



**“EFA”
GLOBAL ACTION WEEK, MAY19-25, 2014**

Inclusive Education for Children with Disabilities



FOREWORD

It gives us immense pleasure to present the activity report of **Global Action Week 2014** organized by **National Coalition for Education (NCE)** with 20 partners in collaboration with **UNESCO, GCE, GVSBK, CBM, World Vision, Care India and Action Aid.**

Global Action Week (GAW) is a historical campaign run by Global Campaign for Education in more than 100 countries across the world simultaneously to mark the anniversary of Dakar goals. Global Campaign for Education, a joint platform of international NGOs, trade unions, teachers' unions and national coalitions was formed in the year 2000 during the World Education Forum in Dakar. This year a week long campaign was observed all around the world to advocate with the National Government to make provisions for realizing the right to education of children with disabilities. The theme of GAW 2014 was '**Equal Right Equal Opportunities: Inclusive Education for Children with Disabilities**'.

In India National Coalition for Education (NCE) being official counterpart of GCE organised Global Action Week during 19-25 May, 2014 and the culmination event on May 24, 2014.

Global Action Week 2014 reminds us for a continuous dialogue and advocacy with policy makers to ensure equal rights of children with disabilities.

We appreciate our partners for their cooperation and support in organizing this campaign with highest level of commitment.

RAM PAL SINGH
General Secretary, NCE
President, AIPTF

RAMA KANT RAI
Convener, NCE

An Introduction

Global Action Week is the major international movement for the education for all (EFA) around the world. Working on education nationally, regionally and internationally all the participants take action to raise the plight of Education for All agenda, making coordinated demands with head of nations regarding their commitment on education. All over the world, members of the public – and particularly national coalitions and civil society organisations – get involved in Global Action Week, meaning that millions of people in nearly 100 countries take part each year. Past themes of Global Action Week have included ‘literacy and lifelong learning (2009)’; ‘Education financing (2010)’, ‘Girls’ education (2011)’, ‘Early childhood care and education (2012)’ and ‘Every child needs a teacher (2013)’.

This year the global apex body of the campaign ‘**Global Campaign for Education (GCE)**’ has announced Global action week to be celebrated in the month of April from 4-11th of April, 2014 and set the theme “*Equal Right Equal Opportunity: Inclusive Education for Children with Disabilities*”.

National Coalition for Education (NCE) being the country representative of Global Campaign for Education in India celebrates Global Action Week every year. This year NCE commemorated Global Action Week 2014 with its partners and Teachers Union in collaboration with Gram Vikas Avm Samajik Badlav Kendra (GVSBK). Due to General Election in India, the Global Action Week was commemorated during May 19-25, 2014. It was commemorated with 20 partner organisations throughout India mainly in states of Bihar, Gujarat, Goa, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Meghalaya, Odisha, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Uttarakhand and West Bengal.



Theme 2014: Inclusive Education for Children with Disabilities

An estimated 1 billion people live with disability, comprising approximately 15% of the global population. Out of these an estimated 93 million are children of those aged up to 14 years live with a moderate or severe disability. These groups of children with disabilities face a multitude of barriers in participating equally in society, particularly in education. In particular, their right to education is often not realized, which in turn hinders their access to other rights and creates enormous obstacles to reaching their potential and effectively participating in their communities.

Children with disabilities are more likely to be out of school than any other group of children. Even if they attend school at some cases, they tend to be drop-out or leave school early. The rights of millions of children with disabilities are not being met, and it is vital that state takes action to

ensure that every child realizes their equal right to participate in quality education, giving them an equal opportunity to participate in their communities, the workforce and more broadly in society.

One of the major activities of GCE is Global Action Week, in which all partners are called upon to highlight regional and national grassroots effort to champion the provision of education for all. Global action Week 2014 is an urgent call for action before 2015 deadline for the completion of Education for All (EFA) and Millennium Development Goals (MDG).

Dakar and Educational Rights of Disabled children:

The Goal of the Dakar Framework for Action was to achieve “Education for All” by 2015. The goal of the Dakar will only be achieved when all nations recognize that the universal right to education extends to individuals with disabilities too, and when all nations act upon their obligations to establish or reform public education systems, that are accessible to, and meet the needs of individuals with disabilities.

