



National Conference on Inclusive Education as a strategy for achieving Sustainable Development Goals 2030

Summary Report 24-25 January 2018

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**National Conference on Inclusive Education
as a strategy for achieving
Sustainable Development Goals 2030**

Summary Report

24-25 January'2018



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This summary report contains the major findings and deliberations of the National Conference on Inclusive Education as a strategy for achieving Sustainable Development Goals 2030, jointly organized by **Vision Divyang Foundation & Vision Institute of Applied Studies in collaboration with Rehabilitation Council of India (RCI), Government of India & support of UNESCO**, New Delhi on 24–25 January 2018 at India International Centre, Max Muller Marg, New Delhi, India.

Vision Divyang Foundation and Vision Institute of Applied Studies are particularly grateful to **Shri Indresh Kumar (RSS); Dr. Kamlesh Kumar Pandey, Chief Commissioner of PwD & Chairman RCI & National Trust, Ms. Huma Masood, UNESCO representative; Ms. Dolly Chakrabarty, Jt. Secty., MSJE, GoI; Lt. Genl.(Retd.) J.P. Nehra** among other senior noted guests to have come and addressed the audience at the inaugural ceremony on 24th January 2018. On the first day, two sessions were held and ten speakers had put their thoughts on two themes, namely: "Promoting Inclusive Quality Education for Children with Disabilities" and "Decent Work & Economic Growth through Inclusive Education". On the second day, first an interaction session with all the stakeholders was held followed by two consecutive sessions on subject "Challenges in Implementation of Inclusive Quality Education" and "Partnership of SDG through Inclusive Education". Seven speakers narrated their view on these themes. Healthy discussion on these very sensitive and serious topics was followed by interesting and curative open session for discussion.

A major highlight of the event was the giving away of the '**Vision UN-SDG Achievers Award**'; which were distributed by Vision Divyang Foundation to 21 awardees. In addition, 21 citations were bestowed upon the Speakers at the event as "**Vision UN-SDG Ambassadors**".

It is immensely satisfying that the objective for which this National Conference was organized concluded on a very positive note. All the stakeholders who participated in the two day event were happy with the deliberations and gave their full commitment to help achieve the UN Sustainable Development Goals through Inclusive Education.

Vision Divyang Foundation and Vision Institute of Applied Studies are highly thankful to all the speakers, delegates, partners, organising team, student community, teacher-trainees, special educators, rehab-professionals, school principals, participating stakeholders apart from the Govt. officials of Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, National Trust and Office of the Chief Commissioner of Persons with Disabilities for sparing their precious time and efforts in making this event successful.

Kusum Gupta
Mukesh G Gupta

प्रकाश जावडेकर
Prakash Javadekar



मंत्री
मानव संसाधन विकास
भारत सरकार
MINISTER
HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA



MESSAGE

I applaud Vision Divyang Foundation for organising a two-day conference with the support of UNESCO and RCI, Govt. of India on the theme “**Inclusive Education as a strategy for achieving UN Sustainable Development Goals 2030**” at IIC Lodhi Road on 24th & 25th January, 2018.

Goal no. 4 of Sustainable Development Goals which deals with Quality Education is one of the very important agenda of Ministry of Human Resource Development and Inclusive Education is one of the strategic tool which promises Education for all in an equitable manner. The Government is committed to provide Quality Education and make the SDG Goal no. 4 a reality; which infact is the basis for achieving all the other Goals.

I congratulate the team of Vision Divyang Foundation for working with different stake-holders and commencing a much needed discussion for working towards achieving the Sustainable Development Goals for the survival & welfare of Humanity.


(PRAKASH JAVADEKAR)

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KRISHAN PAL GURJAR



No. 312/VIP/MOS(SJ&E)/2018

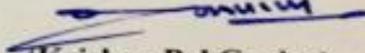
सामाजिक न्याय और अधिकारिता राज्य मंत्री
भारत सरकार

MINISTER OF STATE FOR
SOCIAL JUSTICE & EMPOWERMENT
GOVERNMENT OF INDIA

MESSAGE

I am happy to note that vision Divyang Foundation & Vision Institute of Applied Studies had organized a national conference "Inclusive education as a strategy for achieving SDG 2030" on 24th and 25th January, 2018 at India International Centre New Delhi in collaboration with UNESCO and Rehabilitation Council of India Govt. of India. The conference was attended by many key officials of MSJE and senior dignitaries.

