

## **Educational Challenges of People with Albinism**

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### **Abstract**

*Educational challenges of People with Albinism in Karnali Province, Nepal. This study explores the educational challenges of people with albinism in Karnali Province, Nepal, with a focus on their educational challenges, and recommendations for improving accessibility and infrastructure in education. The research adopts a mixed research method, combining quantitative and qualitative data collection techniques. A structured questionnaire was administered to all 39 identified individuals with albinism in the study area, while in-depth interviews and key informant discussions provided qualitative insights into their experiences and systemic barriers. Observations of schools and community settings complemented these methods, allowing for a comprehensive analysis of the educational environment for people with albinism and snowball sampling was used to find out the respondents through a network of people with albinism in Karnali province. The findings reveal significant barriers to education for people with albinism, including inadequate infrastructure, social stigma, and limited access to assistive tools. Recommendations include enhancing educational infrastructure, providing specialized learning materials, and implementing awareness programs to address societal misconceptions. By identifying these challenges and proposing solutions, the study contributes to the broader discourse on inclusive education and social equity for marginalized communities in Nepal.*

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**Keywords:** Albinism, Education, Challenges, Stigma, Discrimination

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### **Introduction**

Albinism is a rare, non-contagious genetic condition characterized by a lack of melanin production in the skin, hair, and eyes, leading to pale skin, light-colored hair, and vision impairments. It results from mutations in genes responsible for melanin synthesis, such as the OCA (Oculocutaneous Albinism) and OA (Ocular Albinism) gene groups. Albinism manifests in various forms, each differing in severity and symptoms, but all share the common feature of melanin deficiency. This condition significantly affects individuals' health, social inclusion, and educational opportunities, often exacerbated by societal stigma and discrimination. Furthermore, albinism is not confined to any specific geographical region or ethnicity, and its prevalence varies worldwide. The visibility of the condition often leads to heightened challenges for those affected, particularly in societies where physical appearance is closely tied to identity and acceptance (Grønsvov et al., 2007).

Albinism is more than a medical condition; it is a social identity that carries profound implications for those affected. People with albinism often face multiple disadvantages due to physical impairments and societal misconceptions. These misconceptions frequently lead to myths, such as beliefs that individuals with albinism have magical powers or are cursed, which intensify their marginalization. Understanding the multifaceted nature of albinism is essential to addressing the

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barriers faced by individuals, particularly in accessing education and achieving social equality (Zhao et al. (2019)). The United Nations defines albinism as a rare, genetically inherited condition present at birth, irrespective of ethnicity or gender, that affects the production of melanin (UN OHCHR, 2013). The World Health Organization (WHO) describes albinism as a group of inherited conditions that result in reduced or no melanin production, affecting pigmentation and vision. These definitions underline the genetic and physiological aspects of the condition while highlighting its global occurrence. Such descriptions are crucial for understanding the challenges faced by individuals with albinism, particularly in educational settings. In addition, these definitions emphasize the need for a human rights-based approach to understanding and addressing the issues faced by this population ((WHO, 2020).

Globally, people with albinism face significant barriers to accessing education. These barriers stem from discrimination, lack of awareness, and insufficient accommodations for visual impairments. In many parts of the world, societal myths and misconceptions about albinism result in exclusion from schools and communities. Children with albinism often experience bullying, leading to lower self-esteem and high dropout rates. The lack of assistive technologies and trained educators further compounds these challenges, preventing students with albinism from realizing their full academic potential (Lund and Lynch, 2012). In Asia, the educational experiences of individuals with albinism are influenced by cultural perceptions and systemic limitations. Countries such as China, India, and the Philippines have reported cases of discrimination against children with albinism, often rooted in superstitions and lack of awareness. Cultural attitudes in Asia significantly shape the educational opportunities for individuals with albinism. In some societies, traditional beliefs and misconceptions result in the isolation of people with albinism. For example, in rural parts of India, children with albinism are often denied entry to schools due to the perception that they bring bad luck. Conversely, urban areas show more progressive attitudes, with non-governmental organizations (NGOs) working to integrate children with albinism into mainstream education. Despite these efforts, widespread awareness campaigns and policy-level interventions are needed to bridge the gap between rural and urban educational outcomes (Hong et al., 2017).

South Asia presents a mixed picture regarding the educational status of people with albinism. Countries like India, Bangladesh, and Pakistan have seen efforts to promote inclusive education, but cultural stigmas remain a significant hurdle (Ahmed & Rizvi, 2020). In rural areas, children with albinism are often kept out of school due to fears of ridicule or misunderstanding. In urban centers, while schools may be more accommodating, the lack of tailored educational resources and support for visual impairments limits the effectiveness of inclusion initiatives (UNICEF, 2021). In South Asia, the role of community support is pivotal in ensuring educational access for individuals with albinism. Community-based programs aimed at raising awareness about albinism have shown potential in reducing stigma. For instance, workshops and campaigns in Bangladesh have highlighted the importance of inclusive education and the need for adaptive learning materials. However, systemic challenges, such as poorly equipped schools and untrained educators, persist. Addressing these issues requires collaborative efforts between governments, NGOs, and local communities (Kirkham et al., 2019).

