



Promoting the Rights of Disabled Children to Quality Education

Executive summary (max 250 words)

About 2.21% of India's total population or 22 million are disabled people, and almost 35% (7.74 million) of them are children (0-19 years)¹ who are in need of opportunities for their holistic development. The Right to Quality Education for Children with Disabilities (CWD) has been presented in India's multiple laws and legal intentions, including in the historic Right to Free and Compulsory Education (RTE) Act 2009 which guarantees to all children from 6 to 14 years, including CWDS, the right to quality education with equity. A national inclusive education curriculum was developed in 2013.

The project will provide a technical assistance at the national and state levels in two areas: a) facilitate the establishment of a coordination mechanism - the Inter-Agency Working Group (IAWG) on the Right to Quality Education for CWD with developing common strategy and national roadmap towards promotion, protection and ensuring the full and equal enjoyment by CWD their rights to quality education, and to respect for their inherent dignity; and b) support to the state-specific adaptation of the inclusive curriculum and its roll out by organizing orientation workshops for all the stakeholders; development of training material and advocacy manual.

Capacities of the national and state level agencies will be developed. Exchange forum will be organized inviting all stakeholders (including representative organizations of persons with disabilities) and bringing out a strategy paper with recommendations (roadmap) for taking forward the initiatives for quality education for CWD across the entire country.

Background (max 750 words)

1. The official statistics reported about 2.21% of total population or 22 million are disabled people, whereas the World Bank² estimated this number as 40- 90 million, and the World Report on Disability (2011) stated that 25% people are disabled in India. Similarly, the Government of India (GOI) data on Children with Disabilities (CWD) and the fulfilment of their rights are subject to serious variation, constraints of methodology, and confusion in the definition. Children with disabilities are one of the

¹ Source: C-Series, Table C-20, Census of India 2011

² "People with disabilities in India : from commitments to outcomes", World Bank, 2009

most marginalized and excluded groups in society and they are too often invisible due to lack of availability of accurate data (see appendix 1 for statistical data and relevant info).

2. At the policy level, the right of CWD to quality education has received attention for quite some time now. The Persons with Disabilities Act 1995 mandated free education in appropriate environment for all CWD till the age of 18 years. The RTE Act 2009 guarantees quality education to children between 6-14 years, including CWD. Children with severe and multiple disabilities are further entitled to 'home –based education' through an amendment in the RTE Act.
3. Though the legal structure - multiple laws³, schemes⁴ and legal intentions- is in place in India, but translation into practice or implementation is limited or weak; and quality education remains a far cry for the CWD education.
4. Two factors stand in the way of effective implementation and sustained follow up of the positive steps taken by the Government for promoting the Rights of Disabled Children to Quality Education.
5. The first factor is lack of working coordination⁵ resulting from the mere coexistence between the different government agencies in charge of the rights of CWD, especially to education. The nodal agency for CWD is the Ministry of Social Justice and Empowerment; however the responsibility for the education of CWD continues to be divided with the Ministry of Human Resource Development and other 5-10 agencies are also concerned. Neither seems to be taking full responsibility, nor coordinating for the effective fulfilment of the Right to Quality Education for CWD.
6. Those barriers have repercussion on the policy as well as on practices at the national and state levels, in the schools, in communities, and ultimately affect the CWD themselves and their families. UNESCO, in close cooperation with above-mentioned agencies, will facilitate the establishment of a coordination mechanism⁶ - the Inter-Agency Working Group (IAWG) on the Right to Quality Education for CWD in creating an enabling environment in schools and communities for these children. It will also promote inclusion of CWD in the design, implementation and evaluation of policies which affect their rights.
7. The second factor is a) lack of flexible curriculum adaptations for the needs of CWD, b) qualified and trained teachers who are sensitive to the diverse needs of differently-abled children, c) adapted

³ The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental retardation and Multiple Disabilities Act, 1999; the National Mental Health Act, 1987; The Rehabilitation Council of India Act 1992; National Policy for Children, 2013; National Policy for Youth, 2013; and just submitted to the Parliament: a Draft Right of Persons with Disabilities Bill, 2011.