This Flagship on ‘Education for All’ and the Right to education for Persons with Disabilities; towards Inclusion has been established to act as a catalyst to ensure that the right to education, and the goals of the ‘Dakar Framework’, are realized for individuals with disabilities. This Flagship has been formed by an alliance of diverse organizations, including global disability organizations, international development agencies, intergovernmental agencies, and experts in the fields of special and inclusive education from developed and developing nations. This Flagship represents a joint effort among UN organisations, NGOs and donor countries acting together as a catalyst in the process of achieving Education for All. The Flagship seeks to unite all partners in its effort to reach out to children, young people and adults with disabilities, and to promote solutions that can translate universal rights into inclusive realities.

Indian Context

In Census 2011 information on eight types of disability has been collected as compared to 5 types of disability in Census 2001. Designed to cover most of the disabilities listed in the “Persons with Disabilities Act, 1995” and “The National Trust Act, 1999” eight types of disability covered in 2011 census were seeing, hearing, speech, movement, mental retardation, mental illness, multiple disability and others.

Census 2011 shows that a total of 26.81 million people as disabled in India of which 18.26 million people are rural residents and 8.17 million are urban residents. Population of persons with disabilities in India as a percentage of the total population is 2.21. This percentage was lower in 2001 (2.13). Of the total disabled population, 14.98 million are males and 11.28 million are females.

Disabled Population by Sex and Residence India, 2011

Residence	Persons	Males	Females
Total	26,810,557	14,986,202	11,824,355
Rural	18,631,921	10,408,168	8,223,753
Urban	8,178,636	4,578,034	3,600,602

Census data also show that there has been an increase in the number of disabled population as compared to 2001. There has been a 22.4 percentage decadal growth in 2011, more than 4.9 million

in absolute terms. This has been much higher for females (27.1%) as compared to males (18.9 %). The decadal growth has been at 13.7 % in urban and 48.2 % in rural areas.

Looking at the proportion of disabled population by social groups, it can be seen the highest percentage of the disabled population comes from schedule caste (2.45 %) as compared to 2.21% of the total population.

In India children with disabilities mainly come under the purview of the Ministry of Social Justice and Empowerment. In India, 1.67% of the 0-19 population has a disability. 35.29% of all people living with disabilities are children. Other estimates say that India has 12 million children living with disabilities. Only 1% of children with disabilities have access to school and one third of most disabilities are preventable. India spends only 0.83% of its health budget on mental health. Children with disabilities are covered under the persons with disabilities (Equal Protection of Rights and Full Participation) Act 1995.

Global Action Week (GAW) in India

National Coalition for Education (NCE) along with its partners and other CSOs organised several campaign activities across country during the Global Action Week 2014 in 17 states of India.

A series of activities were undertaken by National Coalition for Education (NCE) partners and teachers union in the above said states of India. Teachers, school children, parents, social workers and government representatives participated in the event which highlighted the profound challenges faced by children with disabilities in realizing their right to education.

The Global Action Week 2014 focused on equal right and equal opportunity for children with disabilities so that the goal of universal education is realized. Seminars and a series of consultations were organised and children participated in drawing competition, painting competition, handicraft and rallies were also brought out on the theme of EFA Global Action Week.

Also the participating school children sent postcards to the Governor of every state through the district collectors in different districts. A charter of demands was also prepared based on the importance of inclusive education and rights of children with disabilities.

The list of partners celebrating EFA Global Action Week 2014 across India: See Annexure-I

National Culmination Event at Vishwa Yuvak Kendra, New Delhi

Global Action Week was culminated in the national capital, New Delhi on May 24, 2014. The culmination event was organised by National Coalition for Education and co-hosted by UNESCO New Delhi. This event was also assisted by GVS BK, CARE India, World Vision, CBM, UNICEF and Action Aid.

The representatives of Government of India, Global Campaign for Education, partner organisations of NCE, Teacher's Union, CSOs (AARTH ASTHA, AADI, SAFI, PARIVAAR, World Vision, CBM SARO, UNICEF, UNESCO, ADPSS, and Action Aid etc.) disability group movement, children and media participated in the culmination event.