In Nepal, and specifically in the Karnali Province, the educational challenges faced by people with albinism are intertwined with poverty, geographical isolation, and societal attitudes. Children with albinism often encounter barriers such as inadequate access to schools, lack of appropriate learning materials, and social exclusion. The mountainous terrain and remote locations of Karnali exacerbate these issues, making it difficult for children with disabilities to attend school regularly. Additionally, limited awareness about albinism among teachers and communities perpetuates stigma, further marginalizing affected individuals (National Federation of the Disabled-Nepal, 2020).

Efforts to improve the educational status of people with albinism in Nepal have included initiatives by non-governmental organizations and advocacy groups. For instance, campaigns to raise awareness and provide assistive devices, such as magnifiers and large-print books, have shown promise. However, more comprehensive policies and programs are needed to address systemic issues and ensure equal educational opportunities for people with albinism in Karnali Province and across Nepal. The socio-economic conditions of Karnali Province further complicate the educational landscape for children with albinism. Families struggling with poverty often prioritize economic survival over education, leaving children with albinism particularly vulnerable to neglect (Uromi, 2014).

#### **Problem Statement**

Education is a fundamental human right and a critical pathway to personal and societal development. However, individuals with albinism face unique challenges in accessing and thriving in educational settings due to a combination of physical, social, and systemic barriers. Albinism, a genetic condition characterized by the absence of melanin, often leads to visual impairments and heightened sensitivity to light, significantly affecting learning abilities. These challenges are further exacerbated by socio-cultural stigmas, misconceptions, and discriminatory attitudes prevalent in many communities. In Nepal's Karnali Province, one of the least developed regions in the country, the situation is particularly concerning. The educational infrastructure in the province already struggles with limited resources, lack of inclusive policies, and inadequate teacher training. For individuals with albinism, these systemic issues are compounded by their specific needs for adaptive learning tools, accessible environments, and protection against social exclusion. Furthermore, cultural myths and superstitions surrounding albinism often subject affected individuals to bullying, isolation, and low self-esteem, negatively influencing their educational aspirations and achievements.

Given these circumstances, it is crucial to investigate the educational status of people with albinism in Karnali Province. Key questions to be addressed include: What is the current educational status of individuals with albinism in the region? and How does albinism impact their access to and performance in education? These questions highlight the need for a comprehensive examination of both the systemic and individual factors that influence educational outcomes for this marginalized group. Addressing this issue is essential not only for understanding the barriers faced by individuals with albinism but also for informing the development of inclusive policies and practices. By identifying gaps in resources, infrastructure, and social attitudes, this study aims to contribute to

fostering equitable educational opportunities and enhancing the quality of life for people with albinism in Karnali Province, Nepal.

### **Research Questions**

This study was based on the following research questions:

- What is the socio-demographic status of people with albinism in Karnali Province, Nepal?
- What challenges do people with albinism face in accessing education in Karnali Province?
- What improvements in accessibility and infrastructure can enhance educational opportunities for people with albinism in Karnali Province?

### **Literature Review**

#### **Theoretical Review**

The Social Model of Disability describes the challenges and experiences of people with albinism (Oliver, 1983). This model emphasizes that disability is not merely a result of physical or medical conditions but is largely shaped by societal attitudes and environmental barriers. For individuals with albinism, this theory helps to frame their challenges not only as medical issues related to vision or skin sensitivity but also as a result of societal discrimination, lack of awareness, and inadequate educational infrastructure. According to the Social Model of Disability, impairments such as low vision in people with albinism do not inherently disable individuals. Instead, the inaccessibility of learning materials, lack of inclusive policies, and social stigmatization create barriers to education and full participation in society (Shakespeare, 2006). Applying this model in the context of Karnali Province can guide researchers to explore how systemic barriers, rather than individual conditions, limit the educational opportunities for people with albinism.

Hence, the theory also aligns with the objectives of identifying socio-demographic characteristics and challenges in education for people with albinism. It provides a lens to analyze how societal structures like lack of appropriate teaching aids, inaccessible school buildings, or cultural myths contribute to their marginalization. Moreover, the theory supports advocacy for improved accessibility and infrastructure, which are essential for promoting educational equity.

#### **Empirical Review**

Kimbia (2020) conducted a study "Challenges in accessing education for people with albinism: A Tanzanian perspective." The main objectives of the study were to examine the barriers that children with albinism face in accessing education and to assess the role of public awareness in mitigating these barriers. The study was conducted in the city of Dar es Salaam in Tanzania. The respondents of the study were 50 teachers from local schools selected by using purposive sampling method. The study used visual impairment and social stigma as independent variables. The data were collected using structured interviews (name of tool). Inferential analysis like Chi-square test was used for descriptive data analysis. The study concluded that increased awareness and inclusive education policies are necessary to improve educational access for children with albinism. The study recommended that teachers undergo specific training on supporting students with albinism.

