. Investing in health worker and teacher training created a sustainable cadre for ongoing screening. Strong partnerships with local government, hospitals and a medical college ensured referral pathways. Future scalability hinges on embedding screening into existing vaccination, maternal and child health campaigns. For scale-up, it is recommended to:

1. Integrate screening for neurodevelopmental disabilities into all child health and disability screenings linked to meal programs.
2. Integrate recognition of developmental disabilities and disability into training of health workers, teachers, and communication materials
3. In Nepal replicate and expand comprehensive disability screening to all School Meal Program areas in collaboration with local governments.

Further recommendation to:

1. Develop a "training-of-trainers" module so trained teachers and health workers can cascade knowledge.
2. Scaling to other Municipality which is feasible via periodic "train-and-screen" cycles linked to district hubs
3. Digitize screening records for real-time monitoring.
4. Secure budget lines at the municipality level to support yearly follow-up camps.
5. Embed screening into routine FCHVs and school health schedules ensures continuity beyond camps.
6. Provide a qualified physiotherapist at the Kolti district hospital

Testimonials of Beneficiaries:

"This training has empowered us to identify and support children with disabilities in our community effectively."

– FCHV

"This training has strengthened my ability to identify children with disabilities early and refer them to FCHVs and appropriate services, ensuring they receive the support they need for a better future."

– Health Worker

"I feel better equipped to support the teaching and learning needs of students with disabilities and ensure their inclusion in education."

– Teacher

"This orientation has motivated me to apply the knowledge gained to improve inclusivity and provide better support for students with disabilities in my school."

– School Principal

"When I first learned my child was on the autism spectrum, I was overwhelmed by fear and uncertainty, but the clear, compassionate explanation and counselling helped me feel supported and hopeful."

– Mother of a child with autism

"Hearing the cerebral palsy diagnosis for the first time was devastating, yet the kindness and practical advice from the experts gave me confidence to pursue therapies and believe in my child's potential."

– Mother of a child with CP



ACNS collaborates with Aakar Foundation

[UN]SEEN

Celebrating Inclusion Through Art

17-18 Oct 2025, Alliance Française de Katmandou, Pulchowk, Lalitpur



Foreword

From the President of Aakar Foundation

Art has a unique power; it allows us to feel without explanation, to understand without words, and to see what we often overlook. At Aakar Foundation, we have learned that this power becomes even more profound when creativity comes from individuals whose journeys are rarely visible in the public eye.

When Aakar team began working with persons with disabilities two years ago, especially young persons with autism, we witnessed something extraordinary. In each workshop, we saw confidence blossom. We saw expressions emerge that were never spoken aloud. We saw families discover abilities they never knew existed. Most importantly, we saw artists, talented, bold, and imaginative.



(Un)seen: Celebrating Inclusion Through Art is a celebration of those discoveries.

For many of these artists, this exhibition marks their first platform, their first recognition, and their first income. We believe these milestones represent a shift in society's mindset, from sympathy to respect, from exclusion to opportunity. This exhibition was made possible because many people believed in a more inclusive future. I extend my deepest gratitude to our generous supporters, partner organizations, volunteers, families, and the warm audience who showed up to appreciate these artworks with open hearts. You made our artists feel seen, truly seen.

We assure you this is just the beginning. The world will see more. And we will keep opening doors.

With hope and gratitude,
Archana Shah
President, Aakar Foundation



"(Un)seen: Celebrating Inclusion Through Art" was a two-day art exhibition hosted by Aakar Foundation to highlight the creativity and talents of artists with autism.

Aakar Foundation conducted more than 20 workshops with persons with disabilities (including autism, spinal cord injuries, and Down syndrome) in the last 2 years.

The resulting artworks are powerful, expressive, and full of unique perspectives. The art exhibition was a celebration of these artists and their creations. The exhibition was also a step toward creating financial independence for the artists.

Exhibition Highlights

19 Artists with autism	450+ Visitors
10 Artists on wheelchair	9 Artworks sold
28 Artworks displayed	7 Artists' first income

Patrons



BUILDING TRUST THROUGH SERVICE



Patrons



Gallery



Note: (un)seen exhibitions will travel around in various venues in the coming months. for more details, please follow us on instagram: @aakarfoundationnepal

AUTISM CARE FACILITIES AT BUDDHANILKANTHA



Government of Nepal

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 Health and Population for the support to begin our infrastructure development process. Therefore we could only 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.

Accomplished 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 architectural 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 compliance 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 investigation 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 Construction was performed.

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

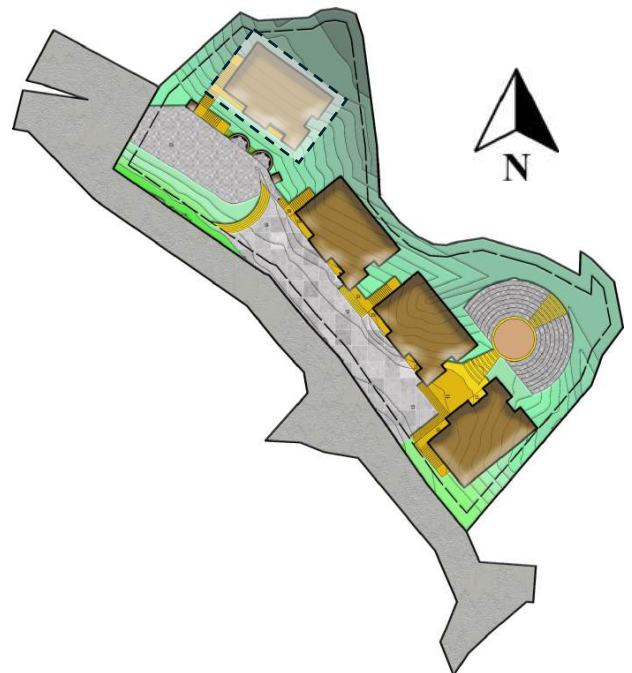
5. Lease Payment of land for Fiscal year 080/081 to 081/082: The lease payment of 2 fiscal years at Inland Revenue Department has been made. Please find the payment details in Annex

6. Contingency: A consultant civil engineer was hired to accomplish 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 Health and Population 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.