The speakers, in chronological order, at this occasion were following:

- *Mr. Ram Pal Singh, General Secretary, NCE and President, AIPTF*
- *Mr. Rama Kant Rai, Convener, NCE*
- *Mr. Shigeru Aoyagi, Director, UNESCO New Delhi*
- *Ms. Anjela Taneja, Head, Policy division, GCE*
- *Children from World Vision India Chapter and SAAFI*
- *Smt. Poonam Natarajan, Chairperson, National Trust, MSJE, Govt. of India*
- *Ms. Kushal Singh, Chairperson, NCPCR*
- *Shri Awanish K. Awasthi, Joint Secretary Deptt. of Disability Affairs, Ministry of Social Justice and Empowerment*
- *Ms. Amita Tandon, UNICEF India*
- *Dr. M.N.G. Mani, International Council for Education of Children with Visual Impairment (ICEVI)*
- *Dr. Anil Aneja, All India Confederation of the Blind (AICB)*
- *Dr. Sara Varughese, South Asia Regional Director, CBM*
- *Mr. Pankaj Shukla, Managing Editor, News 30*
- *Mr. Jitendra Singh, Press Club of India, New Delhi*
- *Mr. Alisher Umarov (Moderated a session of Disability Expert)*
- *Ms. Radhika Alkazi (Moderated session of Government Representatives)*
- *Mr. Reni Jacob (Moderated session of Media and Advocacy)*

Welcome by Mr. Rampal Singh, President, All India Primary Teachers' Federation (AIPTF)

In his welcome address Mr. Rampal Singh, President of All India Primary Teachers Federation and General Secretary of National Coalition for Education (NCE), said that Global Action Week is not only a formality and it provides all of us to gather together and discuss the theme selected in order to achieve the Education for All (EFA) goals.

Talking about the theme of GAW 2014- “Equal Right Equal Opportunity: Inclusive Education for Children with Disabilities”- he said, there has been a myth in India that how come children with disabilities would be educated along with children in the same classroom. Talking about teachers he shared that even teachers are not much aware of rights of children with disabilities and teachers have not been trained on how to impart education to children with disabilities.



Setting up the context Mr. Rampal Singh said that today let us discuss how to develop mechanism to ensure inclusive education. Quoting census data he informed that in India there are 26.8 million persons with disability, who constitute 2.21 percent of the total population. Giving reference of DISE data 2012-13 he said there are only 1% special schools for children with special needs (CWSN) in India. A comparative analysis of DISE data reflects that the enrolment rate of children with disabilities in proportion to total enrolment has always been less than 1 percent. There is lack of infrastructure in government schools. Can they get education with poor infrastructures, asked Mr. Rampal Singh.

To make Global Action Week event more effective he said that GAW provides us an opportunity to influence policy makers. Stressing the need of research he further said quality research and

effective policies are required, for quality inclusive education along with full time and trained teachers. Basic facilities in schools are also required for children with disabilities. CSOs, UN agencies, GCE and Government should come forward together to address this issue. He said that there is a lot of expectation with the forthcoming government. He assured that the teachers community will do support this noble cause. He concluded his speech by saying children are the future of the nation and inclusive education will lead to nation building and inclusive society.

Message on behalf of UNESCO- Mr. Shigeru Aoyagi, Director, UNESCO New Delhi



Mr. Shigeru Aoyagi, congratulated Global Campaign for Education (GCE) and National Coalition for Education (NCE) for celebrating Global Action Week (GAW) and advocating rights of children with disabilities.

He said that Global Action Week is quite important for UNESCO as well. He recalled that previously GAW covered the themes related with Women and Girls education, Early Childhood Care, Teachers' education, Education financing, Quality education and Teachers recruitment. Mr. Shigeru said that the theme of disability and inclusive education selected for GAW 2014 is quite important.

Quoting EFA GMR report Mr. Shigeru said that there are 93 million people with disabilities and 13 million children are with severe disability. These children are not in position to access the quality education. In India RTE Act enacted in 2009 addressing all children, despite this there are millions of out of school children in India.