⁴ i.e the "Inclusive Education of the Disabled at the Secondary Stage" scheme by the MHRD, 2009

⁵ "Recommendations on the proposed Disability Rights Legislation", NAC- advisory body set up to advise the Prime Minister. http://nac.nic.in/pdf/rpdb_recommendations.pdf

⁶ Recommendation from the "India - CRPD Monitoring Report, Civil Society's Zero Draft", 2013, page 52

teaching practices and learning materials; and d) inclusive school environments free from any biases or prejudices against certain groups.

8. Over the years, the policy of inclusive education has become an important part of all the initiatives taken by the GOI for the education of CWD and has gradually replaced the earlier movement of integrated education. The National Curriculum Framework (2005) acknowledges the right of the CWD to participate in all classroom activities, but no specific adaptations in the state level curricula and related modifications to materials and strategies had been made to suit the specific needs of CWD, and to guide and build capacity of teachers to transact the curriculum in a child centered manner, suited to individual needs of all children, including the CWD. The development of adaptable curricula with teaching strategies/instructional approaches that vary and be adapted in relation to individual and diverse students in classrooms will be guided by National Council for Educational Research and Training (NCERT) with support of UNICEF.

1. Programme approach (max 1,000 words)

9. The project is in line with the global objective of the UNPRPD: **it aims at developing the capacities of the national and state governments for the effective implementation of the CRPD, specifically through promoting CWD's right to quality education.** The project promotes the integration of the CRPD principle (Article 24) in the national and state government agencies' daily work and in the national/state policy framework.
10. The project is also aligned with the three mechanisms identified in Article 33 of CRPD for implementation and monitoring of the Convention:
 - Create focal points within government for matters relating to implementation of CRPD;
 - Establish coordination mechanisms within government to facilitate actions across sectors and at different levels; and
 - Establish a framework that includes one or more independent mechanisms to promote, protect and monitor the Convention's implementation.
11. At the national level the project will facilitate the establishment of an Inter-Agency Working Group (IAWG) to serve for regular exchange of information and maximize action-oriented and participation inclusive coordination of disability-related activities within the Government, inspired by the model of the Inter-Agency Support Group established for the CRPD.
12. The IAWG will work out a common strategy of integrated work between the disability and education focal points and will develop a national roadmap for collaboration towards the effective implementation of the Right to Quality Education for CWD.
13. At the national and state levels the project will provide technical support in development and rolling out of the inclusive curriculum adaptations for CWD in Grades 1-5, based on the best international

practices and pilots in the country. For the first time, it is planned to ensure that innovative inclusive education pedagogical approaches will be introduced nation-wide with adaptations to the state realities. The project will cover Assam, Andhra Pradesh, Tamil Nadu, Maharashtra and Odisha states.

14. The UNCT India partnership through this project would specifically focus on and advance the “Right to Quality Education for Children with Disabilities in Elementary Education”, based on national legislation (RTE Act 2009).
15. Activities will pay particular attention on:
 - To agree to the contribution of each agency and decide on clear accountability in providing quality education for CWD in accordance with RTE Act 2009 and UNCRPD;
 - To improve information sharing between different agencies; planning and acting together and to avoid overlap and parallel work; and
 - To oversee arrangements for agencies to work collaboratively in the commissioning, delivery and integration of services and their implementation.
16. The enabling factors that the project intends to leverage are partnership building amongst the different actors and capacity development at the national and state levels for an integrated and comprehensive joint work. The focus is set on unifying the agencies’ approaches to CWD right to education and on knowledge creation. The project will focus on a catalytic approach to leverage existing governmental funds as well as existing national legislation.
17. In this project the implementing agencies UNICEF and UNESCO will follow a twin pack approach, with a mix of targeted and mainstreaming interventions in order to generate sustainable, structural transformation:
 - Targeted approach: the interventions specifically will focus on the Right to Quality Education of CWD;
 - Mainstreaming approach: Integration of CWD rights into the general education policy and legislation framework, keeping in mind the impact of the programmes on CWD.
 - The mix of approaches will ensure durability and sustainability of the project, by tackling the issue through different levels and perspectives.
18. National level partnership building will be a mainstreaming intervention which aims at influencing the nature of a system and benefit to the CWD group indirectly.
19. Integration of CWD’s rights into the curriculum adaptation at the state level is a targeted intervention that aims to benefit the CWD group directly, “by providing the members of this group with a certain set of resources and capabilities” (UNPRPD definition).
20. The two approaches are complementary: 1) removing barriers at the national level that sustain the effective coordinated work and actual policy implementation on the cross-cutting issue of CWD’s

Right to Quality Education; and 2) establishment of an adapted curriculum within five UNDAF states to promote this right in the schools, for a direct support and benefit of the CWD.