Assessment & Diagnosis

Understanding Diagnostic Assessment and Why It Matters

As parents and teachers, one of the most important steps in supporting a child's growth is understanding their unique learning, developmental, and emotional needs. **Diagnostic assessment** plays a vital role in this process. It is a structured evaluation used to identify a child's strengths, challenges, and areas requiring additional support.



Looking at developmental milestones according to age, if a child shows delays in certain areas, it becomes important to consult a doctor and monitor their progress. This way, if there are signs or symptoms related to autism or other neurodevelopmental conditions, doctors can make recommendations to professionals for diagnosis and early intervention—especially for children on the autism spectrum.



What is a diagnostic assessment?

A diagnostic assessment is not just a test—it is a comprehensive process that may include:

- ▶ Observations of the child's behavior, social interactions, and communication patterns
- ▶ Developmental history gathered through interviews with parents or caregivers
- ▶ Standardized tools designed to evaluate autism-related traits, sensory preferences, learning styles, and daily living skills



Ms. Ajita Deuja, MA (Psych)
Psychologist



Its goal is to provide a clear picture of the child's abilities and to identify any communication or learning difficulties, developmental delays, or behavioral concerns that may need attention.

Why is it Important?

- ▶ **Early Identification**—Early diagnosis allows timely access to therapies such as speech, occupational, or behavioral support.
- ▶ **Guided Support Plans**—Results help professionals create personalized teaching strategies, therapy programs, or classroom accommodations.
- ▶ **Better Communication**—Parents and teachers gain insights into areas where the child excels and where extra guidance is needed.
- ▶ **Tracking Progress**—Regular assessments help track developmental changes and adjust strategies as the child grows.

How Does It Help Parents and Teachers?

- ▶ **For Parents:** Provides clarity about developmental or learning concerns and offers guidance on the right support.
- ▶ **For Teachers:** Helps create structured, inclusive learning environments where autistic children can thrive socially and academically.

Key Takeaway

Diagnostic assessment is not about labeling a child—it's about understanding them better. For autistic children, it serves as both a pathway to diagnosis and a foundation for building effective support, improving life skills, and fostering long-term success.



FUNCTIONAL ASSESSMENT & EARLY INTERVENTION PROGRAM

Functional Assessment

Functional Assessment is a continuous co-operative process that combines observation, semi-structured questions, gathering narrative information from families, and analyzing individual child skills and behaviors within naturally occurring everyday routines and activities across multiple situations and settings. (Integrated Training Collaborative (ITC) Part C; Early Intervention.)

When we meet one Person with Autism we meet that one person with autism only. Functional Assessment explores the strength, interests, needs and challenges of an individual that helps to prepare Individualized Educational Plan (IEP). So, Individualized Educational Plan is based on the report of Functional Assessment. Depending on the child's behavior it may take 45 minutes to 1 and half hour time for the assessment. And also it may take more than 2 session for the assessment with the special educator. Individualized Educational Plan (IEP) is used for the intervention program of person with autism.



Early Intervention Program

Early diagnosis of autism access early intervention for children with autism. Sooner intervention program provides the opportunity for developing skills and sensory experiences and behaviors. Early intervention for autism is providing therapeutic services to a child with autism. Early intervention focuses on 5 key areas of child development; Physical Development – Gross motor skill and Fine motor skill, Cognitive Development, Speech and communication skill, Behavioral skills, Social and emotional development

in child with autism.

Studies have also shown that children who receive early intervention brings better outcomes in communication, socialization and behaviors. Research has found that children who receive early intervention are more likely to attend regular education classes.

AutismCare Nepal Society uses skills of Applied Behavior Analysis (ABA), TEACCH (Treatment and Education of Autistic and related Communication-handicapped Children), Play Therapy, and Occupational Therapy in child with autism for early intervention program.



Music Therapy at Autismcare Nepal Society



Amrit Gandhari
Clinical Music Therapist



AutismCare Nepal Society (ACNS) provides Music Therapy Service for the Children with Autism who are enrolled in Aarambha Pre-Primary School (APPS). Music Therapy is the clinical and evidence based use of musical intervention to accomplish individualized goals within a therapeutic relationship by a credential professional who has completed an approved Music Therapy Program.

At ACNS, music therapy room is equipped with variety of musical instruments such as Ocean Drum, Guitar, Piano, range of Percussion instruments etc. that are easily accessible. The child and therapist improvise together, creating music and interact with each other with therapeutic processes. It also provides an alternative method of communication and expands opportunities for interaction on a daily basis. Instrument playing in music therapy sessions encourages the development of gross and fine motor skills as well as hand-eye coordination. Music and movement activities include following simple directions in songs such as clapping hands and stomping feet, which also contribute to the development of motor skills.

Music therapy sessions foster the development of social skills through the children waiting for their turn, sharing ideas, listening to each other, and appreciating each other's playing. Singing words with songs helps the individual to speak and use language. Ultimately, this makes it easier for speech to be transferred to everyday life.

My Working Experiences

I am delighted to share Annual reports of music therapy. Its amazing journey of 11 years of working with children, their families and ACNS family.

I have been conducting group and individual music therapy sessions with children. This year round 18 children got individual music therapy once a week regularly from green class, blue class and yellow class. After assessment of music therapy, I have deeply worked through their needs and working upon it. I am trying to help making them with their daily lives easy through music therapy. Like communication (hello, Namaste, how are you), and socialization (sharing, waiting, listening).

Vocational Unit, including all 4 classes from Aarambha School, have received group music therapy.

They enjoyed singing, dancing and ways to explore their emotions at group music therapy. It has been really proud moment for us when our children performed in World Autism Awareness Day in front of a mass audience, including Australian ambassador to Nepal.

Individual and group music therapy really help children and young adults with autism to engage and learn to communicate and enjoy in their life. I hope there will be remarkable moments of music therapy services at ACNS in coming days.