Mr. Shigeru reiterated that UNESCO recognizes that separate education does not ensure inclusive education. At global level UNESCO promotes equal opportunity and equal rights of children with disabilities, develop data base and online knowledge community has also been developed. He informed that UNESCO has also developed numerous tool kits, policies, guideline to promote inclusive education. At the end of his key note address Mr. Shigeru concluded that UNESCO will be happy to extend its support to organizations in promoting and ensuring inclusive "Education for All".

About EFA Global Action Week 2014- Mr. Rama Kant Rai, Convener, NCE

Mr. Rama Kant Rai said that one can observe children with disabilities rag picking in the streets of India, children can be seen polishing cars and there are many more examples like this. This is very unfortunate that millions of children out of school despite global commitment.

He said that Global Action Week 2014 reminds us for a continuous dialogue and advocacy with policy makers to make education inclusive and bring all children with disabilities in schools.

On behalf of NCE he expressed his happiness as different CSOs and disability groups have helped us in celebration of Global Action Week. He also accepted that NCE team learnt a lot on the issue of inclusive education and disability. Analysing the census data he said out of school children are amongst the highest and these children are the one who belong to the marginalized section. He



informed the audience that NCE has filed a Public Interest Litigation (PIL) on the issue of non implementation of RTE Act 2009.

Talking about the institutional mechanism in India he said that National Commission for Protection of Child Rights (NCPCR) and State Commission for Protection of Child Rights (SCPCR) play a very important in ensuring Inclusive education. He further analyzed that historically and socially disability has been seen as a biomedical problem. He further said that only right based approach will ensure inclusion of children with disabilities rather than charity based approach. He also informed that during the Global Action Week 2014 a charter of demands is being prepared with input from different stakeholders, which will be shared with all of you for suggestions and feedback. This charter of demands will be submitted to Hon'ble President of India.

Short visual/movie on educational rights of children with disabilities and GAW theme & message from GCE Ms. Anjela Taneja, Head, Policy division, GCE

Ms. Anjela Taneja said that disability is an issue which has always been missing in dialogue, whether it is policy making or individual discussion despite understanding the importance of this issue, it gets ignored. Discussing on inclusion of children with disabilities and education system she pointed out three dimensions of inclusion. Inclusion has following dimensions:

- a) Legal dimension, based on UNCRPD
- b) Resources and attitude (student teacher ratio, special educators, discrimination and attitude etc)
- c) For inclusion, a strong redressal mechanism is required.



She said this year Global Action Week provides us the opportunity to raise this issue before the new government.

Chalking out the future strategy she said that a lot of work to be done to ensure inclusive education e.g. intervention of teachers, training on sensitization of teacher toward inclusive education and needs of children with disability, disabled friendly infrastructure in schools etc. She ended her speech with a positive note and said we hope the issues are taken care of by the new government in coming days.

Messages from Govt. of India Representatives

Opening the session Ms. Radhika Alkazi, AARTH Ashtha (A pioneering organisation working on Rights of Children with Disabilities) contextualized the session by her opening remarks.

Barriers to Inclusive Education and CWSN- Smt. Poonam Natarajan, Chairperson, National Trust, MSJE, Govt. of India

Speaking on the issue of barriers to inclusive education Ms. Poonam Natarajan said that this is very important that we all are meeting here for the issue of inclusive education and children with disabilities. She said that there are number of barriers in inclusive education. Explaining the meaning of inclusive education she said that the teacher has to own up children in the classes and he/she realizes that these are my children.



Underlining the importance of special educators she said, 'it should be accepted that special educator is the support for the teacher and not only for children. As far as role of special educator is concerned it must be defined.'

Ms. Natrajan also said that the role of special school should also be broadened and they should also go for ECCD level. She highlighted that importance of planning in inclusive education. Ms. Natrajan emphasized that the school management committee (SMC) should also include it in School Development Plan (SDP).

Talking about inclusion she said that in a classroom peer support is very important. She emphasised that the attitude of doctors, parents and teachers should also be changed also. She suggested that for mainstreaming the children with disabilities they need support environment and support persons. She also said that in policies and laws, barriers have been addressed but it has not been implemented at ground level properly. She further said that It is our wish that Children with disabilities come to mainstream school in coming future.