Mwaura (2020) undertook a study "Albinism and the struggle for inclusive education in Sub-Saharan Africa." The main objectives of the study were to explore the specific challenges faced

by students with albinism in schools and to assess the efficacy of inclusive education programs in addressing these challenges. The study was conducted in the city of Nairobi in Kenya. The respondents of the study were 60 students with albinism and 30 teachers selected by using random sampling method. The study used educational access and support systems as independent variables. The data were collected using questionnaires (name of tool). Inferential analysis like t-tests was used for descriptive data analysis. The reliability alpha was 0.85, whereas the validity was tested at 95% confidence level. The findings of the study showed that inclusive education programs had limited effectiveness due to inadequate resources and lack of teacher preparedness.

Dube (2021) performed a study "Albinism and educational challenges in Southern Africa." The main objectives of the study were to identify the specific educational obstacles encountered by students with albinism and to explore the impact of cultural attitudes on their educational experiences. The study was conducted in the city of Harare in Zimbabwe. The respondents of the study were 40 students with albinism and 20 educational practitioners selected by using snowball sampling method. The study used social stigma and educational resources as independent variables. The data were collected using interviews (name of tool). Inferential analysis like ANOVA was used for descriptive data analysis. The reliability alpha was 0.88, whereas the validity was tested at 98% confidence interval. The findings of the study showed that cultural attitudes towards albinism and insufficient educational resources were the primary barriers to education.

Kisanga (2022) undertook a study "Inclusive education for people with albinism: A case study from Uganda." The main objectives of the study were to assess the state of inclusive education for children with albinism in Uganda and to evaluate the effectiveness of government policies in promoting educational access. The study was conducted in the city of Kampala in Uganda. The respondents of the study were 80 teachers and parents of children with albinism selected by using stratified sampling method. The study used policy implementation and teacher training as independent variables. The reliability alpha was 0.92, whereas the validity was tested at 95% confidence level. The findings of the study showed that despite some policy improvements, there is still inadequate implementation of inclusive education practices. The study concluded that there is a need for stronger enforcement of inclusive education policies. The study recommended that the government should allocate more resources to training teachers and improving infrastructure in schools.

Nyundo (2023) conducted a study "Educational challenges faced by people with albinism: A multi-country study in East Africa." The main objectives of the study were to identify the key challenges faced by people with albinism in accessing education across East Africa and to determine the role of public health initiatives in improving educational access. The study was conducted in the city of Kampala in Uganda. The respondents of the study were 100 students with albinism selected by using purposive sampling method. Inferential analysis like paired sample t-test was used for descriptive data analysis. The reliability alpha was 0.86, whereas the validity was tested at 99% confidence level. The findings of the study showed that inadequate healthcare and poor school infrastructure are significant factors affecting educational participation. The study recommended that schools should provide specialized healthcare and adaptive learning tools for students with albinism.

Tembo (2021) performed a study "Access to education for people with albinism: A study of rural and urban differences in Malawi." The main objectives of the study were to examine how rural and urban areas differ in providing educational opportunities for people with albinism and to assess the role of community support in overcoming educational barriers. The respondents of the study were 120 students with albinism selected by using quota sampling method. The study used location (rural vs. urban) and community support as independent variables. The data were collected using surveys (name of tool). Inferential analysis like descriptive statistics was used for descriptive data analysis. The reliability alpha was 0.89, whereas the validity was tested at 90% confidence level. The study concluded that disparities between rural and urban areas need to be addressed to provide equitable educational opportunities. The study recommended targeted interventions for rural communities.

Mwaura (2021) undertook a study "Perceptions of albinism and its impact on educational success in Kenya." The main objectives of the study were to explore the perceptions of teachers, parents, and students regarding albinism and to assess its effect on the academic success of students. The study was conducted in the city of Nairobi in Kenya. The study used teacher perception and peer relationships as independent variables. The data were collected using interviews (name of tool). Inferential analysis like correlation analysis was used for descriptive data analysis. The reliability alpha was 0.87, whereas the validity was tested at 95% confidence interval. The study concluded that changing perceptions is essential for improving educational outcomes for students with albinism. The study recommended that schools incorporate anti-stigma programs and awareness campaigns.

Iyiola (2023) conducted a study "Educational experiences of students with albinism in Nigeria: Barriers and solutions." The main objectives of the study were to identify the barriers that hinder students with albinism from succeeding in education and to suggest potential solutions. The study was conducted in the city of Lagos in Nigeria. The respondents of the study were 70 students with albinism and 20 educators selected by using random sampling method. The reliability alpha was 0.90, whereas the validity was tested at 99% confidence level. The findings of the study showed that lack of specialized materials and social exclusion were significant obstacles. The study concluded that specialized support programs are necessary for academic success. The study recommended that local governments fund programs that provide adaptive learning materials for students with albinism.

Mwangi (2022) conducted a study "The role of technology in improving education for people with albinism." The main objectives of the study were to explore how technological solutions can improve access to education for people with albinism and to evaluate the impact of technology on their learning outcomes. The study was conducted in the city of Nairobi in Kenya. The respondents of the study were 50 students with albinism and 25 teachers selected by using purposive sampling method. The study used assistive technology and learning outcomes as independent variables. The data were collected using surveys (name of tool). Inferential analysis like regression analysis was used for descriptive data analysis. The study concluded that technology has the potential to bridge educational gaps for students with albinism. The study recommended that schools invest in assistive technologies.