21. **This intervention will support capacity development for individuals and organizations at the national level.** Trainings workshops will be held for IAWG members after its establishment to improve its coordination capacity: joint planning and sharing of information; joint action and role division; resources sharing; monitoring and evaluation.
22. The capacity development process will also include national/state level consultations, development of materials, validation, training and documentation, and will be led by Ministry of Human Resource Development and National Council for Educational Research and Training with UNICEF and UNESCO support.
23. Building capacity of the IAWG will generate collective work and share responsibility, leading to transformation and adjustment of the agencies. The effort for coordination will eventually affect national policies and their implementation, create a roadmap for collaboration which itself will have a section on capacity development for scalability of results and successful approaches tested through project activities.
24. The project promotes national ownership and long-term partnership building between the main agencies and actors working on education and disability. By developing the capacity for multi-agency co-ordination and state level roll-outs of the CWD adopted curriculum, the project wants to pave the way for long-term commitments and shared goals to achieve RTE for ALL. It ensures that UNCRPD principles are sustainably integrated into the agencies agenda and daily work.
25. Ultimately, it will lead to a sustainable collaboration of all stakeholders (including representative organizations of persons with disabilities) for an effective implementation and follow-up of the measures in line with the RTE Act 2009 and the UNCRPD. The sustainability of the intervention will also be ensured by matching the state realities, through state-level activities and adaptation.

2. Objectives and expected results (max 1,000 words)

26. Table 1. Expected impact

The government fulfil its obligations under the UNCRPD by providing Quality Education to Children with Disability, which result in a direct improvement of their rights and livelihood with long-term effects		
Impact indicators		
Indicator	Baseline	Means of verification
Improved action-oriented and participation inclusive coordination of CWD education-related activities	No specific inter-agency coordination mechanism available	IAWG briefs and reports Annual reports of Ministries of Human Resource

within the Government		Development, Social Justice and Empowerment, and other members of IAWG Reports and publications by UN agencies and UNCT briefs Annual project reports including M&E findings
Elementary school (grades 1-5) enrolment and attendance rates among school aged CWDs increased by 25% during the life of the project in the target states	35% of CWD are out-of-school	Baseline and end of project multistage cluster sample school survey of target states DIES and state government reports Reports and surveys published by CSOs working with CWD
By 2016, the target states developed and rolled-out of the inclusive curriculum adaptations for CWD in Grades 1-5	Target states (Assam, Andhra Pradesh, Tamil Nadu, Maharashtra and Odisha) do not have inclusive curriculum adaptations for CWD	Reports by the Ministry of Human Resource Development (MHRD), National Council for Educational Research and Training (NCERT), state governments and media Reports of education and training institutions and training providers Reports and surveys published by CSOs working with CWD

27. **Table 2. Expected outcomes**

Outcome 1		
IAWG - action-oriented and participation inclusive effective coordination mechanism established (UNPRPD thematic priority A and C)		
Outcome indicators		
Indicator	Baseline	Means of verification
1.1. By 2016, established effective coordination mechanism within government (IAWG) to facilitate actions across sectors and at different levels on CWD education - related activities and held number of regular	Zero. Target: at least 4 meetings during two years	IAWG reports and minutes of the meetings Annual reports of Ministries - members of IAWG and UN agencies Annual project reports

