



END OF PROJECT REPORT

The purpose of this report – which is consistent with the UNDG Standard Progress Report format – is to provide information on the progress made by the project towards the realization of its stated objectives. In keeping with the UN system on-going efforts to strengthen result-orientation, the report should focus on systemic, structural transformation rather than process, highlighting how the different elements of the result chain described in the approved project document contributed to advance disability rights in keeping with the Convention on the Rights of Persons with Disabilities.¹

Reporting teams are encouraged to attach annexes containing additional relevant information (including assessments, evaluations and studies undertaken or published) and share videos, photographs or other multi-media materials illustrating the work and results of the project. It is recommended, however, that all annexes be clearly referenced, using footnotes or endnotes within the body of the narrative.

INTRODUCTION

- India was one of the first countries to ratify the Convention on the Rights of Persons with Disabilities (CRPD). Disability issues and the implementation of the Convention come under the purview of the Ministry of Social Justice & Empowerment (MSJE). However, disability is a cross-cutting human rights and development issue and therefore a multitude of legislative and programmatic mechanisms across different ministries are directly relevant to the realization of the rights of persons with disabilities. Implementation of these provisions on the ground are hampered by two specific challenges: Scattered responsibility among different government agencies with a need for greater coordination; and
- Lack of adequate capacity among rights implementers and the dearth of mechanisms to promote participation of persons with disabilities in the policy dialogue.

Education of Children with Disabilities (CwDs) requires an integrated and coordinated approach that takes cognizance of the multi-dimensional nature of disability. UNESCO, UNICEF and UNESCO- Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) implemented the project ‘Promoting the Right to Quality Education for Children with Disabilities’ under the United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD). The

¹ The following definitions, which are based on the UN Development Group Harmonized RBM Terminology, were used in the “Template for Programme Proposals”, utilized by UN Country teams to develop the approved project documents:

- Impact: Positive and negative long-term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended. These effects can be economic, socio-cultural, institutional, environmental, technological or of other types.
- Outcome: The intended or achieved short-term and medium-term effects of an intervention’s outputs, usually requiring the collective effort of partners. Outcomes represent changes in development conditions which occur between the completion of outputs and the achievement of impact.
- Outputs: The products and services which result from the completion of activities within a development intervention.

UNPRPD project addressed the above two challenges from the perspective of the Right to Education (RTE) Act of 2009 that makes universal education a fundamental right for all children between the ages of 6-14 years in India, including children with disabilities.² The project led to interventions that stand to improve access to education for children with disabilities (CwDs) in a holistic manner.

1. VARIATIONS IN IMPACT AND OUTCOME INDICATORS

Using the table format provided below, please provide information on the variations in impact and outcome indicators that took place during the implementation period.

Table 1. Variation in impact indicators

<p>Impact</p> <p>The government fulfils its obligations under the CRPD by providing quality education to children with disabilities, which result in a direct improvement of their rights and livelihood with long-term effects.</p>

Impact Indicators

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
Improved action-oriented and participation, inclusive coordination of CwDs education-related activities within the government	No specific inter-agency coordination mechanism available	Inter-Agency Working Groups (IAWGs) with representation from the government, UN agencies, academia and civil society have been set up both at national Level and the five programme States (Assam, Odisha, Gujarat, Maharashtra and Uttar Pradesh). Following the initial meetings of the IAWG in the States, government officials have used this platform to promote cross-sectoral discussions and activities vis-à-vis education of children with disabilities. In Maharashtra, 3 sub-groups have been set up under the aegis of the IAWG; and in Gujarat a State Disability Policy is being formulated.
Elementary school (grades 1-5) enrolment and attendance rates among school aged CwDs increased by 25% during the life of the project in	35% of CwDs are out-of-school	There is no data available on attendance rates. Additionally, while data is available on number of children with disabilities enrolled in elementary schools, the number of disabilities on which such disaggregated data is being collected and reported has

² Despite the Act, children with disabilities continue to be over-represented among those who are currently out of school. According to a joint report by UNESCO & UNICEF - 'Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children' (2015), out of the estimated 2.9 million children with disabilities in India, 990,000 children aged 6 to 14 years or 34% are out of school.

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
the target states		been increased to 21, as per the recently enacted Rights of Persons with Disabilities Act 2016, and it would take some time for updated data to come out.
By 2016, the target States developed and rolled-out the inclusive curriculum adaptations for CwDs in Grades 1-5	Target States (Assam, Andhra Pradesh, Tamil Nadu, Maharashtra and Odisha) do not have inclusive curriculum adaptations for CwD	Four of the five programme States, Assam, Odisha, Gujarat and Uttar Pradesh (Tamil Nadu and Andhra Pradesh were replaced with Gujarat and Uttar Pradesh during the course of the project) have rolled out inclusive curricular adaptations for children with disabilities in Grades 1-5.