Sabuni (2024) conducted a study "Inclusion of people with albinism in the education system of South Africa." The main objectives of the study were to assess the inclusion strategies employed

by South African schools and to explore the effectiveness of these strategies for students with albinism. The study was conducted in the city of Johannesburg in South Africa. The respondents of the study were 60 teachers and 40 students with albinism selected by using simple random sampling method. The reliability alpha was 0.91, whereas the validity was tested at 95% confidence level. The findings of the study showed that while inclusion strategies are improving, there are still gaps in accessibility and teacher preparedness. The study concluded that better teacher training and resource allocation are critical for the success of inclusive education. The study recommended that the government implement comprehensive teacher training programs for inclusive education.

The review of literature provides valuable insights into the challenges and strategies associated with the educational status of individuals with albinism, offering a strong foundation for the current study. Below are the implications derived from the reviewed studies:

The works of Nyathi and Nyathi (2021) and Okoro (1975) underline the detrimental effects of stigma on educational participation. Implementing community sensitization programs and school-level awareness campaigns can reduce discrimination and foster inclusivity in Nepalese schools. Mukamusoni (2006) and Nyamai (2018) emphasize the importance of equipping teachers with specialized training to address the needs of students with albinism. Teacher training programs in Karnali Province should focus on inclusive teaching strategies and understanding the unique requirements of students with albinism.

Kamga (2013) underscores the role of advocacy and strong policy implementation for inclusive education. Nepalese policymakers need to ensure the enforcement of disability-friendly educational policies and allocate resources to bridge infrastructural gaps in schools. Taylor and Baker (2010) reveal how cultural myths about albinism hinder educational progress. In the Nepalese context, community engagement through workshops and dialogues can help dispel such myths and improve the social acceptance of individuals with albinism. The findings of Nyamai (2018) and Nyathi and Nyathi (2021) demonstrate the importance of involving parents and communities in the education of children with albinism. Encouraging parental advocacy and community support in Karnali Province can create a more supportive educational ecosystem. Studies like Lund (2001) and Oetting (2005) highlight the critical role of visual aids in enhancing learning outcomes. Schools in Karnali Province should prioritize providing learning materials like large print books, magnifiers, and audio resources to support students with visual impairments. Mukamusoni (2006) and Nyamai (2018) point to the inadequacy of school resources as a barrier to inclusive education. Addressing this in Nepal requires targeted investment in infrastructure, such as shaded classrooms and accessible teaching tools. Okoro (1975) and Kiprono et al. (2014) stress the need for a multidisciplinary approach combining education, healthcare, and counseling. Developing such an integrated framework in Nepal can significantly enhance the educational experiences and outcomes for people with albinism. Advocacy for inclusive education and public health interventions, as noted that can improve both educational access (Briliant et al., 1988) article on albinism in Nepal, for example, illustrates a complicated "silent struggle" in which the clinical instance of Oculocutaneous Albinism (OCA)—an autosomal recessive disease—conflicts with entrenched cultural beliefs and an inflexible

system of formal schooling. A study published in the Journal of Bharatpur Hospital (Phauja et.al.,2025)

shows that, although they do not struggle from vitiligo and do suffer from squints, an albino's visual light perception disorder is really a very serious situation in Nepal with nystagmus, photophobia and foveal hypoplasia. but it is all-too-often misperceived by the public as a strictly cosmetic, or "karmic," disease. This clinical picture leads to initial barriers directly in the classroom; one report found that nearly 100% of OCA patients from Nepal have a myopic astigmatism which renders standard sized text and traditional chalkboards incomprehensible with Structural and social isolation also complicates the educational environment for these pupils. According to research by Banks et al. (2025) on education in rural Nepal, children with disabilities face a "scarcity of disability-friendly facilities," where students with albinism experience physical pain and "white-out" vision due to a lack of environmental control, particularly the inability to manage harsh glare in sunlit Himalayan classrooms. thought assistive technology (Nepal Journal of Ophthalmology).

Beyond the physical surroundings, stigma's psychological effects continue to be a significant obstacle. In places like Banke and Karnali, cultural narratives sometimes associate albinism with "sins in a past life," which leads to social exclusion and systematic bullying using disparaging labels like Sete. According to the National Disabled Albino Nepal (NDAN, 2025), this setting frequently results in high dropout rates and low self-esteem because pupils see their academic difficulties as personal failings rather than as the consequence of an untreated visual impairment. having albinism.

Nepal (NFDN, 2025) and the UN Independent Expert on Albinism (2024). By using low-cost solutions, such as offering high-contrast learning materials, permitting the use of digital tablets for font enlargement, and training teachers in low-vision pedagogy rather than just total blindness (Braille) techniques, this approach transfers the burden of adaptation from the sThe Act Relating to the Rights of Persons with Disabilities (2017) formalized albinism as a distinct disability category, giving Nepal the chance to progress toward a fully inclusive educational system that takes into account the social dignity and clinical needs of students with albinism.tudent to the system.