meetings		
1.2. Number of relevant agencies' focal points for matters relating to Quality Education of CWD attended number of trainings on joint planning and sharing of information; joint action and role division; resources sharing; M&E	Zero. Target: at least 2 focal points from each relevant agency attended at least 2 trainings	Training materials and reports Annual reports of Ministries of Human Resource Development, Social Justice and Empowerment, and other members of IAWG
1.3. IAWG and UN agencies developed a common strategy and a national roadmap for collaboration towards the effective implementation of the Right to Quality Education for CWD	Zero. Target: strategy and a national roadmap developed, disseminated and discussed with government and other stakeholders by the end of 2015	Annual reports of Ministries - members of IAWG and UN agencies Published strategy and roadmap
Outputs		
Formulation		Tentative timeline
1.1. The issues related to Quality Education of CWD as part of implementation of UNCRPD had been analyzed at the National Meeting (project introduction event)		Year 1: 2 nd month
1.2. Focal points appointed within government agencies for matters relating to Quality Education of CWD		Year 1: 2 nd month
1.3. Coordination mechanism established within government (IAWG) to facilitate actions across sectors and at different levels and joint web-portal for public awareness launched		Year 1: 5 th month
1.4. Trainings conducted on: joint planning and sharing of information; joint action and role division; resources sharing; and M&E for relevant agencies' focal points on matters related to Quality Education of CWD		Year 1: 3 rd , 5 th , and 7 th months
1.5. IAWG regular meetings held		Year 1&2: 5 th and 11 th months
1.6. Common strategy and national roadmap developed for collaboration towards the effective implementation of the Right to Quality Education for CWD, including input to the 13 th Five Year Plan		Year 2: 6 th month
1.7. Recommendations made for taking forward the initiatives for Quality Education for CWD with disabilities across the entire country produced by the Exchange Forum organized inviting all stakeholders, including representative organizations of persons with disabilities and CWD (final project event)		Year 2: 12 th month
Outcome 2		
Inclusive curriculum adopted by the states to make CWD able to fulfil their Right to Quality Education and participate in the teaching learning process in the classroom (UNPRPD thematic priority C and D)		

Outcome indicators		
Indicator	Baseline	Means of verification
2.1.State specific curriculum adapted by 2016	Zero. Target: at least 4 state adaptations	Curriculum available Reports by MHRD, NCERT, state governments and media
2.2.Model schools with barrier free child-friendly facilities and adapted curriculum developed	Zero. Target: at least 5 model schools (1 model school in each of the selected states)	Reports of state governments, and education institutions Reports and surveys published by CSOs working with CWD
2.3.Number of functionaries at SCRETS, DIETs and School Teachers trained regarding the nature, content and manner of implementation of adapted curriculum	Zero. Target: at least 1,500 functionaries, teacher educators and teachers trained in 5 states	Training reports available for 5 states
Outputs		
Formulation	Tentative timeline	
2.1.Awareness of state and district level functionaries raised through orientation programmes	Year 1: 1-5 months	
2.2.5 states adapted specific curriculum for inclusive education	Year 1: 1-12 months	
2.3.5000 functionaries at SCRETS, and DIETs trained regarding the nature, content and manner of implementation of adapted curriculum in 5 states	Year 1: 5 th and 11 th months	
2.4.1,000 teachers trained and skilled for quality inclusive education for CWD in 5 states	Year 2: 5 th and 11 th months (school vacation time)	
2.5.1 model inclusive school in each of the 5 states established in partnership with SSA to demonstrate inclusive schools with barrier free facilities and child friendly classrooms	Year 2: 6-11 ^h months	
2.6.Strategy paper examining the strengths and constraints of the present system and a design and roadmap for 5 states to implement the adapted curriculum scaled up across the entire country	Year 2: 11 ^h month	
2.7.3,000 CWDs reached out by the trained teachers in 5 states	Year 2: 6-11 ^h months	
2.8.Duty bearers competencies enhanced to implement the adapted curriculum through capacity building workshops	Year 2: 1-11 ^h months	

3. Management arrangements (Max 500 words)

28. Overall coordination and facilitation of partnerships will be jointly managed by UNESCO and UNICEF with the support of UNRC Office whenever it will be required; and with regular briefing on

the progress of the project at UNCT and UNCT “Global Education First Initiative” Task Team meetings to ensure a streamlined, efficient flow of communication with UNCT and national partners.