* Please provide sex disaggregation here.

Table 2. Variation in outcome indicators

(Add a table for each outcome in the approved project document)

<p>Outcome 1</p> <p>IAWG - action-oriented and participation inclusive effective coordination mechanism established</p>
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Outcome 1 Indicators

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
By 2016-2017, established effective coordination mechanism within government agencies through Inter Agency Working Group (IAWG) to facilitate actions across sectors and at different levels on CwDs education - related activities and held number of regular	None. No coordination mechanism exists.	A 10 member Steering Committee with representation from the two key Ministries – Human Resource Development (MHRD) and Social Justice and Empowerment (MSJE), along with disabled people’s organisations (DPOs), civil society and academia was formed. This led to the constitution of an Inter Agency Working Group (IAWG) at the national level with 21 members from various Ministries including MHRD and MSJE; educational institutions, the National Council of Educational Research and Training (NCERT), UN partners (UNICEF, UNESCO, RCO, MGIEP)

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
meetings		<p>and civil society organizations.</p> <p>In the States, IAWGs were established in Assam, Gujarat, Odisha, Maharashtra and Uttar Pradesh under the Chairpersonship of Chief Secretaries. Each of this IAWG had 40-50 members.</p> <p>In all the five States, work plans have been developed to take the work of the IAWG forward. These were shared at the national consultation meeting on 23 August 2017. Maharashtra has set up 3 sub-groups under the IAWG; while Gujarat is drafting a State level disability policy.</p>
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 CwDs	No such strategy exists.	<p>In consultation with the IAWG, disabled people’s organisations, academia and other, five key areas were identified that are crucial towards implementing quality inclusive education for children with disabilities. These five thematic research studies are currently being finalized. These will form the basis for a roadmap/strategy paper to further strengthen institutional capacities to implement the CRPD, Goal 4 of the SDGs, and the recently enacted Rights of Persons with Disabilities Act 2016. The draft five thematic studies, a draft synthesis report and draft roadmap/strategy were shared during the national consultation (23 August 2017, New Delhi).</p> <p>Within the UN in India’s work, there is now a greater focus on disability issues at large. Inclusive education is one of the key focus areas in the inter-agency results group on education that was set up as part of the ongoing UNDAF formulation process with an emphasis on One UN approach.</p>

Outcome 2

Inclusive curriculum adopted by the states to make CwDs able to fulfil their right to quality education and participate in the teaching learning process in the classroom

Table

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
State specific curriculum adapted by 2016	Zero	<p>A handbook <i>Including Children with Disabilities-Primary Stage</i> was developed at the national level by National Council of Educational Research and Training (NCERT) to provide guidance on adapting the primary education curriculum to include children with disabilities and promote their participation and learning in schools. This handbook was translated and adapted to local contexts in three States - Assam, Odisha and Uttar Pradesh in order to make primary education more inclusive. Consultations and orientation workshops on inclusive education were held at the State level in Assam, Gujarat, Odisha and Uttar Pradesh where road maps were developed for implementation of inclusive education.</p>
Model schools with barrier free child-friendly facilities and adapted curriculum developed	Zero	<p>As a systemic response to address infrastructural barriers, a guidebook <i>Making Schools Accessible to Children with Disabilities</i> was developed and training programmes were organized in Assam, Odisha, Uttar Pradesh, and Tamil Nadu where education functionaries were oriented and civil works personnel were trained to address such barriers in order to make schools accessible to children with disabilities.</p> <p>Further, access audits were conducted in 4 schools each in Assam, Tamil Nadu and Uttar Pradesh, and in 25 schools and 5 teacher training institutes in Odisha.</p> <p>In Gujarat, the government is establishing 1,000 inclusive schools. In Assam, as well, work is in progress to set up similar model</p>

Indicator*	Start level (Beginning of the project implementation period)*	End level (End of the project implementation period)*
		schools.
Number of functionaries at State Councils of Educational Research and Training (SCERTs) and District Institutes for Education and Training (DIETs) and school teachers trained regarding the nature, content and manner of implementation of adapted curriculum	Zero	<p>A teacher training module was developed at the national level, and 76 Master Trainers from five States were trained on inclusive education. Further to this, State level capacity building workshops were organized in four of the five states under the project, where more than 500 master trainers have been trained, who are now expanding the training to regular teachers and inclusive education resource teachers in their respective districts.</p> <p>Assam developed a pool of 100 (51 males and 49 females) master trainers and identified key resource persons, who are scaling up the training to reach 3000 teachers across the State. In Odisha, a State Resource Group was formed, which trained 850 teachers (779 female teachers and 71 Male teachers). In Gujarat, more than 100 (31 females and 74 males) master trainers were trained at the State level, followed by 514 trainers (326 males and females) trained at the zonal level. These master trainers further organized training programmes that benefitted more than 500 Block Resource Teachers.</p>

* Please provide sex disaggregation here.