SENSORY INTEGRATION FOR AUTISM: A FOUNDATION FOR PARTICIPATION & WELL-BEING



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

Children experience the world through their sensory systems including sight, sound, touch, movement, and body awareness. For many children on the autism spectrum, these sensations may feel overwhelming or confusing, making everyday activities more difficult (American Psychiatric Association, 2022). Everyday sensations that others take for granted, for example the sound of a fan, the texture of clothes or busy environments may feel overwhelming or confusing, which can affect attention, communication, learning, play, and social interaction.

Sensory Integration (SI) therapy, developed by occupational therapist and researcher Dr. A. Jean Ayres, focuses on supporting the brain's ability to organize and respond to sensory information more effectively (Ayres, 1972). SI therapy is not simply sensory play; it is a targeted clinical approach delivered by certified ASI therapists who design activities that are fun yet purposeful. During sessions, children may swing, climb, jump, or explore tactile materials in activities chosen to activate key sensory systems and promote adaptive responses (Schaaf&Mailloux, 2015).

A core principle of SI is the "just-right challenge." This means selecting tasks that are not too easy and not too difficult, but engaging enough to help the child's brain learn and adapt. When children are motivated and appropriately challenged, they build new skills, improve regulation, and expand their tolerance for different sensations (Schaaf& Davies, 2010).

Research demonstrates growing evidence for SI's positive impact on children with autism. A randomized controlled trial by Schaaf et al. (2014) found that children who received SI-based occupational therapy showed significantly better progress in self-care, socialization, and functional participation compared to children who received standard care. Another study reported improvements in regulation, motor skills, and engagement in daily routines following SI intervention (Case-Smith et al., 2015). Families also share that their children become more willing to try new activities and less distressed by sensory challenges in their environments (Ben-Sasson et al., 2019).



A key strength of SI therapy is that the benefits extend beyond the clinic. When children learn to process sensations more efficiently, they are better able to focus in school, play with peers, manage emotions, and participate in family routines (Schaaf& Davies, 2010). These everyday gains help build confidence and independence. It is important to state that SI therapy is not intended to "fix" autism. Instead, it supports children to feel safe in their bodies, more regulated in their emotions, and more capable in their interactions with the world. By nurturing sensory processing, we empower children to explore, learn, and connect on their own terms, laying a strong foundation for lifelong participation and well-being.



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



Chairperson Dr. Sunita Maleku Amatya

National Representative of Global Senior Leaders Committee

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. Alexis Raitazzi
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](#)

GSL National Representatives

South East Asia Regional Leader: **Dr. Sunita Maleku Amatya**

- ▶ Sheffali Gulati, MBBS (AIIMS), MD (AIIMS), FAMS, FIAP, FIMSA - India
- ▶ Samanmali P. Sumanasena. MD - Sri Lanka

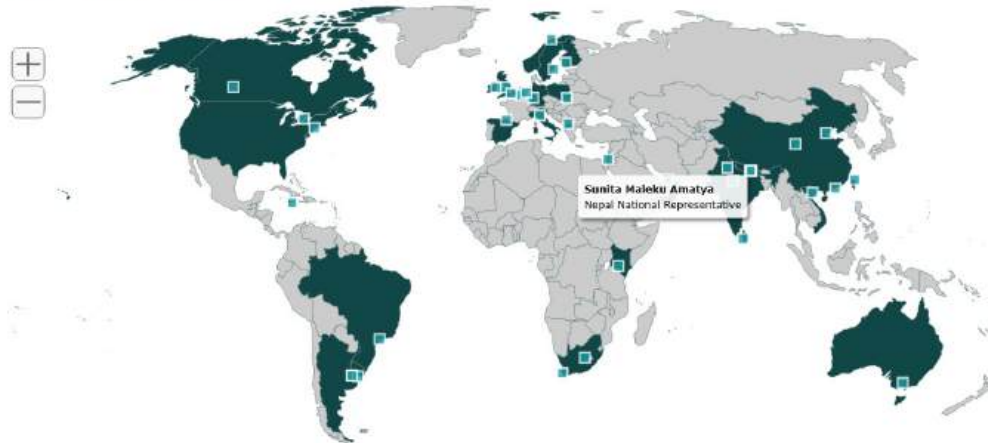


Sunita Maleku Amatya, South-East Asia Region

Dr. Sunita Maleku Amatya, Founder and Chairperson of AutismCare Nepal Society is an activist and parent to son with autism. Dr. Amatya started Autism movement in Nepal when lack of information and misconceptions about Autism was abundant. She set about changing scenario in Awareness, Diagnostics, Education, Allied services, Human resource development and policy changes for Autism in Nepal. Dr. Amatya served as INSAR Global Senior leader, Nepal Representative since 2022. She served as moderator in INSAR South Asia Regional webinar in March 2024. The webinar was a great success to bring South Asia stakeholders to get involved in INSAR. She is awarded for INSAR Advocacy Research Award 2024. She is the CO-PI of NAMASTE (Neurodevelopment and Autism in South Asia Treatment and Evidence)

GLOBAL SENIOR LEADERS MAP

Global Senior Leaders



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>



Government of Nepal Ministry of Health & Population

National Autism Policy Directives of Nepal

A historic milestone for Nepal! For the first time, a National Guideline on Autism Spectrum Disorder (ASD) has been drafted and submitted to Honorable Minister Mr. Pradip Poudel at MOHP by Prof. Dr. Deepak Prakash Mahara, Advisor of AutismCare Nepal Society who is the main lead of the National Autism Directives Drafting Task Force.

The directive ensures dignity, rights, and equal opportunities for individuals with autism—focusing on early screening, inclusive education, vocational skills, lifelong support, and a three-tier care system.

Our Chairperson Dr. Sunita Maleku Amatya and Advisor Dr. Merina Shrestha of AutismCare Nepal Society proudly serves on Nepal's first Autism Task Force Committee, with Director Mr. Surendra Bajracharya, and Mr. Madhusudan Pokharel, Ms. Januka Lamichhane and Ms. Shradha Gadtula, Team of ACNS played major role in drafting this document and actively supporting this historic effort.