29. **Table 3. Implementation arrangements**

Outcome number	UNPRPD Focal Point	Implementing agencies	Other partners
1. IAWG	UNESCO	UNESCO, UNICEF	<p><u>Government:</u> Ministry of Social Justice and Empowerment, Ministry of Human Resource Development (MHRD), Ministry of Health, Ministry of Women and Child Development, National Council for Protection of Child Right, Rehabilitation Council India, Ministry of Law and Justice and others.</p> <p><u>CSO/NGOs:</u> Disabled Peoples' International- India; All India Confederations of the Deaf and Blind; National Coalition for Education; ARTH-ASTHA (Right to Education of CWD), RTE Forum and others</p>
2. Inclusive curriculum	UNICEF	UNICEF, UNESCO	<p><u>Government:</u> MHRD, National Council for Educational Research and Training, leading National Teacher Training Institutes, department of Education in 5 state governments, SCERTs, DIETs and others.</p> <p><u>CSO/NGOs:</u> Disabled Peoples' International- India; All India Confederations of the Deaf and Blind; SAMADHAN, ARTH-ASTHA, Special Olympics, RTE Forum and others</p>

30. The country-level programme Steering Committee will be established by the UNESCO and UNICEF in consultation with UNRC, concerned government agencies and CSOs. This Committee will be composed of the concerned UN staff and government officials in charge of CWD education, selected institutional leaders and experts, and representatives of CWD (not more than 9 people).

31. The duties of the Steering Committee will include:

- Serving as the entry point for collecting data and information for the baseline surveys and assessments;
- Advising on the stakeholders to be included in consultations;
- Evaluating capacity of SCERTs and DIETs, future needs and project responses;

- Contributing to the planning, implementation, and evaluation of the project activities at national and state levels;
 - Advocating the project activities; and
 - Assisting the scaling up of the project achievements.
32. UNESCO and UNICEF Offices will facilitate the project preparation, implementation and regular monitoring of daily activities, as well as be responsible for submitting regular project progress report to UNCT and UNPPRPD, including analyzing situations in the country and make necessary feedback to UNPPRPD. The offices will also ensure coordination with similar initiatives undertaken in the country by other agencies and seek coordination and cooperation.
33. In each Office, a project focal point will be designated (in consultation with headquarters), who will maintain regular communication among the Steering Committee members, between UNCT, project team and concerned government agencies and institutions as well as with CSO/NGOs.
34. The Offices will be duly supported by their Headquarters and Regional Offices to perform these tasks.
35. UNICEF will involve the UNICEF offices in the states for the state level activities and coordinate their involvement and cooperation with the state level partners and stakeholders.

4. National ownership, participation and partnership-building (Max 500 words)

36. A numerous consultations held prior to formulation the proposed project and its focus on the two critical areas – inter-agency coordination and curriculum development which had been briefly highlighted below.
37. UNESCO and UNICEF are working closely with the government, CSOs and partners on promoting the RTE Act 2009 (includes provisions for CWD). Inclusive quality education is the outcome 5 of UNDAF in India (where UNICEF and UNESCO are leading agencies), and it also had been reflected in the 12th Five Year Plan of GOI (2012-2017).
38. Both agencies worked with NCERT on the inclusive curriculum development and on training of teachers on CWD education. The UNICEF State Offices are part of the teacher trainings on inclusive education and child-friendly schools.
39. UNPPRPD funding would help to strengthen UNICEF and UNESCO's partnership with the MHRD, NCERT, and the National Commission on Protection of Child Right in Promoting the Rights of CWD to Quality Education in India.
40. The current primary school curriculum is focused on reaching large numbers of children and does not meet the needs of CWD. The project will adapt this curriculum for the needs of CWD in partnership

with the nodal Ministry, NCERT, state education departments and academic bodies for across five states.

41. Both agencies are supporting the national and state level consultations with CSOs on the RTE Act implementation, especially in regard to CWD. A recent study done by NGOs⁷ in the three states of Delhi, Uttar Pradesh and Odisha showed CWD enrolment in relation to all children continues to be less than 1%. Many meeting on education of CWD under RTE Act brought agencies attention to the Right to Quality of Education of CWD. These consultations and discussions helped both agencies to meet the persons and children with disabilities and their representative organizations. They had been diligently approached in defining the project objectives and strategies as well the role that they will be playing in the implementation and evaluation of the proposed programme.
42. UNPRPD funding will strengthen partnership with the leading National Research and Teacher Training Institutes, Rehabilitation Council India as well as NGOs of persons with disabilities - SAMADHAN (children with intellectual disabilities), ARTH-ASTHA (Right to Education of CWD), Special Olympics, Disabled Peoples' International- India; All India Confederations of the Deaf and Blind, and others.
43. To achieve inclusion in education, the project will promote partnership-building between government and CSO/NGOs, including persons with disabilities and their representative organizations, to build synergy across different stakeholders.
44. The project will strengthen national ownership through the catalytic approach to the scaling up of interventions for promoting of the Rights of CWD to Quality Education with initiating an IAWG to look through the inclusivity lens to the inter-agency coordination, and work collaboratively in the commissioning, delivering and integration of services for CWD.
45. UNESCO and UNICEF will ensure coordination with similar initiatives undertaken in the country by other agencies and seek coordination and cooperation.