2. OVERALL PROGRESS

Please describe the progress made during the project implementation period towards the realization of the project expected impact. Please make sure to capture, in your description, relevant shifts in capacity development. Please also comment, as appropriate, on the variations in impact indicators reported in Table 1.

The project was able to establish disability as a cross-cutting issue that requires multi-sectoral approach. An Inter Agency Working Group (IAWG) was set up at the national level with representation from the Ministry of Human Resource Development (MHRD) and Ministry of Social Justice and Empowerment (MSJE); government institutions such as the National Council of Educational Research and Training (NCERT); UN partners (UNICEF, UNESCO, UN Resident Coordinator's Office, MGIEP), and civil society organizations (Arth-Astha and National Centre for Promotion of Employment for Disabled People). At the State level, IAWGs were established in Assam, Gujarat, Odisha, Maharashtra and Uttar Pradesh under the

chairmanship of the Chief Secretaries.³ These had representation from several State government departments - including the nodal department for education and for disability, educational institutions, UN partners, and civil society organizations. The IAWGs at the State level have received significant buy-in from the government and all five States have developed work plans to take the activities forward. Additionally, in Maharashtra, three sub-groups have been set up under the IAWG. The government is also allocating a separate budget for inclusive education. In Gujarat, following the IAWG a State Disability Policy is being drafted which stands to further strengthen coordination within the government.

Recognising that there is a dearth of data on the status of inclusive education in India, five thematic research were undertaken on areas that were identified after consultation with government, civil society including disabled people's organisations, academia, etc.

These areas are:

- a) *Improving data systems for effective inclusion of children with disabilities;*
- b) *Meeting the human resource challenges for inclusion of children with disabilities in schools;*
- c) *A critical analysis of national and state level schemes under different line ministries designed to support the inclusion of children with disabilities in education;*
- d) *Assessment on accessibility to learning environments and learning processes to enhance basic quality education of children with disabilities; and*
- e) *Achievements and challenges in implementation of the RTE Act, 2009 from the perspective of children with disabilities.*

This research is expected to provide valuable data that will feed into a strategy paper/roadmap towards aligning the implementation of the mandate on education as enshrined in the CRPD, the Rights of Persons with Disabilities Act 2016 and Goal 4 of the SDGs.

UNICEF has been promoting inclusive education, both at national and state level by addressing a key gap in the availability of adapted curriculum catering to children with disabilities and of trained human resource to implement them at the ground level. Technical support was provided to the National Council of Educational Research and Training (NCERT) in the preparation of a handbook titled '*Including Children with Special Needs-Primary Stage*' to provide guidance on adapting the primary education curriculum to include children with disabilities and promote their participation and learning in schools. UNICEF also supported NCERT in the operationalisation of this handbook at the national and State level. Building on this experience, a teacher training module was developed by UNICEF to build capacities of education functionaries to implement inclusive education principles on the ground. Two training workshops were organized at the national level on this module where 76 master trainers (32 female and 44 male) from 5 States (including from Jammu and Kashmir on a special request from the State government). These master trainers in turn, conducted trainings in their States to develop a pool of teachers trained in inclusive education and key resource persons. In Assam, work is underway to train 3000 teachers. In Odisha, a State Resource Group was formed, which trained 850 teachers (779 female teachers and 71 male teachers). In Gujarat, more than 500 Block Resource Teachers have been trained. Government data shows that only 1.32 percent teachers have received any kind of training on inclusive education.⁴ The project therefore has helped create significant momentum towards addressing this gap. Following extensive advocacy by UNICEF, Gujarat Council for Educational Research and Training, organized a series of zonal consultations, which culminated into a high level state consultation on inclusive education. This was supported by UNICEF. Taking cognizance of the significance of inclusive education the state formed a core group with representation from different ministries and civil society organizations. The core group is supporting the government in planning for implementation of inclusive education, towards which a roadmap has also been developed.

³ The **Chief Secretary** acts as the head of the state civil services.

⁴ <http://aises.nic.in/8th%20AISES%20Concise%20Report.pdf>

UNICEF also published a guidebook titled *Making Schools Accessible to Children with Disabilities* and organised orientation workshops in Assam, Odisha, Tamil Nadu and Uttar Pradesh where civil engineers and education functionaries were sensitized about accessibility and access audits were conducted for four schools, as an example, in all the four states. Reports of these access audits were shared with the respective State governments following which model inclusive schools are being set up in Assam and Gujarat (where 1000 such model inclusive schools are being set up).

UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (UNESCO MGIEP) provided extra stimulus to the project by focusing on learning disabilities and creating an online repository of information on 'Difference Learning' called 'Sixth Space'. Academic papers, data articles and statistical information related to Difference Learning from national and global sources have been uploaded on this website. Moreover, UNESCO MGIEP staff provided hands on training to over 300 school counsellors from Delhi Government schools in the use of screening and assessment materials for learning disabilities, specifically dyslexia. In addition, UNESCO MGIEP also partnered with Design Innovation Centre at University of Delhi to adapt the paper based DALI (Dyslexia Assessment for Languages of India) screening tools to digital formats in multiple languages. These are currently being tested and will be available online starting October 2017. This will enable wider awareness and dissemination amongst school teachers for learning disability.

3. PROGRESS TOWARDS SPECIFIC OUTCOMES

Please describe the progress made during the project implementation period towards the realization of each of the outcomes envisaged in the approved project document. To the extent that is possible, clearly outline the link between the outputs delivered by the project and the described outcome-related progress. Please also comment, as appropriate, on the variations in outcome indicators reported in Table 2.

Outcome 1:

IAWG - action-oriented and participation inclusive effective coordination mechanism established

As mentioned above, the Inter Agency Working Group (IAWG) was established at the national level with representation from across ministries, government institutions, UN partners and civil society. At the State level, IAWGs were set up in Assam, Gujarat, Odisha, Maharashtra and Uttar Pradesh under the Chairpersonship of Chief Secretaries. In all the five States, following the meeting of the IAWG, work plan documents were developed to take the work forward. These were shared at the national consultation on 23 August 2017 in order to enhance knowledge sharing between the programme States. There has been tremendous buy-in from the respective governments to sustain the inter-agency coordination mechanism. In Maharashtra, 3 sub-groups have been set up under the aegis of the IAWG; and in Gujarat a State Disability Policy is being formulated.

The establishment of the coordination mechanism is important and in line with the new Rights of Persons with Disabilities Act 2016 which mandates the setting up of cross-sectoral committees both at the Central and State levels. Additionally, the IAWG platform also enables mainstreaming issues of disabilities vis-à-vis the nationalization of the SDGs, specifically SDG4. This was the first time that the two nodal ministries – Ministry of Human Resource Development (MHRD) and Ministry of Social Justice and Empowerment (MSJE) and other allied ministries and departments both at the national and State level were on the same platform discussing inclusive education since the new disability rights law was enacted. This is expected to create a greater cohesion in the working of government agencies in furthering the mandate on promoting the right to quality education for children with disabilities.

In order to further support the multi-sectoral coordination needed to improve quality inclusive education for children with disabilities, five thematic areas were identified in consultation with government, experts, and disabled people's organizations. These are areas which are critical to the provision of quality inclusive education and where currently there is a huge dearth of data. They are:

- a) *Improving data systems for effective inclusion of children with disabilities;*

- b) *Meeting the human resource challenges for inclusion of children with disabilities in schools;*
- c) *A critical analysis of national and state level schemes under different line ministries designed to support the inclusion of children with disabilities in education;*
- d) *Assessment on accessibility to learning environments and learning processes to enhance basic quality education of children with disabilities; and*
- e) *Achievements and challenges in implementation of the RTE Act, 2009 from the perspective of children with disabilities.*

These studies, which are in the final stages of finalisation, will form the basis for a roadmap/strategy paper that will be a resource for policymakers and education functionaries towards implementing the mandate on inclusive education as enshrined in the CRPD, the Rights of Persons with Disabilities Act 2016, and SDG 4. The drafts of these studies were presented at a national consultation held in New Delhi on 23 August which saw participation from governments, educational institutions, academicians, civil society organisations and DPOs.



(In this photo from left to right: Shigeru Aoyagi, Director & UNESCO Representative to India, Bhutan, Maldives and Sri Lanka; Satoko Yano, Chief of Education UNESCO; Dr. KVS Rao, Director Department of Empowerment of Persons with Disabilities; Dorodi Sharma, Disability Rights Specialist UN RCO at the national consultation.)

Outcome 2:

Inclusive curriculum adopted by the states to make children with disabilities able to fulfil their right to quality education and participate in the teaching learning process in the classroom

UNICEF provided technical support to NCERT in the development of the handbook *Including Children with Disabilities-Primary Stage*, which provides guidance to teachers on making the primary education curriculum and content more inclusive of children with disabilities. Following the development of the handbook, three regional workshops were organized with support from UNICEF, where master trainers from all States across the country were oriented on its content. This handbook was translated and adapted to local contexts in three States - Assam, Odisha and Uttar Pradesh. Consultations and orientation workshops on inclusive education were held in Assam, Gujarat, Odisha and Uttar Pradesh and road maps were developed for implementation of inclusive education.