Role of NCPCR in ensuring RTE for CWSN- Ms. Kushal Singh, Chairperson, NCPCR

Ms. Kushal Singh congratulated and thanked National Coalition for Education (NCE) for raising this important issue of education. She said that to make inclusive education a reality, we need to change our attitude towards children with disabilities. Ms. Kushal Singh co-related education and development in her speech. She said education and development are correlated and this stands true for children with disabilities also.

According to Ms. Khushal Singh, for children with disabilities the education has the following important roles:



- a) Children with disability interact with the society in a better way. Children learn to communicate with their peer group, parents, teachers etc and they start learning from others also.
- b) Society changes its attitude towards the educated children with disabilities once they are in mainstreamed in education.
- c) Studies in U.S have established that with better education children with disabilities learn to cope up with their disability. Education makes these children employable and boosts their confidence. Self independence is quite important for self development.

Explaining the role of NCPCR she said that National Commission for Protection of Child Rights (NCPCR) is a monitoring agency. She said that NCPCR monitors implementation of govt. laws and schemes which deals with child protection and child development. She said that data show schools have ramp but when we see at ground, in actual practice, especially in remote area, facilities are not provided to children with disabilities. She informed that NCPCR has sent letters to MHRD in this regard.

Ms. Kushal Singh also informed that NCPCR and SCPCR have taken decision to monitoring in common format and NCPCR will take up the issue with state government and provide data to

them for better and effective policy implementation. Ms. Kushal Singh committed that the issue of inclusive education and rights of children with disabilities will be taken as agenda at our best at higher level.

Empowerment and Inclusive Education for CWSN- Shri Awanish K. Awasthi, Joint Secretary Deptt. of Disability Affairs, Ministry of Social Justice and Empowerment

Mr. Awasthi said that his department has received instruction from new government regarding inclusive education and its status in India. He informed that MSJE has also been asked to bring out our achievements and gaps, which is being documented now at ministry level. Mr. Awasthi said he feels there are a lot to be done to address the issue of inclusion and children with disabilities.



He pointed three aspects of this issue-

- 1- Inclusive education in all schools, not just in government schools.
- 2- Special schools which have been functioning for more than 100yrs in India and
- 3- Children who are left at home

He said that special schools have been there in our country for years. Talking about the work of Ministry of Social Justice and Empowerment he said that MSJE is also supporting special schools from time to time. He also pointed out that in special schools there is no proper curriculum. He further said that often parents send their children in special schools but there is lack of monitoring in these schools and unfortunately there is lack of consensus on the curriculum of special schools. He gladly informed that in last 3 months (1000-1200) special schools have received TLM from Ministry.

Sharing his views he said the role of special school should be preparatory. He said that he believed in area of 5-7 kilometers, at least one or two schools must be inclusive. Highlighting the magnitude of problem he said India is a vast country and the magnitude of problem of inclusive education and children with disabilities is huge.

On behalf of Ministry of Social Justice and Empowerment he assured all that Ministry of Social Justice and Empowerment will do whatever is necessary to ensure rights of children with disability and inclusive education. He invited suggestions from civil society organisation in this regard.

Inclusive Education and Children with disabilities – Ms. Amita Tandon, UNICEF India

Ms. Amita Tandon, highlighting the data deficit in the census of India said that there is no desegregated data available for children with disabilities in the age group of 6-14 years, as required for policy making or intervention as per RTE Act 2009. He said that apart from this for focused intervention we need to work on the data of district level and then develop an implementation strategy to ensure inclusive education of children with disabilities.



Quoting from the 'Status of World Children Report', published by UNICEF last year she said that there are certain observations which are appropriate to discuss at this occasion. These are following-

- a) First of all there should be accurate and updated data on children with disabilities in India. Only then realistic and effective policies could be formulated to ensure equal right and equal opportunity for children with disabilities.
- b) Civil society organizations need to advocate for inclusive public places.
- c) Poverty has co-relation with exclusion of children with disabilities.
- d) When we talk about the issue, we need to change the focus of discourse. Child is not a problem rather our system is problematic, system is not ready to accept children with disabilities.
- e) Though intersectional approach and convergence is difficult but we need to keep trying for this for making inclusion a reality.