Reflection of my Professional Journey: Autism Spectrum Disorder



Manju Maharjan
Special Educator &
PGDE Academic
Coordinator

Education is like a river which makes its own way through the landscape which is constantly flowing. And river adapt and reshapes with the time and space available. Working as a Special Educator for the eight years in the field of Autism Spectrum Disorder has given me a lots of knowledge, experiences and learnings. This job is my platform to get exposure in various educational settings. As a special education teacher working in the field of autism spectrum disorder, my journey lies into both personal and professional. Initially I was working as social worker in this field but later encountered in need of special educator as record in Nepal there was only two special educator. That shows there was very limited professionals who works in this field.

Working in this field made me to get lots of experience regarding the importance of ongoing professional development because every functioning skills of individual with autism are different from each other. The teaching strategies which can be applied to one individual with autism may or may not be applicable for another individual with autism. The time limitation for class activities preparation, resistance to modify practice can hinder in the improvement in the learning of individual with autism. This will create more challenging behavior in individual with autism and the situation would be more puzzle for the teacher to understand. That is the reason that there is a needs of continuous professional development for teachers in their career.

The future success of education in the individuals with autism relies on teachers who are adequately prepared to work in special setting. The update in the knowledge and skills of teachers are very important. Talking about my experience, the teaching strategies and methods that

I learned 10 years before are more advanced now a days. There was not much exposure to the teaching methods 10 years before for the special education teachers. For now we think that the particular method is very fruitful for teaching with individual with autism but after 5 or 10 years that teaching methods are revised or modified. So that this requires the special education teachers to participate in different trainings, workshops and academic courses time to time. The allocation of supervisor is required for special education teachers for the need assessment of further trainings and exposures to update their knowledge and skills.

In essence, my journey as a special educator in the field of Autism Spectrum Disorder has revealed the critical and ongoing need for professional development. The dynamic nature of autism and the individualized needs of each student demand that teachers continuously update their knowledge, skills, and strategies. Despite the commitment of educators, systemic barriers such as time constraints, workload, and lack of structured support often hinder their ability to engage in meaningful learning opportunities. Therefore, institutional recognition, supervision, and support systems must be strengthened to facilitate accessible and relevant professional development. Only through sustained learning and reflective practice can special educators truly meet the evolving needs of individuals with autism and foster inclusive, effective, and responsive educational environments.



Parental Perspectives on the Education of Autistic Children in Mainstream Schools: A Study from Kathmandu Valley

Autism Spectrum Disorder (ASD) is a developmental condition that affects communication, social interaction, and behavior. Children with autism often find it hard to express themselves, make friends, or adjust to new situations. In Nepal, awareness about autism and inclusive education is still growing. Many autistic children attend mainstream schools, but their needs are often overlooked.

This study was conducted to understand the educational experiences, challenges, and needs of autistic children in mainstream schools in the Kathmandu Valley, as perceived by their parents.

Purpose of the Study

The research aimed to:

- ▶ Explore the educational experiences of autistic children in mainstream schools.
- ▶ Identify the challenges they face in school.
- ▶ Understand their specific needs to improve learning and inclusion.

Parents were chosen as participants because they play a key role in supporting their children's learning and can share valuable insights about their school experiences.

Method of the Study

This was a qualitative research conducted in different mainstream schools in the Kathmandu Valley. Data were collected through interviews with parents of autistic children. The study followed an ethical approach — participants were informed, and confidentiality was maintained. The data were analyzed thematically, meaning that patterns and main themes were identified from parents' responses.

Major Findings

Parents shared both positive and difficult experiences. The key findings of the study are:

1. Learning Difficulties

Many autistic children have trouble understanding lessons taught in traditional ways. Parents said that visual and practical learning methods help their children more

than only reading or listening. Repetition and hands-on activities were found to be useful for improving understanding and memory.

2. Teaching Barriers

Most parents felt that teachers lack proper knowledge and training about autism. Because of this, teachers often misunderstand the child's behavior—for example, taking silence as disobedience or fidgeting as lack of interest. Parents believed that if teachers were trained about autism, classroom learning would be more effective.

3. Social Challenges

Children with autism often struggle to make friends or join group activities. Parents reported bullying, isolation, and rejection from peers. Some children preferred to stay alone because they felt uncomfortable or misunderstood. Lack of inclusion in extracurricular activities increased their social isolation.

4. School Environment

Parents mentioned that large, noisy classrooms and lack of special support made learning difficult for their children. They suggested that smaller and quieter classrooms, along with shadow teachers, could help children focus better and feel more comfortable.

5. Parent-Teacher Relationship

Regular communication between parents and teachers was seen as very important. Some parents felt supported, but others said schools rarely listened to their concerns. Better cooperation could help manage the child's behavior consistently both at home and school.

6. Emotional and Behavioral Needs

Many children face stress, anxiety, and frustration due to misunderstanding, academic pressure, and a lack of friends. Parents suggested including relaxation activities like yoga and breathing exercises in school to help children stay calm and focused.

What Parents Said They Need

Parents in this study expressed a strong need for more understanding, support, and inclusion in their children’s educational environment. They emphasized that teachers should receive proper training about autism so they can understand the behaviors, communication styles, and learning needs of autistic children. Without such knowledge, many teachers misinterpret actions or fail to provide suitable classroom adjustments. Parents also highlighted the importance of having shadow teachers and resource rooms in schools to provide individualized support and ensure their children can participate fully in classroom activities.



Furthermore, they believed that awareness programs for both teachers and students could help reduce bullying, build empathy, and promote acceptance among peers. Parents called for inclusive educational policies that recognize autism as part of natural diversity and ensure equal opportunities for all learners. They also focused on the importances of strong cooperation between parents and teachers being essential so that both sides can work together in managing the child’s behavior and progress consistently. Overall, parents want a school environment that is understanding, flexible, and inclusive — one that supports their children academically, socially, and emotionally.