Building on the learnings from the operationalisation of the handbook, a teacher training module was developed that incorporated World Bank-supported training resources and aligned them with the NCERT handbook. This module is for a five-day training that uses participatory training methods and experiential learning, to increase knowledge and practical skills with respect to inclusive education. The content is aimed at increasing understanding of diversity, inclusive education, and barriers faced by children with disabilities. Two training workshops were organized at the national level, to build capacities of master trainers from 5 States that included 4 of the UNPRPD project states (Assam, Gujarat, Odisha and UP) and Jammu and Kashmir (on special request of the State Project Director, Sarva Shiksha Abhiyan). In all, 76 (32 females and 44 males) master trainers were trained. The workshops involved children and persons with disabilities, including disabled people's organizations (DPOs) who shared their education trajectories. Participants developed and transacted lesson plans, with feedback from resource teachers from inclusive schools and from an NGO working for

children with visual impairments, and other experts. As a follow up to the national level training, Assam developed a pool of 100 (51 males and 49 females) master trainers and identified key resource persons, who are scaling up the training to 3000 teachers in the State. In Odisha, a State Resource Group was formed, which trained 850 teachers (779 female teachers and 71 Male teachers) in 17 batches. In Gujarat, more than 100 (31 females and 74 males) master trainers were trained on inclusive education at the State level, followed by 514 trainers (326 males and females) trained at the zonal level. These master trainers further organized training programmes which benefitted more than 500 Block Resource Teachers.⁵ In addition, a monthly training schedule has been prepared, where regular capacity building is undertaken for 37 (29 male and 8 female) Inclusive Education Coordinators, representing all the districts of Gujarat. In continuation of this work undertaken under the project, State resources were leveraged to train 62 (35 male and 27 female) Block Level Resource Teachers in Banaskantha district and 60 (29 males and 31 females) Block Level Resource Teachers in Sabarkantha and Aravalli districts. Following extensive advocacy by UNICEF, Gujarat Council for Educational Research and Training, organized a series of zonal consultations, which culminated into a high level state consultation on inclusive education. This was supported by UNICEF. Taking cognizance of the significance of inclusive education the state formed a core group with representation from different ministries and civil society organizations. The core group is supporting the government in planning for implementation of inclusive education, towards which a roadmap has also been developed.

Furthermore, in the state of Assam with the facilitation and technical support of UNICEF, experts from SCERT Assam, DIETs, SSA, Rashtriya Madhyamik Shiksha Abhiyan (RMSA – government scheme for secondary level), Secondary Education Board of Assam (SEBA), the National Institute of Public Cooperation and Child Development (NIPCCD), and schools for the blind/visually impaired, deaf/hearing impaired met at a State Level Consultation on Inclusive Curriculum and developed a comprehensive roadmap for making school education inclusive in the state of Assam. Based on this roadmap, a plan of action was prepared by SCERT and SSA to make schools of Assam inclusive especially for CWD. In addition, UNICEF facilitated the formation of a State Resource Group (SRG) on inclusive education to support and guide the state in the implementation and monitoring of inclusive education in Assam. A total of 24 academic and technical experts (SSA, SCERT, DIETs, SEBA, NGOs, etc.) have been nominated as members of the SRG. The SRG members are being engaged in planning, developing strategies, decision making and executing activities on inclusive education. One of the major milestones of the roadmap was reviewing the state curriculum for elementary level with an inclusive education lens. With support from UNICEF, the SCERT revised the draft curriculum and necessary components were incorporated in the curriculum such as integration, assessment, evaluation, adaptation and modification to make the curriculum inclusive. The roles of family, community, teachers and resource persons were also incorporated in the curriculum. The SCERT is also initiating revision of textbooks in December 2017, to make them inclusive and responsive to the needs of diverse groups of children.

In Maharashtra, on request of the State government, support was provided to conduct a gap analysis on implementation of inclusive education for children with disabilities. The study was initiated with the aim of generating evidence to inform development of appropriate strategies to advance policies and programmes for the education of children with disabilities. The study involves a desk review of existing laws, policies and programme documents; secondary analysis of existing data on children with disabilities; and a qualitative analysis of existing provisions through interviews/ focus group discussions with key stakeholders and informants and classroom observations.

To promote accessible, barrier-free schools, a guidebook, *Making Schools Accessible to Children with Disabilities*, was developed in association with the Accessible India Campaign⁶ under the Ministry of Social Justice and Empowerment, and Samarthyam - a disability organisation.