### **Methodology**

This study employed a combination of quantitative and qualitative methods to collect data on the educational status of people with albinism in Karnali Province, Nepal. A structured questionnaire was used to gather quantitative data on socio-demographic characteristics and educational experiences from 39 respondents. Qualitative data were collected through FGD informant interviews with educators, community leaders, and family members to gain deeper insights into the challenges faced by people with albinism in education.the respondents were selected on the basis of snow ball sampling through the network of respondents. Additionally, direct observation was conducted in schools and community settings to assess accessibility and infrastructure. This mixed-method approach ensured a comprehensive understanding of the subject, combining statistical data with rich narrative descriptions. Research has adopted the basic ethical consideration while conducting research and writing a research paper.

### **Results**

The result of data collection and analysis is presented in this chapter. Data was analysed by using excel, firstly; descriptive demographic data is presented followed by the analysis of Educational challenges of People with Albinism in Karnali province of Nepal.

#### **Socio-demographic information of respondents**

Socio-demographic characteristics include, for example, age, sex, education, migration background and ethnicity, religious affiliation, marital status, household, employment, and income. They include, for example, socio-economic status, which combines information on education and income.

Table 1: *Age Composition of Respondents*

<b>S. N.</b>	<b>Age</b>	<b>No. of respondents</b>	<b>Percent</b>
1.	10-20 years	23	58.96
2.	20-30 years	8	20.51
3.	30-40 years	6	15.18
4.	40 years and above	2	5.12
<b>Total</b>		<b>39</b>	<b>100.00</b>

Source: *Field Survey, 2025*

The age composition of the respondents with albinism, as outlined in the survey, shows a distinct concentration of individuals in the younger age groups. A significant majority, 59.96% respondents, are between the ages of 10 and 20 years. This indicates that the population of people with albinism in the surveyed area is predominantly younger, which could reflect either a trend of early diagnosis or a greater survival rate among younger individuals with the condition.

The next largest age group is those between 20 and 30 years, comprising 20.51% respondents. This suggests a moderate representation of young adults with albinism in the population surveyed. Similarly, 15.18% respondents fall within the 30-40 years' age range, indicating a smaller proportion of middle-aged individuals with albinism. Finally, only 5.12% respondents are aged 40 years and above, suggesting that the older age group of people with albinism is significantly smaller.

In summary, the survey data suggests that individuals with albinism are more commonly found in younger age groups, with a noticeable decline in representation as age increases. This pattern might reflect a variety of factors, including health challenges faced by older individuals with albinism or socio

#### **Gender distribution of the respondents**

Table No.2: *Gender Distribution of the Respondents*

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	30	76.92
Female	9	23.07
Total	39	100.00

Source: *Field survey, 2025*

The gender distribution of individuals with albinism in the survey shows a significant gender imbalance, with 76.92% being male and only 23.07% respondents being female. This suggests that men are more commonly represented in the population of people with albinism in the surveyed area. The disparity may reflect various socio-cultural or biological factors that influence the occurrence or reporting of albinism in different genders.

Table 3: Religious status of respondents

S. N.	Religious	No. of respondents	Percent
1.	Hindu	33	84.61
2	Christian	6	15.38
	Total	39	100.0

Source: Field Survey, 2025

The religious composition of individuals with albinism in the survey reveals a clear predominance of Hindus, who make up 84.61% respondents of the group. In contrast, only 15.38 % respondents identify as Christians. This distribution highlights that the majority of people with albinism in the surveyed population follow Hinduism, while Christianity represents a much smaller proportion.

Table 4: Marital Status of Respondents

Pop. Group	No. of respondents	Percent
Married	7	17.94
Unmarried	32	82.05
Total	39	100.00

Source: Field Survey, 2024

The marriage status of individuals with albinism in the survey shows that a significant majority, 82.05% respondents are unmarried, while 17.94 % respondents are married. This indicates that the majority of people with albinism in the surveyed population have not yet married, which could be influenced by factors such as social, cultural, or economic barriers, or personal choices.

#### Caste /Ethnicity of the respondents

Table 5: Caste /Ethnicity of the Respondents

Caste	Frequency	Percent
Bharmin	11	28.20
Chhetri	8	20.51
Thakuri	0	-
Janajati	3	7.69
Dalit	17	43.58
Total	39	100.00

Source: Field Survey 2025

The caste/ethnicity distribution of respondents with albinism reveals a diverse social composition. The largest group, 43.58% respondents, belongs to the Dalit caste, followed by 28.20% respondents from the Brahmin caste. The Chhetri caste comprises 20.51% respondents while a small proportion, 7.61% respondents, belong to the Janajati group. Notably, there are no respondents from the Thakuri caste in the sample. This distribution suggests that albinism affects individuals from a wide range of caste backgrounds, with a higher representation among Dalit and Brahmin communities.

Table 6: Awareness about Owns Condition

Description	Frequency	Percent
Yes	13	33.33

No	26	66.66
Total	39	100.00

Source: Field Survey 2025

The survey data on awareness of albinism reveals that a significant majority, 66.6% respondents, are not aware of the condition, while only 33.33% respondents are aware of it. This indicates a considerable gap in understanding and knowledge about albinism among the respondents, suggesting a need for increased awareness and education about the condition to reduce stigma and improve support for individuals with albinism.