Nothing about us, without us: Participation of Children with Disabilities

Children from 'National Forum for Children with Disabilities', which is an initiative of World Vision India chapter, also shared their experiences at this occasion. Rekha, Akash, Premwati and Shahzaadi thanked Global Campaign for Education (GCE), National Coalition for Education (NCE) and all the participants for addressing the issue of children with disabilities at National Level. These children shared that children with disabilities face several challenges at multiple levels in their life. Children also said that as far as inclusive education is concerned there are no ramps in schools, even if ramp is there but the inclination of ramp is not friendly for wheelchair users, toilets in schools are not disabled friendly. Children also pointed out that there is lack of sensitivity among teachers regarding the need of children with disabilities in the classroom and in schools. They expressed their anguish and said that facilities provided in the schools are inadequate for children with disabilities. Children pleaded that in policy making and policy implementation their views must be incorporated.



Messages from Experts

Opening the session Dr. Alisher Umarov, Head Education-UNESCO invited experts on disabilities on the dias and opened the session with UN context.

Dr. M.N.G. Mani, International Council for Education of Children with Visual Impairment

Dr. Mani said that Global Action Week is an activity to remind our commitment towards the issue of children with disabilities and inclusion throughout world. Giving the reference of UNESCO Global Monitoring Reports (GMR) Dr. Mani pointed out that in the year 2000 there were 102 million children out of school. He said that one could observe that in the first five years there was decrease of 38% in number of out of school children, in the second five year it was 19% and in 2014 it is only 11%. As per UNESCO Global Monitoring Report out of these children one third are children with disabilities. He said that, 'the last mile is always difficult, we all know!'



He agreed with other speakers on the fact that that in the left out children majority of children are children with disabilities. He said that to achieve the goal of 'Education for All' (EFA), these left out children must be brought in the school education system. Focusing on Indian scenario, he said Sarva Shiksha Abhiyan (SSA) has been a very good initiative. Talking about its impact he said due to this more than 2.9 million children with disabilities have been brought into regular school. Mr. Mani Said, "But at the same time we must accept that quality is one of the important aspects of inclusive education. Unless we look at the quality aspect in India, the education experience of the children with disabilities will not improve."

Dr. Mani opined that through all the legislations, policies, programmes, schemes, we should ensure equal right and equal opportunities of children with disabilities. He further said that inclusive education will be successful only when general education system will be made sensitive. He outlined that implementation of some legislative measures will be important in this context, e.g all teachers in the country are being trained to for inclusive education of children with disabilities through training programmes. Mr. Mani advocated that the teachers' education institutes in the country should be including the concerns of disability groups and inclusive education. He expressed his hope that India is going to play a vital role in the area of disabilities through events like Global action Week.

Dr. Anil Aneja, All India Confederation of the Blind (AICB)

Mr. Anil appreciated the uniqueness of the conference as presence of teacher union. Adding to it he said that unless teachers become active and participate with a critical intervention, it would be impossible to make education inclusive for children with disabilities. When we talk issue oscillates between two extremes, Euphoria, sense of dream and question of resistance on the academic debates ensues ignores that factor that as inclusive education is concerned. these are:

- Inclusive education a process or an end
- Wide gap exists between the reality and dream of inclusion



No one can deny that inclusion is the best thing, but is it the end. Is putting child in school and seeing inclusion in terms of numbers as in most of data including SSA.

Taking about infrastructure and policy framework, Mr. Anil said that there are number of things which are required. Further, questioning about the policies he said that though some would say that policy are in place but is that enough.

He also talked about the issues of peer group support to be missing from schools which becomes an impediment for children with disabilities to adapt the environment and hence excluded.

Mr Anil added that unless teachers are not sensitised about exclusion, an important aspect would be totally missing for bringing inclusion. He also emphasised on the use of technology with teachers. If we about children with disabilities, without preparing schools for it, it is not desirable and must be avoided.

Dr. Sara Varghese: Role of CSOs in inclusive education and children with special needs.