⁵ The Block Resource Teachers are the resource teachers who visit schools in their blocks to support education of children with disabilities.

⁶ The Accessible India Campaign (*Sugamya Bharat Abhiyaan*) is a nationwide, flagship campaign launched by the Prime Minister of India to promote universal access for persons with disabilities. The objectives of this campaign is to increase the accessibility of the physical environment, enhance the accessibility and usability of public transportation, enhance the accessibility and usability of information and communication services, enhance the pool of sign language Interpreters, and enhance the proportion of daily captioning and sign-language interpretation of public news programmes.



Aimed at school administrators, school management committees and parents, the guidebook details the common infrastructural barriers children with disabilities may face within schools and offers possible solutions to address these barriers. It includes a checklist which can be used as a tool to assess the accessibility of schools and to identify areas that need improvement

Clear standards and specifications are provided, with photos and illustrations, which can be used with civil works personnel, both during construction and for retrofitting.

The guidebook was launched by the Minister of Social Justice and Empowerment Thaawarchand Gehlot and UNICEF India Representative Louis-Georges Arsenault.

Orientation workshops for education functionaries and capacity building workshops for civil works personnel on the guidebook *Making Schools Accessible to Children with Disabilities* were organized in Assam, Odisha, Uttar Pradesh and in Tamil Nadu. One hundred executive engineers in Odisha and 45 civil engineers in Uttar Pradesh, Tamil Nadu and Assam were trained. UNICEF will continue work in this area, with similar workshops planned in Gujarat in October 2017. As a part of the training workshops, access audits were conducted in 4 schools each in Assam, Tamil Nadu and Uttar Pradesh. In Odisha, these audits were conducted in 25 schools and 5 Teacher Training Institutes. A children's hospital in Tamil Nadu was also audited using the checklist provided in the guidebook. Reports of these access audits were shared with the respective State governments. Based on this guidance, model inclusive schools are being set up in Assam. Gujarat is working towards setting up 1000 model inclusive schools.

4. OTHER RESULTS

Please describe in this section:

- **Spin-off effects.** Positive results generated by the project which were not anticipated in the project document result chain.

In Assam, the State Council of Educational Research and Training (SCERT), in collaboration with UNICEF, reviewed the pre-service teacher education curriculum to assess if it prepares teachers for inclusive education with respect to children with disabilities. Based on the review, revisions were made to the curriculum. This was followed by a State level workshop of teachers to strengthen their understanding and knowledge of inclusive education. Further, district level meetings were held in five districts to support teacher education institutes to train pre-service and in-service teachers on inclusive classroom practices. A comprehensive roadmap was also developed through a consultative process, for making school education inclusive in Assam. Following this, a plan of action was also prepared to make schools inclusive, especially for children with disabilities. Furthermore, a State Resource Group (SRG) on inclusive education was established to support and guide the state in the implementation and monitoring of inclusive education in Assam.

As an outcome of the development of the guidebook *Making Schools Accessible to Children with Disabilities* and subsequent capacity building activities, Odisha government has committed additional allocation of more than 150,000 USD to make 31 schools in urban Bhubaneswar accessible, and has sought technical support from UNICEF towards this.

In Maharashtra, on request of the State government for a situation analysis, support was provided to conduct a gap analysis on implementation of inclusive education for children with disabilities. The study was initiated with the aim of generating evidence to inform development of appropriate strategies to advance the education of children with disabilities.

UNICEF also supported a desk analysis to identify and document potential practices on inclusive material and methodologies, including ICT-based methodologies, to reach children with disabilities effectively.

In partnership with Sanjha, a community based organization on education, UNESCO MGIEP organized reading camp for students adopting a four-step approach wherein training and other tools were provided to parents and teachers to screen, assess, nurture and integrate all children. Six camps were organised in North, South and East Delhi comprising of 30 students each. Nearly 150 students from government schools aged 6-10 years attended the summer reading camp and benefitted from the training. In addition, UNESCO MGIEP also partnered with Design Innovation Centre at University of Delhi to adapt the paper based DALI screening tools to digital formats in multiple languages. These are currently being tested and will be available online starting October 2017.

Training programmes were also organized to build capacities of school teachers, who act as surveyors during household surveys for improved identification of children with disabilities. This resulted in identification of 250627 children with disabilities through household surveys, of which 241476 children with disabilities have been mainstreamed during the academic year 2016-17.

Participation and partnership-building.

How the project has contributed to promote the participation of persons with disabilities and partnership-building across key constituencies.