I wish the Vision Divyang Foundation all success in its future endeavours and pray for bright future of all who are associated with it.


(Krishan Pal Gurjar)

Place: New Delhi

Date: 4, May, 2018



विजय साम्पला
VIJAY SAMPLA
सामाजिक न्याय और अधिकारिता राज्य मंत्री
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SOCIAL JUSTICE & EMPOWERMENT
GOVERNMENT OF INDIA



C.O. No. 994.../VIP/MoS/SJE/2018



MESSAGE

I was profoundly happy to note that vision institute of applied studies has organized a national conference " inclusive education as a strategy for achieving SDG 2030" on 24th and 25th jan 2018. At india international centre new delhi in collaboration with unesco and rehabilitation council of india govt of india. It was an amazing and wonderful event to highlight the UNO charter on disabled person. The event proved successful in sensitizing the public was disabled person.

I congratulate shri. Mukesh G Gupta chairman and all staff member of the institute and I wish that more event may be organized for the welfare and upliftment.



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Stuti Kacker
अध्यक्ष
Chairperson

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राष्ट्रीय बाल अधिकार संरक्षण आयोग
NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS
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New Delhi - 110 001



MESSAGE

India is a home to 472 million children and amongst them 1.6 children are disabled. The Constitution of India provides specific provisions to protect the rights of all children, including children with disabilities. All children are entitled to enjoy their rights irrespective of their gender, age, caste, creed, colour and disability.

The Rights of Persons with Disabilities Act, 2016 provides inclusive education to the children with disabilities till the age of 18 years, along with provisions for scholarships. The Right of Children for Free and Compulsory Education Act, 2009 guarantees free and compulsory education to all children between ages of 6 to 14 years. Section 3 of the RTE Act, specially provides for home based education for disabled children. The National Policy for Children 2013, provides for services to children with special needs in regular schools, with all facilities such as trained teachers, special educators, appropriate pedagogy, educational material, barrier-free access for mobility, functional toilets and co-curricular activities for the development of the child's fullest potential and autonomy and sense of dignity and self-worth.

Inclusive Education (IE) for educating children with disabilities under the same roof brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area and seeks to maximize the potential of all students. Inclusive education is a good way to help all students succeed. The growing body of research has shown that children do better academically when studying in an inclusive setting. However, it is easier said than done and therefore we all must work together to achieve this goal.



Stuti Kacker
(Stuti Kacker)
21/2

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I. Introduction

Proceedings

The proceedings are based on the presentations and discussions that took place in the National Conference on Inclusive Education as a strategy for achieving Sustainable Development Goals 2030 that was jointly organized by the Vision Divyang Foundation and Vision Divyang Institute of Applied Studies in collaboration with the Rehabilitation Council of India and support of United Nations Educational Scientific Cultural Organization (UNESCO), New Delhi, on 24 & 25 January 2018 in New Delhi. Proceedings also draw from the queries made by the stakeholders like representatives of various organisations, parents of divyangjans, Govt. officials and the consolidated reply to the queries.

Context and Background

It is estimated that more than 10% of the population of the world lives with different kind of disabilities especially in the developing countries. Different segments of the society like human rights activists, non- profit organisations, social welfare departments, Govt. organisations are working for implementation of the Right to Education and particularly Inclusive Education. The policies made by the Govt. of India are for all sections of the society including Persons with Disabilities. However, due to unsatisfactory implementation, the benefits of these policies have still not been able to reach the Divyangjan- in particular. Whereas the policies governing the education system are inclusive, there is a controversy in terms of mainstream versus special schooling. The teachers need change in attitude and the policy needs effective implementation. Further, there is a lack of separate curriculum for CWSN to help them to go forward step by step with the mainstream education. The new concept of holistic development of a differently-abled person is new hope for the parents but the destination is very far and the journey is very quite long.

Past experiences reveal that the general society believed that the Children with Developmental Disabilities could not learn and no initiative was taken for their education/learning/training. This resulted in protest and anger by the parents and organisations working in the field of Disability and they formed associations for establishing their own special schools in the pavements, private homes, godowns etc. to develop the potency of their wards through learning and growing. Later on the Govt. realised that it is the responsibility of the establishment to take care of education, learning & development of CWSN and people who are differently abled; it was then that they started working towards mainstreaming of the children in general education.