Table 7: Education Level of the Respondents

Education	Frequency	Percent
Primary	12	30.76
Secondary	1	2.56
Bachelor	16	41.02
Degree	8	21.51
Total	39	100.00

Source: Field Survey 2025

Above table shows that 30.76 % of respondents had primary level education, similarly respondents 2.56% of respondents had secondary level of education, likewise of respondents had bachelor level and 8 respondents (21.51% percent of respondents had degree of education level. Majority of the respondents had bachelor level education.

Table 8: Family Contribution to Respondents Educational Investment

Description	Frequency	Percent
Significantly	33	84.61
Educational institution	6	15.38
They have not	-	-
Unsure	-	-
Total	39	100.00

Source: Field Survey 2025

The data on family contributions in educational investment of individuals with albinism shows that an overwhelming majority, 84.61% respondents, report significant family support in their education. Only 15.38% respondents indicate that the contribution was to some extent. This highlights the crucial role that families play in providing educational resources and support to individuals with albinism, ensuring that they have the necessary tools and encouragement to succeed. Notably, there were no respondents who indicated a lack of family contribution or uncertainty in this regard.

Table 9 : Bullying in Education Institution

Description	Frequency	Percent
Yes	11	28.20
No	12	30.76
Sometime	14	35.89

Rarely	2	5.12
Total	39	100.00

Source: Field Survey 2025

The survey data on bullying in educational institutions reveals that 28% respondents of individuals with albinism have experienced bullying sometimes, while 30.71% respondents reported being bullied frequently. A smaller group, 35.89% respondents, stated that they have not been bullied at all, and 5.12% respondents reported being bullied rarely. This indicates that bullying is a common experience for many individuals with albinism in educational settings, with a significant portion facing frequent or occasional harassment, highlighting the need for stronger anti-bullying measures and greater awareness in schools.

Table 10: *Challenges Faced in Public Places*

Description	Frequency	Percent
Harassment	7	17.94
Lack of accessibility	7	17.94
Not any	3	7.69
Other ( discrimination )	22	56.41
Total	39	100.00

Source: Field Survey 2025

The data on challenges faced by individuals with albinism in public spaces shows that 56.94% respondents reported experiencing other specific challenges not categorized under harassment or accessibility issues. Both harassment and lack of accessibility were identified by 17.94% respondents each, indicating that these are significant obstacles. A smaller group, 7.69% respondents, reported not facing any specific educational challenges. This highlights that while many individuals with albinism encounter discrimination barriers, such as social discrimination and insufficient resources, there is a need for tailored solutions to address these challenges in public educational settings.

Table 11: *Use of Electronic Devices by the Respondents*

Description	Frequency	Percent
Very difficult	33	84.61
Difficult	6	15.38
Easy	-	-
Very easy	-	-
Total	39	100.00

Source: Field Survey 2025

The data on the use of electronic devices by individuals with albinism shows that a large majority, 84.61% respondents find it very difficult to use such devices. A smaller group, 15.38% respondents find it somewhat difficult. Notably, none of the respondents reported finding electronic devices easy or very easy to use. This suggests that many individuals with albinism face significant challenges in accessing and utilizing electronic devices, likely due to vision impairments, highlighting the need for improved accessibility features and specialized tools to support their use of technology.

Table 12: *Comfortable in Reading Normal Text Books*

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Comfortable	-	-
Uncomfortable	39	100
Total	39	100.00

Source: Field Survey 2025

The data shows that all 39 respondents (100%) find it uncomfortable to read standard textbooks. This indicates that individuals with albinism face significant challenges when accessing traditional printed materials, likely due to visual impairments such as light sensitivity and reduced sharpness of vision. The lack of comfort in reading standard textbooks underscores the need for alternative formats, such as large print, audio books, or digital texts with adjustable settings, to improve accessibility and support their educational needs.

Table 13: *Status of Academic Performance of the Respondents*

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Excellent & Good	14	35.89
Average	19	48.71
Poor	6	15.38
Total	39	100.00

Source: Field Survey 2025

The academic performance of individuals with albinism, according to the survey, shows a varied distribution. A significant portion, 48.17% respondents, reported average academic performance, while 35.89% respondents indicated excellent or good performance. However, 16.38% respondents described their academic performance as poor. This suggests that while many individuals with albinism perform at an average or higher level, a notable percentage face challenges that may affect their academic success, likely related to visual impairments and other barriers. Addressing these challenges through support and accommodations could help improve outcomes for those struggling academically.

Table 14: *Status of Behavior of Teacher to Respondents*

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Very supportive	33	84.61
Neutral	5	12.82
Unsupportive	1	2.56
Ignorance	-	-
Total	39	100.00

Source: Field Survey 2025

The data on teachers' responses to students with albinism shows that a vast majority, 84.61% respondents, report receiving very supportive responses from their teachers. Only 12.82% respondents describe their teachers' responses as neutral, while a small minority, 2.56% respondent found their teachers to be unsupportive. No respondents reported ignorance from teachers. This suggests that most teachers are proactive and understanding in their approach to students with albinism, fostering a positive and supportive learning environment. However, the small percentage of

unsupportive or neutral responses highlights the need for continued awareness and training for educators. Table 15: *Community Perception on Respondents Educational Rights*

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Positive, with full support	25	64.10
Negative, with discrimination	10	25.64
Indifferent, unaware of issues	4	10.25
Supportive, but uneducated	-	-
Total	39	100.00

Source: Field Survey 2025

The data on community perception of respondents' education rights for students with albinism shows that 64.10% respondents report a positive experience, with full support from the community, while 25.64% respondents experience negative treatment, including discrimination. A small proportion, 10.25% respondents, are indifferent or unaware of the issues faced by students with albinism. This suggests that while a majority of the community offers support, there is still a significant portion where discrimination and lack of awareness remain challenges. Addressing these gaps is key to ensuring equal educational opportunities for all students with albinism.