The Steering Committee at the national level, and the Inter Agency Working Groups both nationally and in the five States provided an opportunity to enhance coordination between government agencies and provided a platform for government, academia, civil society organizations (CSOs) and the UN to come together.

New partnerships were forged by UNICEF, in particular with the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment particularly with respect to the Accessible India Campaign – the flagship campaign on universal access. One of the pillars of this Campaign focuses on ensuring public spaces/buildings are accessible to persons with disabilities. In line with this, UNICEF developed the guidebook on making schools accessible in partnership with the Department and Samarthyam – a disability organisation.

The project has helped UNESCO MGIEP in building partnerships with a chain of multidisciplinary centres in Delhi. Specifically, MGIEP has partnered with National Brain Research Centre, Orkids India – an organisation working with children with learning disabilities and their families, Design Innovation Centre at Delhi University and Sanjha - a community development initiative. Contacts have been established with experts in the field, schools, dyslexia associations and policy makers.

UN system-wide coherence.

How the project has contributed to greater UN inter-agency collaboration in the area of disability rights in the country.

All the three agencies (UNESCO, UNICEF, and MGIEP) worked closely in the implementation of this project and activities. The Resident Coordinator's Office played a coordinating role. The project has also allowed the UNCT to work towards establishing disability as a cross-cutting concept. The UN is supporting the nationalization of the SDGs and has now been requested by the government to support the implementation, monitoring, and management of the Accessible India Campaign, and to support the roll out of the new disability law.

Moreover, within the UN in India's work, there is now a greater focus on disability issues at large. In terms of inclusive education, an inter-agency results group on education which is part of the UNDAF formulation process, has incorporated inclusive education for children with disabilities as one of its key outputs.

UNICEF, in its new Country Programme will continue to work on inclusive education in the overall framework of child-friendly schools to promote learning, for all children, including children with disabilities and through mainstreaming of out of school children. Inclusive education will continue to be an area of focus, building on the work undertaken so far in the five States under this project and this work will be expanded to other States as well.

Knowledge creation.

How the project has contributed to generating new knowledge on how best to promote the rights of persons with disabilities in the context of the UN system operational activities. Please also describe in this section any unique expertise and products developed by the project that could be used to support other countries in a south-south cooperation framework.

As mentioned above, as part of the project, five thematic studies have been carried out on areas critical to implementing quality inclusive education for children with disabilities. These studies will provide a baseline for a roadmap/strategy paper towards implementing the education component of the CRPD, the Rights of Persons with Disabilities Act 2016 and the SDGs.

Support towards the formulation of a handbook on *Including Children with Special Needs- Primary Stage* was provided. A teacher training module on inclusive education and a guidebook on *Making Schools Accessible* have been developed under this project.

'Sixth Space' - the online repository on 'Difference Learning' was created that brings together both national and international resources. A unique feature that this portal brought to fore was the creation of material in different languages. This has been a novel contribution of the project. This knowledge could be shared with other countries. The project has helped MGIEP identify the need to creatively use the digital medium to augment learning.

Leveraging effect. Any catalytic effect that the project had in terms of mobilizing additional resources from the government, other parts the UN systems, the international community or other partners.

Governments of Assam, Gujarat and Odisha are investing their resources for upscaling the capacity building of education functionaries. The work of the IAWGs at the State level are also being undertaken by the respective governments with their own resources.

5. LIFE STORIES AND TESTIMONIES

Please provide in this one or more life stories or direct testimonies to illustrate the results described in sections 2-4. To the extent that is possible, reporting teams are encouraged to share photo, video and other materials to accompany the stories described in this section.

Placed below are testimonies from participants who attended the sensitization and capacity building workshops on accessibility:

Mr. Hitendra Joshi, Officer In-charge, Inclusive Education, Sarva Shiksha Abhiyan, Gujarat

Gradually inclusive education initiative has started picking up momentum. This initiative has developed a new perspective about inclusive schools and classrooms among education functionaries and teachers. All our district inclusive education (IED) coordinators⁷ have internalized the concept of inclusion and are providing guidance to their respective resource teachers. Under this initiative, we aspire to cover all the resource teachers and head teachers of select schools in the near future. The support and cooperation we have received from UNICEF is tremendous and I hope this will continue.

⁷ The Inclusive Education Coordinators are appointed by Sarva Shiksha Abhiyan, at state as well as district level for planning and management of activities related to inclusive education for children with disabilities, including compilation of data, preparation for work plans, monitoring activities, and provide support and training to functionaries at district/block/school level.

Mr. Haresh Parikh, District Inclusive Education Coordinator, Banaskantha District, Gujarat

The support received from UNICEF for the implementation of Inclusive Education Initiative is phenomenal. The knowledge and expertise of inclusive education (IED) coordinators as well as resource teachers have increased significantly following these trainings and workshops. Schools are starting to benefit from this and will slowly be transformed into fully inclusive schools.