Under the parameters of Inclusive Education (IE), educating the children with disability in the same classroom is being ensured, regardless of their strengths or weaknesses in any area and also to maximize the potential of all the students. Keeping in view the above issue, this conference was organised to discuss in detail the concept of inclusive education, including importance, challenges and measures to implement inclusive education and thereby help achieve Sustainable Development Goal no. 4 of Quality Education.

Indian Scenario

Policies in India always supported inclusion, from our Constitution to the Kothari Commission during the 60s. However, some of these policies were not perfectly inclusive. Many of them discriminated against people with severe disabilities, or people with intellectual disabilities. Almost 90% of the 40 million CWSN of the age group 4-16 were not availing mainstream education till 1990. The major part of such children was from the homeless families. Besides, the parents were over-anxious and the school management was also partial towards CWSN discouraging them and their parents to join mainstream education. The teachers also did not take pain and did not indulge in extra effort with these children with disabilities. As a result not more than 5% children with disabilities are in schools. And as such, against this backdrop of continuous neglect, there is an urgent need to find ways for developing potential of this large population of CWSN.

Since the Children with Disabilities mostly belong to the poorest to the poor group of the society, they are not aware about the schemes, programmes etc. being run by the Indian Govt. for these differentially-abled category. In the lack of education and awareness, they accept it as a curse of God. Besides, they are hand to mouth and cannot spare their time of earnings for medical facilities, treatment, education, learning of skill development of their wards. In place of proper check-up and treatment, this group continues trying again and again for giving birth to a so called 'normal /fit' child. As a result the family gets a number of children with disabilities and slide even further in the depth of extreme poverty. Even if, the parents or guardians are aware about the facilities, concessions and benefits to the persons with disabilities; they are either not financially capable to afford the expenses like conveyance, expenses of carrying the disabled person to the hospital etc. for getting these benefits or lack the motivation and/or courage to stand in the open and fight for their ward and leave other priorities behind.

Key Objectives

The future of families of CWSN is at risk of sinking into chronic poverty and further misery if such children are not able to get the opportunity to develop their potential through education, learning and involvement in mainstream. To create an equitable society, the gap between the have's and have-not need to be shortened. One of the most important way to get rid out of this situation is to educate the children, make them capable to become self dependent through skill development or vocational training consequently with the help of academics.

As such, the key objectives for organising this conference was to discuss in detail the concept of inclusive education, including its importance, challenges & measures to implement inclusive education in India, strengthening the focus on inclusion in the strategies and thereby improve the quality of education. Linking inclusion to broader development goals to development, reforms in education system, poverty alleviation and to achieve Sustainable Development Goals framed by the United Nations. After the above; reaching some conclusion and suggesting some recommendations for betterment of CWSN and their families thereby leading to a permanent shift in the lives of the Persons with Disabilities.

I. Proceedings

Wednesday, January, 24 2018

Inaugural Session

Welcome Remarks: Mr. Mukesh G Gupta, Chairman, Vision Divyang Foundation

On the Dias: Shri Indresh Kumar, National Leader; Dr. Kamlesh Kumar Pandey : Chief Commissioner of PWD, Chairman - RCI & National Trust, Ms. Huma Masood, UNESCO; Ms. Dolly Chakrabarty - Joint Secretary, MSJE, Govt. of India; Lt. General (Retd) J. P . Nehra (AVSM & PVSM); Shri Sachin Gupta – Chancellor Sanskriti University, Prof. C.L. Kundu – Director General Vision Institute of Applied Studies

Facilitator: Dr. Preeti Khanna, Resource Person, NAB, Delhi

Mr. Mukesh G Gupta

“Excellencies

It is my proud privilege and honor to welcome you all today to this National Conference on Inclusive Education as a strategy for achieving UN Sustainable Development Goals 2030.

We welcome all the noted speakers, delegates and participants who have come today from far off places to learn and contribute towards achieving agenda 2030. In the two days conference; we have some very eminent speakers who will enrich us all with their immense experience and knowledge. We thank you all for joining us.

Each one of us have an understanding of life in our own little ways. We all have quite an understanding about the opportunities and challenges the world faces and how we can overcome them. This speaks about the passion and enthusiasm that we all carry for LIFE.

It is a pleasure to share with you **my passion** for the 2030 Agenda and **my enthusiasm** for **what** the 17 Sustainable Development Goals (SDGs) can do for humanity.