Starting with sharing of slogan 'I am ready for school, is school ready for me' which was written by children while celebrating GAW, Dr. Varghese shared story of Sabina whose family did not want to believe that there was a problem with their child. She shared that initially, CBM had to face a lot of resistance while it started to work to bring Sabina to school but, with interventions at different levels, Sabina got enrolled into schools as her family agreed to do so., Dr. Varghese informed that Sabina studies along with everyone and contributes to the family. She also talked about the development of youth groups who can support teachers training in mainstream schools. Adding to it, she said that there is need to work with SMC who could help in identifying and getting children with disabilities enrolled to school. She also shared various interventions with various stakeholders through which the enrollment of children with disabilities was increased. Ms. Varghese also shared about the children's parliament run by CBM. Swarnalekha, one of the members of the Parliament was selected to speak in the UN who talked about the rights of women. She ended by saying that these models need to become a reality for every child.



Educational Rights and Role of Media

Opening the session Mr. Reni Jacob said that disability is not with people but society. Questioning whose angle we are promoting, he invited the panel to speak on Role of Media.

Mr. Pankaj Shukla, Managing Editor, News 30

Mr. Shukla started with sharing statistics on disability and said that 2.21% of the total population of which 19 crore are in rural India. Large sections of persons with disabilities come from schedule caste. He also said that National Policy for Children 2013 also have promises for children with disabilities. Quoting DISE data Mr. Pankaj said that just 1% schools are compliant for disabled children in 2012-13. Even this data is on paper only. Actual ground level situation is quite different.



Talking about the importance of awareness of on the issue of disability and inclusion, he said that it leads to foundation of pressure group, which leads to further change. He suggested that if this pressure group would be projected, advocacy would be stronger and effective.

Mr. Jitendra Singh, Press Club of India, New Delhi

Mr. Jitendra, showing concern, informed that social issues in media are covered not more than 2% in 2-3 months. He suggested media involvement is necessary to bring out the issue. For this media sensitization is necessary if the issue has to be taken forward. adding the fact that media works for profit, he said that one needs to put a concerted efforts to create some space within it.



He said that responsibility of educating media must be taken by CSOs. Also awareness must be generated both amongst media and other stakeholders. Concluding the session, he said that one must strategies politics if intention is to bring out our issues.

Vote of thanks by Mr. Ram Pal Singh

Mr. Ram Pal Singh thanking everyone present: children, dignitaries who inaugurated. He thanked media to be part of culmination event and parents. Mr. Ram Pal Singh said a pressure group must be formed to advocate for policy changes on the issue of inclusive education and disability. He also thanked Mr. Shegeru Ayogi, Mr. Alisher Umarov, Ms. Radhika Alkazi, Mr. Reni Jacob, Ms. Anjela Taneja, Dr. Sara varughese, Mr. Umesh Baurai, Mr. Pankaj Shukla, Mr. Jitendra Singh. He thanked Ms. Kushal Singh from NCPCR, Mr. A. K. Awasthi from Ministry of Social Justice and Empowerment, Ms. Amita Tondon from UNICEF, Mr. Vijay Kanth from PARIVAR and all others who made their valuable presence in this event.



Charter of Demands and online petition to Hon'ble President of India (as proposed during Global Action Week 19-25 ,May, 2014)

Demands

Policy framework and Legislation

1. There must be an enumeration process of disabled children at regular interval rather than after every 10 years in census.
2. Measures to address the intersectional nature detrimental with disabled children i.e. gender, caste, ethnicity, minority , poverty coupled with disability should be recognised and be taken into account when evolving institutional mechanisms; policies, provisions, resource allocation and monitoring.
3. Equal opportunities for disabled persons should be made imperative in all walks of life i.e education, health, survival and economic opportunities.
4. The disabled person- whether congenital or adventitious, or whatsoever, should be a cognizable responsibility of the state rather than a along stretching process of running behind government departments and offices for entitlements.
5. Pass the Rights of the Persons with Disabilities (PWD) Bill 2014 incorporating the amendments proposed by various stakeholders and appoint urgently a task force through MHRD to ensure the amendments in line with RTE Act 2009.

School Infrastructure and accessibility

1. Every school must have accessible infrastructure (ramps, disabled friendly toilets, drinking water facilities, sitting arrangements etc) in order to make schools inclusive for children with special needs.
2. There must be appropriate teaching and learning material (basic assistive devices, text books and other learning material) available in schools for providing quality education to children with disabilities.
3. The provision for safe and appropriate transport of children with disabilities to school and back should be made as strong commitment by all states.