Ms. P.S. Vakatar, SCERT, Gujarat

This was my first exposure to inclusive education for children with disabilities. I learnt that children with disabilities, like all other children have the potential to learn. Our teaching methods should be adapted to cater to their diverse needs. The concept of Universal Design for Learning was new for me, and I think this will be particularly useful in regular schools.

Mr. Mangotra, Inclusive Education Coordinator, Sarva Shiksha Abhiyan, Jammu and Kashmir

Until now regular teachers felt that children with disabilities are the responsibility of the concerned resource teacher only and that they themselves did not have the capacity to work with these children. This five-day teacher training programme has been very enriching, and we have understood the importance of collaboration among the resource teacher and the regular teacher.

Mr. Satyavir Singh, DC (Civil Works), District Programme Officer, Amroha, Uttar Pradesh

In these two days, we gained a lot of information we will incorporate accessibility into our practices. I have developed sensitivity to the needs of the persons with disabilities.

Placed below is a testimonial from a IAWG member from Gujarat”

Bhushan Punani, Blind People’s Association, Gujarat

Inclusive education in Gujarat is picking up in each and every dimension. The State level IAWG meeting organized by UNESCO played a catalytic role towards the State Level Policy on Empowerment of Persons with Disabilities. The national consultation meeting organized by UNESCO has provided excellent momentum to this aspect and adoption of policy is now on the anvil. After the UNESCO meeting, the Department of Education has done a phenomenal work of issuing a large number of notifications in respect of implementation of various provisions of Rights of Persons with Disabilities Act 2016 pertaining to education of children with special needs. In the days to come, inclusive education in Gujarat would become a true reality indeed.

Life stories of individuals who have coped with learning disabilities and built successful life stories are available on Sixth Space: <http://www.sixthspace.org/#articles/story>

6. CHALLENGES AND UNFORESEEN EVENTS

Please describe in this section any major challenges or unforeseen events emerging during the project implementation period and the impact they had on project implementation. Please also describe that measures that were taken by the project to respond to these events, including revisions of the original project document.

The government bodies involved in addressing the education of children with disabilities are scattered amongst different ministries and departments. Bringing them together and ensuring that they work in an integrated manner is a challenge, exacerbated by the fact that different organizations also tend to focus their efforts on specific disabilities, rather than the needs of children with disabilities as a whole.

Initially it took longer and consistent advocacy with the government to get them on board, and some States which were identified earlier, had to be replaced by other States due to changes in the priorities of their respective governments.

Identification of learning disability continues to be a challenge. While the Rights of Persons with Disabilities Act 2016 was passed by the parliament in December 2016 and SLD (Specific Learning Disability) has been included for the first time, it will take some time before policies are in place for its implementation.

Despite these challenges however, good progress has been made by the end of the project.

7. PROJECT FOLLOW UP

Please provide an overview of initiatives planned by various stakeholders in order to follow up on activities initiated by the project. Kindly make sure to cover at least the following stakeholders: relevant parts of Government, organizations of persons with disabilities, UN system, and other development partners operating in the country.

There has been significant buy-in from the State governments vis-à-vis the IAWGs. In Maharashtra, 3 sub-groups have been set up under the aegis of the IAWG; and in Gujarat a State Disability Policy is being formulated. In Assam, Odisha, and Uttar Pradesh the State governments are developing work plans to take this work forward.

UNICEF, in its new Country Programme will continue to work on inclusive education in the overall framework of child-friendly schools to promote learning, for all children, including children with disabilities and through mainstreaming of out of school children. Inclusive education will continue to be an area of focus, building on the work undertaken so far in the five States under this project and this work will be expanded to other States as well.

Resources will continue to be added to the portal on 'Difference Learning'. An online version of the screening tool will be made available in multiple languages for the screening assessment for learning disability specifically, dyslexia. Moving forward, MGIEP will undertake active groundwork to train teachers for screening and psychologists for assessment of learning disabilities.

An important result of the UN in India's engagement on disability issues is that it has been able to position itself as a credible partner with the government. As a consequence, the UN in India has been requested by the Department of Empowerment of Persons with Disabilities, which is the focal point for disability issues within the government, to support the operationalization of the Rights of Persons with Disabilities Act 2016, the implementation of the Accessible India Campaign and the Inclusive India Initiative⁸. This will form the core part of the proposed second phase of the project.

⁸ The inclusive India Initiative was launched by the National Trust to promote inclusion of persons with developmental disabilities under three verticals – inclusive education, inclusive employment, and inclusive community life.