Table 16: *Key Barriers in Education for People with Albinism*

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Discrimination	4	10.25
Poverty	8	20.51
Vision impairment	24	61.53
Stigma	3	7.69
Total	39	100.00

Source: Field Survey 2025

The data on key barriers in education for people with albinism shows that the most significant challenge is vision impairment, reported by 61.53% respondents. This is followed by poverty, which affects 20.51% respondents, and both discrimination and stigma, each reported by 7.60% respondents. These barriers highlight the multifaceted difficulties individuals with albinism face in accessing education, primarily due to visual limitations, but also compounded by social challenges like discrimination and stigma. Addressing these issues is crucial for ensuring equal educational opportunities.

Table 17: *Accommodation for the Respondents During Exam*

<b>Description</b>	<b>Frequency</b>	<b>Percent</b>
Through helper/ assistive devices	8	20.51
Extra time	19	48.71
Separate seating arrangement	6	15.38
No accommodation provided	6	15.38
Total	39	100.00

Source: Field Survey 2025

Data on exam accommodations for students with albinism reveal that 48.71% receive extra time during exams, making it the most common form of support. Additionally, 20.51% of respondents are supported by helpers or assistive devices, while 15.38% benefit from separate seating arrangements. However, another 15.38% report receiving no accommodations at all. These findings suggest that although some students with albinism receive the support they need; a significant number still lack adequate accommodations. This underscores the importance of implementing broader and more consistent provisions across educational institutions

#### **Challenges face by students with albinism their parents and in their education**

According to FGD 2025, students with albinism face a range of challenges in their education, which significantly impact their academic performance and social well-being. These challenges include managing visual impairments that require assistive technology, dealing with stigma and bullying rooted in cultural misconceptions, and advocating for inclusive school policies. Families of students with albinism often experience financial strain due to the high costs of medical care, vision aids, and preventive essentials such as sunscreen. They also encounter barriers to obtaining essential educational accommodations, often due to a lack of awareness about albinism among educators. Additionally, students may face psychological challenges, including low self-esteem, alongside health concerns like sun sensitivity. Despite these difficulties, families can overcome them with the support of community initiatives, inclusive education, and awareness-raising efforts.

#### **Discussion**

This study aimed to provide light on the educational landscape for students with albinism by investigating community attitudes, main impediments, and test accommodations. The findings depict a mixed picture in which strong community support coexists with ongoing prejudice and structural deficiencies. While the majority of the community appears to be accommodating, the data clearly shows that the educational path for kids with albinism is laden with several problems, mostly due to visual impairment but exacerbated by poverty and social marginalization. Furthermore, the uneven implementation of appropriate modifications demonstrates a fundamental gap between legislation and practice, weakening the right to inclusive education.

#### ***The Paradox of Community Perception: Support Amidst Persistent Stigma***

The fact that 64.10% of respondents reported favorable community support is heartening, suggesting that efforts to promote inclusiveness are having an impact in certain regions. This is consistent with research that highlights the importance of community inclusion and social capital in the well-being of people with disabilities. However, this encouraging statistic is overshadowed by the 25.64% who report poor treatment and prejudice. This paradox reflects the profoundly ingrained and frequently conflicting stigma associated with albinism. According to Baker, Lund, and Turyagyenda (2010), the lived experience of people with albinism in many regions is a "paradox of acceptance and persecution," in which they are both integrated into family and community life and subjected to harmful myths, prejudice, and social exclusion. The 10.25% of respondents who are indifferent or unaware are equally concerning. This group represents a passive barrier to inclusion. Their indifference can be interpreted as a form of "benign neglect," which, as Whyte (2017) notes in the

context of Indigenous rights, can be as damaging as active discrimination because it sustains the status quo of marginalization. This lack of awareness underscores the critical need for sustained public awareness campaigns that go beyond superficial messaging to dismantle the deep-seated myths and misconceptions surrounding albinism. The data suggests that while the community may be a source of support, it remains an unpredictable and, for a significant minority, a hostile environment, directly impacting the psychological safety and willingness of students with albinism to participate fully in school life.

#### ***The Primacy of Functional Barriers: Vision Impairment as the Core Challenge***

The statistics show that visual impairment (61.53%) is the most important barrier to schooling for students with albinism. This study turns the attention away from merely social conceptions and toward the irrefutable physiological truths of the disease. Albinism's hypopigmentation causes ocular abnormalities such as nystagmus (involuntary eye movement), photophobia (light sensitivity), strabismus (crossed eyes), and significant farsightedness, all of which pose significant challenges in a typical classroom setting (Lund and Gaigher, 2012). Students struggle to read from a standard distance, see the chalkboard, or deal with intense classroom lighting, making learning a tiring and frequently unsuccessful process.