4. School Development Plans should include barrier free access to school.

Teachers

1. All children with disability must be provided special teachers trained in the specific disability of children.
2. Gear all teacher education programmes (both pre-service and in-service) to developing the pedagogical skills required in inclusive classrooms.
3. At present most of the special teachers working in SSA are on project mode and get salary through the assistance from Government of India. It is essential to include the teachers in the general system to make inclusive education successful.
4. Government should earmark at least 2% of the teacher vacancies (disability wise) to special education teachers.

Programmatic

1. Home based education should be suitably reorganised (except in case of children with multiple disabilities) and children with disability must be included / mainstreamed in classrooms ensuring quality elementary education as provided under RTE Act 2009.
2. Promoting convergence of SSA for CWSN with schemes which are inter-related like the Kasturba Gandhi Balika Vidyalaya (KGBV), Mid-day Meal Scheme (MDMS), National Programme for Education of Girls at Elementary Level (NPEGEL) and ICDS.
3. Government should provide necessary support to special schools for children with disabilities as necessary, as proposed under the relevant section of the 'Rights of the persons with disabilities Bill.

Institutional Mechanism

1. Guidelines and training for SMCs to monitor the identification, enrolment, facilities for learning and participation of children with disabilities need to be developed.
2. There should be better convergence between commissioner for Person with Disabilities and the SCPCR on issues related to children with disabilities.
3. State should ensure that experts from disability sector are included in all implementing and monitoring agencies like SCPCR.

Accountability and Grievances Redressal

1. It should be the responsibility of the government/ local authority to issue certificates required by children with disability in order to avail entitlements.
2. Make right based redressal mechanism for discrimination. Mechanism for institutional and non institutional grievance redressal to be put in place.
3. State grievance cell to address issues concerning issues of CWSN (admitting 25% from weaker sections in private schools, bridge courses, penalties for those failing to comply with the Act, ramification of zero rejection policy, etc.)

Others

1. Make curriculum-related policies and programmes inclusive in nature to effectively address issues related to the education of children with disabilities.
2. Enrolment of children with disabilities alone is not enough for inclusion and therefore, there should be adequate supply of learning materials. Equipping organizations locally to produce learning materials, including Braille books, is vital.
3. There is need to bring in standardization in the way data is collected, maintained and reported under the various educational bodies, census data, etc. Inconsistent data on the magnitude and educational status of CWSNs makes it very difficult to understand, ascertain realities and plan appropriate interventions.

List of partners celebrating EFA Global Action Week 2014 in India

Sl. No.	Partner Civil Society Organizations (CSOs)	District	State
1.	Bharat Udai Education Society	Meerut	Uttar Pradesh
2.	Gaurav Gramin Mahila Vikas Manch	Patna	Bihar
3.	Gram Vikas Evam Samajik Badlao Kendra	Najafgarh	Haryana
4.	En-bloc : on way to Humanity	Hoshiarpur	Punjab
5.	Unnati Sansthan	Udaipur	Rajasthan
6.	Bal Kalyan Evam Shodh Sansthan (BKSS)	Allahabad	Uttar Pradesh
7.	Uttaranchal Development Institute	Champawat	Uttarakhand
8.	SCORE	Lucknow	Uttar Pradesh
Partner Teachers' Unions			
9.	West Bengal Primary Teachers Association	Calcutta	West Bengal
10.	TESTF	Chennai	Tamil Nadu
11.	All India Federation of Teacher's Organization	Ahmedabad	Gujarat
12.	Jharkhand Rajya Prathmik Shikshak Sangh	Ranchi	Jharkhand
13.	AUPTF	Bhubaneswar	Odisha
14.	All Meghalaya Primary School Teacher Association	Shillong	Meghalaya
15.	GRPSS	Collem	Goa
16.	HPPTF(Himachal Pradesh Primary Teacher Federation)	Sirmour	Himachal Pradesh
17.	KSPSTA	Bangalore	Karnataka
18.	All India Secondary Teachers Federation	Patna	Bihar
19.	MPPSS	Bhopal	Madhya Pradesh
20.	GSPTF	Gandhinagar	Gujarat

Report prepared by Mr. Kumar Ratan, National Advocacy Coordinator and Ms. Noopur, Research & Capacity Building Coordinator-NCE