Conclusion

The study shows that while parents are hopeful about inclusive education, there are many barriers that need attention. Autistic children in mainstream schools face challenges in learning, communication, and social interaction due to a lack of understanding and support. To make schools more inclusive, teachers need training, classrooms need adaptation, and schools and families need to work together.

Every child deserves an environment where they can learn, participate, and feel accepted. As parents shared, inclusion is not only about sitting in the same classroom — it is about giving every child the right support to learn and grow in their own way.



Ujila Maharjan
(MA Psych)

Psychologist

*Based on a Master’s Thesis by Ujila Maharjan,
Department of Psychology, Padma Kanya
Multiple Campus, Tribhuvan University*

Something more than just service:

What I learned volunteering at Autism Care Nepal Society



Arogya Raj Rajkarnikar

Volunteer

Working in the mental health sector has always been an aspiration of mine, a desire to serve the community and provide help to those in need. This passion led me to Autism Care Nepal Society, an organization whose mission—to create a safe space for people with autism and empower them to lead independent, delightful lives—resonated deeply with me. If asked “What was the most memorable moment you had while you volunteered?”, it would unquestionably be the time when the students at APPS (Aarambha Pre Primary School), a school for kids with autism, were so engaged at watching music videos during their leisure hour which made me feel tranquil. That serene moment made me realize that true support is not just about managing challenges, but about championing and sharing in the simple, profound joys with all and progressing towards a better life.

It would be a lie if I said I wasn't nervous on my first day since I had no idea what to expect. Unaware about my role or what task I should do, I went to my supervisor and asked about it. After a while, I was standing under an open-shed with the autistic children while the teachers were guiding them through their routine. The students went along with their routine and we went to a classroom. Although there were moments of sudden outbursts where the children acted stubborn and refused to cooperate, watching the teachers skillfully handle the situation made me stare in wonder. It also made me aware about the difficulties and challenges I would be facing which gave me cold sweats. Just as dark clouds began to linger over my head, I was approached by another volunteer and was reassured that it was alright to ask questions if unsure about anything. The day was a whirlwind of noise and sudden calm, but the unexpected sense of

enjoyment I felt by the end of it was the fuel that made me eager to continue.

From the several skills and knowledge I gained during my time at ACNS, the most important thing I learned must have been that “non-verbal” does not mean “unable to communicate”. This became more clear after a certain incident I had with a boy. While I was helping around, he used to often come and hit me on my back. At first it seemed like he was just being playful in an aggressive way, but as I became patient and tried understanding his behavior, I realized that he wasn't feeling well and that was his way of letting others know. This particular event made me see “challenging behaviors” as a mode of communication rather than aggressive outbursts, which needs to be handled with calmness and composure. Instead of thinking it as a “problem” that needs to be “solved”, I viewed it as a person trying to be heard. It made me more aware about my role and strengthened my resolve.

Despite the long travels I had to make, swinging in the crowded bus in the heat of summer, my time at Autism Care Nepal Society has been a valuable moment for me. It has not only helped grow my skills and abilities, but has also given me an optimistic outlook about life and those around me. By trying to help others, I received much more in return—a deep understanding about the complexity and beauty of life along with the significance of patience and kindness. The experience at ACNS has left a lasting impression on me. It has deepened my commitment to supporting those in need and reinforced my belief to always be compassionate. I will always be grateful to those who made me feel welcomed and allowed me to have such a great experience.

Internship at ACNS

Dear Surendra,
as I promised I want to give you a feedback of my three weeks internship in Autism Care Nepal Society.

I´m so sorry, that I couldn't do it two weeks ago, I was traveling around Nepal and really enjoyed my last time. Now i`m back in Germany.

At the beginning of my internship I was a bit insecure how to handle the situation in class and what exactly is my position. Of course at the beginning it´s always about to get to know the pupils and just watch them a lot. The teachers were all kind to me, some of them gave me more instructions and explanations of the pupils and some of them were a bit shy to talk in English to me.

It was so interesting to watch their way of teaching and to see similarities and differences to what I learned in university and to my experiences in German schools. I knew the routine of the morning circle from schools from Germany before and also the communication with the picture cards e.g. for going to the toilet or need help with the water bottle.



One suggestion that comes to my mind was to introduce sign language. At the beginning just easy words like "good", "stop", "too loud", "good morning", "sunny", "rainy"... that would be a helpful way to communicate with the pupils and to give them a chance to learn another language than the verbal language.

I watched any situation in which the care keepers were really strict, I don´t know if that´s the right way of treatment or how the reaction could improved in difficult situation where children get aggressive and hit and bite.

All in all I had a great time and met great people. At the end when I got to know all the teachers better I felt really comfortable at school and was so sad to go already. I was so lucky to see Dashain and Tihar at school, when everyone was dancing and enjoying and Tihar was also a great goodbye party for me.