And, let me emphasize how particularly meaningful and fulfilling it is for Vision Institutions to organise this two days conference .. which may be a one of its kind for an Institution like ours which is a teacher training institution under the umbrella of Rehabilitation Council of India for training manpower for working in the field of Disability and Rehabilitation.



On 25 September 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development. This global framework to redirect humanity towards a sustainable path was developed following the United Nations Conference on Sustainable Development at Rio in June 2012, in a three-year process involving UN Member States, national surveys engaging millions of people and thousands of actors from all over the world.

At the core of the 2030 Agenda are 17 Sustainable Development Goals (SDGs). The universal, transformational and inclusive SDGs describe major development challenges for humanity. The aim of the 17 SDGs is to secure a sustainable, peaceful, prosperous and equitable life on earth for everyone now and in the future.

The goals cover global challenges that are crucial for the survival of humanity. They set environmental limits and set critical thresholds for the use of natural resources. The goals recognize that ending poverty must go hand-in-hand with strategies that build economic development. They address a range of social needs including education, health, social protection and job opportunities while tackling climate change and environmental protection.

The SDGs address key systemic barriers to sustainable development such as inequality, unsustainable consumption patterns, weak institutional capacity and environmental degradation. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and every human being across the world. Governments are expected to take ownership and establish national frameworks, policies and measures for the implementation of the 2030 Agenda.

A key feature of the 2030 Agenda for Sustainable Development is its universality and indivisibility. It addresses

all countries – from the Global South and the Global North – as target countries. All countries subscribing to the 2030 Agenda are to align their own development efforts with the aim of promoting prosperity while protecting the planet in order to achieve sustainable development.

Thus, with respect to the SDGs, all countries can be considered as developing and all countries need to take urgent action.

Embarking on the path of sustainable development will require a profound transformation of how we think and act. To create a more sustainable world and to engage with sustainability-related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education, therefore, is crucial for the achievement of sustainable development. However, not all kinds of education support sustainable development. Education that promotes economic growth alone may well also lead to an increase in unsustainable consumption patterns. The now well-established approach of Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations.

Inclusive Education has to be understood as an integral part of quality education, inherent in the concept of lifelong learning:

All educational institutions – from preschool to tertiary education and in non-formal and informal education – can and should consider it their responsibility to deal intensively with matters of sustainable development and to foster the development of sustainability competencies. It provides an education that matters and is truly relevant to every learner in the light of today's challenges. It is holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment.

Thus, it does not only integrate contents such as climate change, poverty and sustainable consumption into the curriculum; it also creates interactive, learner-centred teaching and learning settings. What it requires is a shift from teaching to learning. It asks for an action-oriented, transformative pedagogy, which supports self-directed learning, participation and collaboration, problem-orientation, inter- and transdisciplinarity and the linking of formal and informal learning. Only such pedagogical approaches make possible the development of the key competencies needed for promoting sustainable development.

Persons with disabilities were not included in the Millennium Development Goals (MDGs) and consequently excluded from many development initiatives and funding streams.

In contrast, the 2030 Agenda includes persons with disabilities

The Preamble for the stakeholders of Persons With Disabilities is that “it is an Agenda of the people, by the people and for the people and this, we believe, will ensure its success.”

This call for action reflects the disability movement’s own principle: ‘Nothing About Us Without Us’

The UN CRPD should serve as a guiding framework for implementing the SDGs in order to realize the full inclusion and empowerment of persons with disabilities. Only by utilizing the UN CRPD to implement the SDGs will it be ensured that exclusion and inequality are not created or perpetuated, such as institutional, attitudinal, physical, legal barriers, and barriers to information and communication technology (ICT), among other barriers to the inclusion and participation of persons with disabilities.

So ... we know where we want to get to, and we know how to measure our progress in getting there... Needless to say the task in front of us is urgent.

To ensure ownership of the 2030 Agenda, we also need to reach out to young people and make them excited for the SDGs! That will build a whole generation of change makers who can take this Agenda forward.

So to promote SDGs in schools, colleges and other organisations; VISION UN-SDG Clubs will be formed in different institutions and communities under the umbrella of VISION DIVYANG FOUNDATION. This will give an opportunity for the youth in particular to join towards working for achieving the AGENDA 2030. Today we will commence seven VISION UN-SDG CLUBS. We thank you young turks. You are the future. And the future is what you are making.