This finding lends strong quantitative support to the arguments made by disability advocates and organizations such as the National Organization for Albinism and Hypopigmentation (NOAH), which emphasize that meeting the functional needs of students with albinism is a prerequisite for meaningful inclusion. While stigma and discrimination are significant social barriers, data indicate that the most immediate and pervasive barrier is the physical inaccessibility of the learning environment itself. This underlines the limits of a purely social concept of disability in this context; without addressing the specific functional restrictions of vision impairment, attempts to combat stigma will not result in successful educational access.

#### ***The Interplay of Barriers: A Socio-Ecological Perspective***

While visual impairment is the major obstacle, the statistics show that it is not isolated. Poverty (20.51%), prejudice (10.25%), and stigma (7.69%) form a network of linked difficulties that reinforce each other. This trend is best understood via a socio-ecological lens, which holds that individual outcomes are determined by a complex interaction of personal, interpersonal, communal, and societal variables. Individuals face the biological truth of visual impairment. At the interpersonal and communal levels, stigma and prejudice foster a hostile social climate that can lead to social isolation and bullying. Poverty has a significant aggravating effect on society. A low-income family may be unable to afford prescription glasses, assistive gadgets, or specialized tutoring, exacerbating the child's vision impairment (Braathen & Ingstad, 2015). This combination of impediments indicates that single-pronged initiatives will fail. A pupil who has been given more time but still cannot afford glasses or is subjected to regular bullying is not receiving true help. Data highlight the need for a comprehensive, rights-based strategy that tackles all obstacles, from biological to socioeconomic.

#### ***The Implementation Gap in Accommodations: A Failure of Rights in Practice***

The data on exam accommodations demonstrates the dramatic contrast between inclusive education policy and its execution on the ground. While it is encouraging that 48.71% of students

receive extra time and 20.51% receive assistance from assistive equipment or a helper, the fact that 15.38% receive no accommodation at all is a serious policy failure. This directly violates the principles of the UN Convention on the Rights of Persons with Disabilities (CRPD), particularly Article 24, which requires states to provide "reasonable accommodation" to ensure that people with disabilities are not excluded from the general education system because of their disability (UN, 2006).

The use of "extra time" as the most prevalent accommodation, while beneficial, may reflect a low-effort strategy that fails to address the unique requirements of pupils with albinism. More significant modifications, such as providing large-print materials, utilizing assistive technology such as screen magnifiers, or ensuring adequate classroom lighting, are less typically mentioned. The fact that 15.38% of pupils receive no assistance refers to a lack of teacher training, insufficient resources, and accountability systems within schools. According to Florian (2014) and other inclusive education experts, real inclusion necessitates a "transformative" approach in which instructors are trained to modify pedagogy and curriculum for all learners, rather than merely offering add-on accommodations for a select few. According to the research, such a systemic transition has yet to materialize, leaving a sizable proportion of albinism kids to traverse the educational system without the legal and ethical support to which they are entitled.

### **Conclusion**

The findings reveal numerous challenges faced by students with albinism in their educational journey. Key barriers include visual impairments, social stigma, lack of awareness, and insufficient accommodations in schools. Many students struggle with reading standard textbooks or using electronic devices due to the absence of tailored learning materials and assistive devices, further exacerbating their difficulties. Participation in physical education is notably low, despite the presence of some supportive teachers and counseling services. While family support for education is generally strong, there remains a significant gap in governmental and institutional support, particularly in the provision of scholarships and other forms of financial assistance. Additionally, societal misconceptions about the causes of albinism perpetuate social isolation and bullying, negatively affecting students' well-being and overall academic experience.

### **Social Work Intervention**

To ensure equal opportunities for students with albinism and help them overcome educational barriers, several measures should be implemented. Schools, teachers, and communities must be educated about albinism to combat misconceptions and reduce stigma, with awareness campaigns and the inclusion of albinism-related topics in school curricula being essential for fostering understanding and empathy. Educational institutions should adopt inclusive practices, such as providing large-print textbooks, screen readers, assistive devices, and extended exam times, ensuring full participation in the learning process. Physical education programs should also be adapted by incorporating indoor activities, using adaptive sports equipment, and creating shaded areas to protect students with albinism from harmful UV rays. Governments and educational institutions should offer scholarships and financial aid to reduce economic barriers while public

awareness campaigns highlight the needs of students with albinism, encouraging greater community and institutional support. Creating safe and inclusive environments in schools is critical; initiatives like peer support programs, anti-bullying campaigns, and inclusive extracurricular activities can help students with albinism integrate socially and reduce feelings of isolation. Moreover, psychological counseling and mental health services should be consistently available to address challenges such as low self-esteem, anxiety, and social exclusion, ensuring that students with albinism feel supported. By implementing these measures, educational institutions can significantly enhance the academic, social, and personal development of students with albinism, promoting equity and inclusion in education.

#### Author's Biography

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