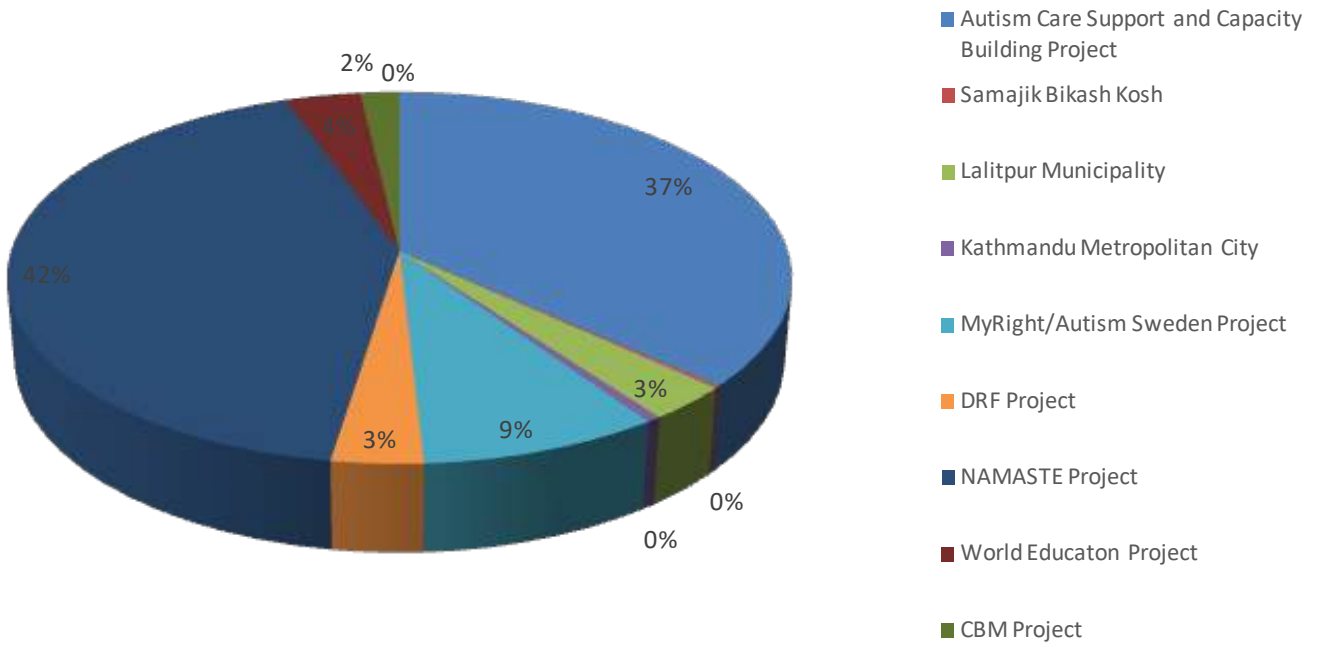
Thank you so much for giving me the opportunity to do that internship!

I wish you and Autism Care Nepal society all the best! with best regards and greetings from germany.

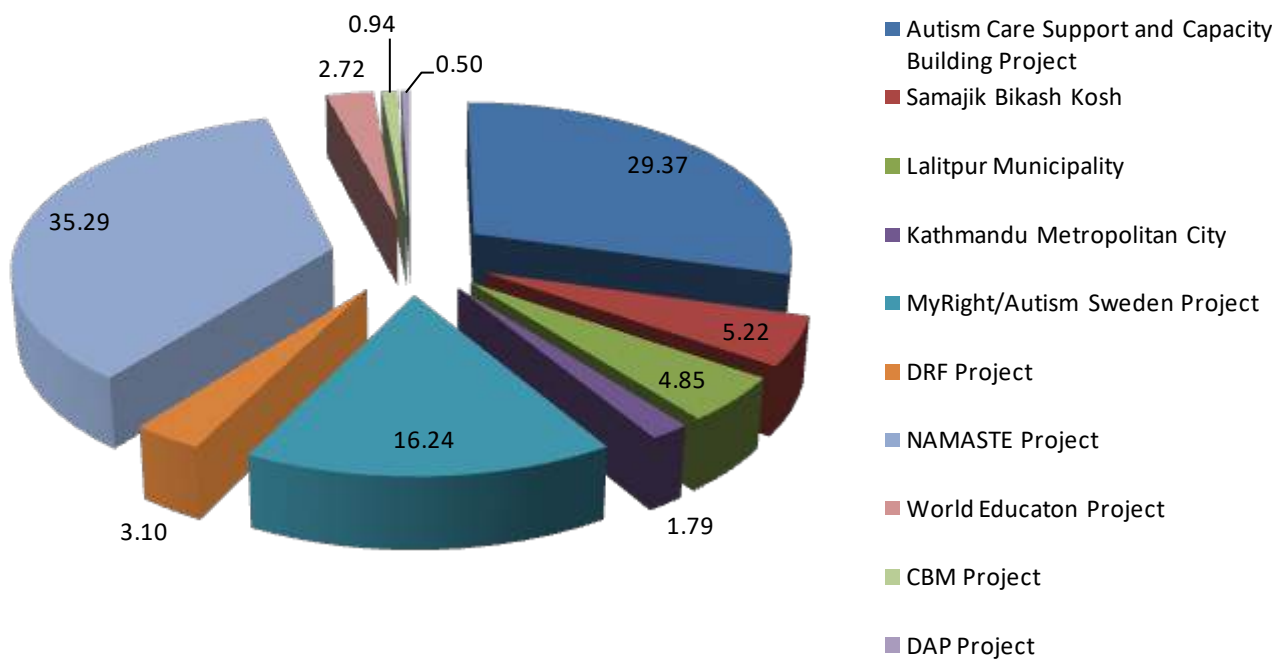
Laura Peer
International Intern

FINANCIAL HIGHLIGHTS

Project Fund %



Project Expenditure%



Autism Care Society Gandaki

Autism Care Society Gandaki (ACS Gandaki) is a non-governmental, non-profit making organization established by a group of dedicated parents of Children With Autism. It was registered at the District Administration Office Kaski and is affiliated with Social Welfare Council. ACCS is actively working for awareness, the rights and capacity building of Child/ Person with autism.

Organizational Objectives:

- To enhance skill development, vocational training and employment for Self dependency of persons with Autism
- To create awareness on Autism
- To monitor and advocate for the right of child/ person with Autism

Organizational Services/Activities:

- Day Care for Children with Autism
- Parent and Child Training Program (PCTP)
- Counseling/ Awareness
- Interaction Program
- Occupational Therapy

Organizational Future Plan:

To conduct/ organize the following programs and trainings

- Vocational Training
- Teachers Training
- Human Right



Friends of Parents of Children With Autism

"Friends of Parents of Children with Autism (FPCA)" is a non profit organization run by the mothers of the children with Autism FPCA (Friends of Parents of Children with Autism. It was founded by Ms. Elina Bajracharya Tuladhar and a team of enthusiastic parents of children with Autism. FPCA is catering service to 9 children till date. Mrs. Elina Bajracharya whose own daughter is a child with Autism, took the initiative to establish this learning center after crossing a tiring phase while seeking proper diagnosis and support for her child, and realizing the dire need of additional number of such support system in Nepal. There is a huge gap of services needed by the children with Autism and their parents/families/caretakers in Nepal. This is the reason why, Friends of Parents of Children with Autism envisions extending its services to as many numbers of people/children with Autism as possible in future. FPCA is running its day-care and learning center where more than 10 Children with Autism are enrolled with the following goals and objectives and will work on every possibility to expand beyond the services and support it is providing currently.