5. Knowledge generation and potential for replication (Max 500 words)

46. The project will document the good examples of joint activities and coordinated work done by the different agencies and CSOs as well as lesson learnt by the IAWG; facilitate cooperation in knowledge sharing and collection of examples of best practices, successful stories, appropriate information and data with regards to CWD and Quality Education (specifically on inclusive curriculum) and will make them available to the public to be disseminated and implemented across the country.

⁷ Aarth-Astha, Sparc-India and Aaina - members of RTE Forum

47. National and state level events will be organized to share knowledge and discuss concerned issues among all participating agencies and stakeholders. The consultations with key stakeholders will generate awareness and facilitate discussion on the implications for each stakeholder and the potential for scaling up. These consultations will culminate in recommendations for developing state action plans and roadmaps for implementation of adapted curriculum in the primary classes.
48. The role of civil society in these consultations will be vital as will the participation of national and state level authorities. The consultations are a platform to discuss the present situation and also develop an in depth understanding of the system in place and identify barriers / constraints to providing quality education and collectively resolve them and move forward. Given the diversity of communities and contexts, it is proposed to hold consultations covering different regions of India. An optimum combination of different sections of children, organizations, issues and location would be identified to cover the extent and diversity of concerns. The emphasis will be on using a convergent approach.
49. This work will support the formulation and the implementation of evidence-based policies, to give effect to the UNCRPD by providing Quality Education to Children with Disability, which result in a direct improvement of their rights and livelihood with long-term effects.
50. The project will generate insight on effective ways to mainstream disability rights into the broader work of the UN system by five primary activities:
 - Compiling policy-related information and share policy-related research between the government agencies and other stakeholders;
 - Involving to this research leading National Research Institutes and Teacher Training Institutes; national, state, and international academia and practitioners working on disability, CWD and Quality Education issues; and where necessary establish research network on disabilities, CWD and Quality Education in India;
 - Share regularly research reports, data and information available through a joint web-portal, publications, newsletter, and other media for dissemination and replication across the country;
 - Organize an exchange forum for dissemination of good practices which has potential for innovation, replication and scaling-up with all stakeholders (including representative organizations of persons with disabilities); and
 - Develop a strategy paper with recommendations (roadmap) for taking forward the initiatives for quality education for CWD across the entire country.

6. Budget

PROGRAMME BUDGET*

Total Resources for the transfer (US\$)	350 000
% of Indirect Costs	7
Total Indirect Costs	22 897
Total Direct Costs	327 103

PROGRAMME BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US\$) BY PARTICIPATING UN ORGANIZATION	
CATEGORY	Total Amount (US\$)	UNESCO (outcome 1)	UNICEF (outcome 2)
1 Supplies, commodities, equipment and transport	10 000	10 000	-
2 Personnel (staff, consultants and travel)	70 000	35 000	35 000
3 Training of counterparts	140 500	30 500	110 000
4 Contracts	80 000	55 000	25 000
5 Other direct costs	26 603	9 687	16 916
Total Programme Costs	327 103	140 187	186 916
6 Indirect Support Costs**	22 897	9 813	13 084
TOTAL Pass-Through Amount Approved	350 000	150 000	200 000

* This is based on the UNDG Harmonized Financial Reporting to Donors for Joint Programmes approved in 2006.

** Indirect costs of the Participating Organizations should not exceed 7% of Total Programme Costs. All other costs incurred by each Participating UN Organization in carrying out the activities for which it is responsible under the Fund will be recovered as direct costs, in accordance with the UN General Assembly resolution 62/209 (2008 Triennial Comprehensive Policy Review principle of full cost recovery).