Organizational Goal:

- To make our children independent to live their lives in the society.

Organizational Objective:

- To help the children and persons with autism and their families in every way possible.

Organizational Services and Activities:

1. Day care school
 - Education
 - Life skills
 - Sports and games
 - Music Therapy
 - Occupational Therapy
 - Speech and play therapy
 - Craft skills, painting and drawing
2. Autism Awareness
3. Advocacy Program



Autism Care Chitwan Society

Autism Care Chitwan Society (ACCS) is a non-governmental, non-profit making organization established by a group of dedicated parents of Children With Autism. It was registered at the District Administration Office Chitwan on 27th April, 2018 and is affiliated with Social Welfare Council. ACCS is actively working for awareness, the rights and capacity building of child/person with autism.

Organizational Objectives:

- To enhance skill development, vocational training and employment for Self dependency of persons with Autism
- To create awareness on Autism
- To monitor and advocate for the right of child/person with Autism

Organizational Services and Activities:

- Day Care for Children with Autism
- Parent and Child Training program
- Functional Assessment
- Pre- Vocational
- Teachers and Staff Training Program
- Advocacy Program
- Counseling and Awareness



AutismCare Society Lumbini

AutismCare Society Lumbini (ACSL) is a social, non political and non-profitable organization which was established on 13th Falgun 2074 with a registration number of 2567 registered at CDO Office, Rupandehi. It was established by 25 parents of Children with Autism. Its central office is within premises of Sahed Smarak Boarding School, Butwal-10.

Organizational Goal:

- To identify Person with Autism, trained them, enhance their skills for livelihood and independent living.

Organizational Objectives:

- To identify Children with Autism and provide counseling to their parents.
- To provide special education and trainings to person with Autism for their improvement.
- To raise awareness on autism within the society.
- To develop IEC materials on Autism and disseminate them.
- To co-ordinate with local and provincial government for autism friendly environment.
- To co-ordinate with national and International organizations for inclusion of Autism in Society.

Organizational Activities:

- Day Care for Children with Autism
- Parent and Children Training program
- Functional Assessment
- Advocacy Program
- Counseling and Awareness



AutismCare Nepal Society Karnali

Introduction:

AutismCare Nepal Society Karnali (ACNS-Karnali) was established on 25th Falgun, 2073 it is a Provincial chapter of ACNS, Kathmandu which is a social organization working for welfare of person with autism of Karnali province. This is a parent's run organization forming the Parents Network Group.

Presently it is situated at Birendranagar Nagarpalika, Surkhet.

Activities:

- Screening camp two times
- Manage the meeting time to time
- Awareness program were given to main political leaders and doctors and professionals.
- Functional Assessment

Future plan:

- Recently PCTP will be conducted after Kartik.
- Screening camp will be conducted time to time
- Awareness programs will be run in the society.

We are focusing on the autism awareness in the rural areas of the Karnali Pradesh. We conducted the various program regarding awareness and also for advocacy programs to ensure the Rights of Children with Autism and Person with Autism.



Autism Pathashala Nepal Gulmi

Autism Pathshala Nepal, a special school for autistic children was registered on 12 November 2017 in Gulmi District Administration office as a non profit and self help organization to provide special life skill education to the autistic children of Nepal through therapies. It is an organization where autistic children learn life skills and grow to find a home. Our mission is to help Children with Autism.

Organizational Goal:

- Rehabilitate Person with Autism,
- Teach life skills through therapies,
- Construct necessary community houses for Person with Autism,
- Assure easy access to health, social participation, assistance and support,

Organizational Objectives:

- Hire skilled human resource for life skill trainings.
- Run Parent and Child Training Program,
- Increase social communication
- Increase awareness on Autism,
- Increase knowledge and skills of people with autism in vocational activities.

Organizational Services and Activities:

- Awareness programs for the advocacy on Autism,
- Parent and Child Training Program (PCTP),
- Organize Autism Screening Camp in local level and refer final diagnosis,
- Capacity building training programs in accordance with Abilis project.

Organizational Future Plan:

- Teach Children with Autism life skill through therapies,
- Rehabilitate Children with Autism,
- Help them learn life skills and grow to find a home
- Helping Children with Autism to develop as a socialized citizen to live a happier life.





AutismCare Nepal Society Jhapa

AutismCare Nepal Society Jhapa District Chapter was founded on 17th June 2017. It is the active autism organization that is run by passionate parents that care for Person with Autism. Initially ACNS Jhapa Parent Network Group was formed by ACNS Kathmandu and eventually, later it became ACNS Jhapa District Chapter. It was formally established on 4th August 2017.

Organizational Goal:

- Providing quality life and incorporating them into society by helping individuals with autism, their parents, and families.

Organizational Objectives:

- To spread awareness throughout Jhapa district.
- To advocate for the health, education and social security of people with autism.
- To arrange a special school for children with autism.
- Collecting data throughout Jhapa district.
- Development of human resources to provide essential services in the operation of the Autism Education Center.
- Coordinating with auxiliary organizations and concerned bodies.

Organizational Services and Activities:

- Awareness and Advocacy on Autism targeting Local Government Chairperson and Vice Chairperson including Journalist.
- Started School for Children with Autism
- Organized Rally on Autism Awareness Day at Birtamod.
- Connected the Autism Care Centre with Government School (Shree Mahedra Ratna Higher Secondary School).

Organizational Future Plan:

- To empower, protect and promote the rights of people with autism so that they have full and effective participation in society.
- Approach with Government of Nepal Pradesh no. 1 with the proposal for establishment of Special School for Children with Autism.



AAVANI FOUNDATION

Aavani Foundation is non – profit company that works to create a safe and friendly environment for children with Autism Spectrum Disorder (ASD). We have a special school that aims to teach children and empower them by giving them special, individual attention, along with Speech therapy and occupational therapy. Along with the school, we have an awareness campaign where we go to schools and conduct a teachers' workshop where we teach teachers about ASD and mainstream education in ASD. It has been established on dated, April 18, 2018 (Baisakh 5, 2075) at Shanti Marga, Bhatbhateni, and Kathmandu, Nepal. The founder of the organization is Ms. Pragya Shrestha Pradhan who is also mother of children of autism.

Organizational Goal:

- To create an understanding and supportive society where people with Autism coexist independently and are acknowledged being as capable as any other

Organizational Objectives:

- To spread awareness on Autism in Nepal as much as possible
- Empowering children with Autism enough so that

they can perform daily activities without hindrances

- To control negative behavior and to teach them to control such behaviors
- To teach children with Autism about social concepts and enhancing their communication skills
- To provide an early intervention as soon as possible.

Organizational Services and Activities:

- Special School
- Speech Therapy
- Occupational Therapy
- Awareness Program
- Parent and Child Training Program
- Parental Counseling



Autism Care & Support Society Nepal Nawalparasi

Autism Care and Support Society Nepal, Bardaghat 04, Nawalparasi (ACSSN) is a non-profitable organization which is solely established for children with neuro developmental issues of our community who are deprived of therapies due to financial barriers, terminated from schools and orphans.

ACSSN was established on 21st Bhadra 2080, registered at Chief District Office, Parasi, Registered no- 2597. It has head office at Bardaghat -04, Nawalparasi.

ACSSN has started its journey with 6 parents and children.

Vision:

“Addressing children with neuro-developmental problems all over Nepal and catering minimum services of Autism related trainings irrespective of financial barriers, empowering parents and children with structured mechanism and protecting their rights by advocacy”.

Mission:

- Educate every parents of autistic children and society and stakeholder about neuro-developmental problems, importance of acceptance, early diagnosis and intervention.
- Eradicate any blind faith about the cause of Autism Spectrum Disorder
- Empowering Autistic children with skills to live independently from ADL based training program.

Objectives:

- Provide ADL trainings to every children with neuro developmental delay to improve their daily living regardless of their financial condition.
- 100% Free trainings for underprivileged children.
- Raising Autism Awareness and orientation programs at various levels
- Promoting Early diagnosis and Intervention
- Parent Child training at organizational level
- Conduct fund raising programs

Organizational Activities:

- Training centre for ADL based trainings
- Weekly Parent child Training at organizational level
- Counseling and Awareness



Our Partners:



WORLD AUTISM AWARENESS DAY (WAAD) 2025



WORLD AUTISM AWARENESS MONTH - 2025



WORLD AUTISM AWARENESS MONTH - 2025



GLANCE OF AUTISM CARE NEPAL SOCIETY



GLANCE OF AUTISMCARE NEPAL SOCIETY



GLANCE OF 17th AGM OF ACNS



GLANCE OF 17th AGM OF ACNS



AUTISM CARE NEPAL SOCIETY'S DEPARTMENT AND STAFF DETAILS

ADMINISTRATIVE AND FINANCE



PT. Surendra Bajracharya
Director



Mr. Ritesh Maharjan
Finance Manager



Ms. Mahalaxmi Karki
Project Manager



Ms. Sanu Devi Prajapati
Project Coordinator



Ms. Sarita Maharjan
Accountant



Ms. Rosni Shakya
HR & Admin Assistant



Ms. Shreeti Maharjan
Receptionist



Mr. Sanoj Maharjan
Asst. Accountant



Ms. Malika Gharti
Office Assistant

PARENT & CHILD TRAINING PROGRAM



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



Ms. Dhanusta Subba
Parent Child Trainer



Ms. Asmita Shrestha
Special Educator and
Parent-Child Trainer



Ms. Sichu Maharjan
Special Educator and
Parent-Child Trainer

AAKAR VOCATIONAL UNIT



Ms. Jyoti Kumari Singh
Vocational Unit Head



Ms. Lila Maya Subedi
Vocational Co-ordinator



Ms. Shanti Limbu
Special Educator



Ms. Sanima Maharjan
Special Educator



Ms. Bhawana Thapa
Assistant Teacher



Ms. Merun Bhattarai
Vocational Assistant

AUTISM CARE NEPAL SOCIETY'S DEPARTMENT AND STAFF DETAILS

AARAMBHA PRE-PRIMARY SCHOOL



Ms. Muna Manandhar
Special Educator and
School Head



Ms. Alina Risal
Senior Teacher and
Education Coordinator



Ms. Lalita Manandhar
Senior Teacher



Mr. Mahesh Bajagain
Teacher and School
Administrator



Ms. Nalina Mali
Teacher



Ms. Gita Dhakal
Assistant Teacher



Ms. Rampyari Chaudhary
Assistant Teacher



Ms. Susmita Deula
Assistant Teacher



Ms. Sujata Niroula
Assistant Teacher



Ms. Tiya Maharjan
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

ASSESSMENT & DIAGNOSIS



Ms. Ajita Deuja
Psychologist



Ms. Ujila Maharjan
Psychologist

THERAPEUTIC & INTERVENTION



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



Mr. Amrit Gandhari
Music Therapist



Ms. Sabita Tamang
Physical Therapist

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Mr. Krishna Thapa
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Mr. Rajkumar Lama
Guard

SECURITY

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



Give a little, Help a lot

Your contribution can help change lives of Children With Autism

Our Major Projects

- Sahara Fund (Need based support for clients with low economic status)
- Buy a Brick Program (Support for the building of new center)
- Intangible Support (Awareness and advocacy programs)
- Educational Support (Arts, sports and other material support)
- School Bus Support *(Running cost)
- Scholarships
- Therapeutic Support



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