Let us also bear in mind that accountability – or indeed, inclusiveness – is not just a matter of ethics and equality. Our commitment to leave no one behind is also about making sure the full range of knowledge, creativity and solutions that the diversity of our peoples have to offer, is tapped into. Hence, the importance of meaningfully interacting with small as well as large communities.

This Agenda is not just about governments and stakeholders. It is a matter of personal conviction. Just one person, or even their family or community, may seem too small to make a difference. But it couldn't be further from the truth.

Everyone’s contributions inspire hope.

In view of the above; we are during the conference; we will be awarding limited number of individuals with “VISION UN-SDG ACHIEVERS AWARD” who have been contributing to the SDGs in their own unique ways. Also, as a mark of respect; the dignitaries and the speakers in this conference shall be anointed as “VISION UN-SDG AMBASSADORS”.

Likewise in the months and years to follow; Vision Institutions shall undertake many more projects for working towards achieving the SDGs.

I once again thank everyone for their contribution in making this conference happen the way it is. Since you all have been able to make it here today on the eve of the Republic Day celebrations amidst the tight security; I request one and all to make the fullest use of this conference so that we may be able to draft a meaningful road map for successful implementation of inclusive quality education and thereby achievement of SDGs by 2030.

Thank you for your generous listening, and look forward to some very serious discussions.”

Shri Indresh Kumar, a noted national leader, shared his views on different areas. He requested that all such meetings should be led primarily in the mother tongue/ native language. Second he appealed to the United Nations to replace the Disabled word with Divyang (as coined by the Prime Minister of India- Shri Narendra Modi). In his opinion, English translation of the word was not available.

He then expressed the great blessings that one receives on helping any person who is in weak circumstances. The disabled is not dependent on the society rather the society needs the disabled; which gets an opportunity to help them and thereby gets blessings from the Divyangjan. He shared his experiences while working / playing for the Children with Special needs.

He said that the 126 crore population can do so much for the 2.50 crore persons with disabilities. He gave the example of how in ancient times: Maharaja Agrasen anchored the idea of giving one brick and one rupee to any weak / poor person, whom one would meet in life. In seventeen years there were no poor or weak persons left in his entire kingdom. So this way; he became one of the greatest humanist, socialist & successful king. After Ram Rajya; it his legacy that is propagated amongst the people till date to instill humanity.

He saluted all the organizers and suggested them to carry forward the human values along with what all they would do and plan through this conference. He hoped that the seminar would be a milestone both for the nation and the world at large. He hoped that ‘Happiness and Prosperity’; ‘Respect and Love’ should be established in its true sense. He complimented the organizers and wished all the delegates well.



Dr. Kamlesh Kumar Pandey put forward the glorious past of the country and how the British colonization led to the uprooting of the nearly 7.5 Gurukuls established at that time. The literacy rate of India at that time was as high as 95 % in 1868 and that all such institutions were ordered to be closed down in the name of development. “India is a rich country inhabited by poors” as per Swami Vivekanand. Today there are 6.5 lakh villages which were self-dependent that time. The English uprooted the system. Education was socially driven and government eventually closed down the entire system. It was that time; that to compensate this great damage that the Delhi , Calcutta , Mumbai and Madras university were opened by the English in 1969.



As per him- “India has been Inclusive from beginning”. We see the divine in all beings. In Jainism; people walk barefoot so as not to trouble the ants etc.. We worship the animals, birds, hills, rivers, even snakes. It shows nature worship was there to keep it stable. We are fiddling with nature, which is therefore leading to so many calamities.

When we see the divine in all beings, then how will we not care for the Divyangjan; who is a human being. We have been using inappropriate words and we used ‘Viklang’ then ‘Nishaktjan’ followed by Rajasthan Government used the term ‘Visheshjan’; and then on we started using the term ‘person with special needs’.

Dr. Pandey compared how the so called normal people are less competitive at times when compared to differentially-abled. Medically, it has been proven, as to how if someone’s one of the senses or organ was less functional then how his other instincts or abilities worked far better than others. He gave examples of Ashtavakra who was a noble in the court of King Lord Janak. Ashtavakra had talks with Lord Janak and it is now known as Ashtavakra Geeta. Another famous personality was ‘Dirghatma’ who was visually impaired born and was born in vaishali. At the age of 18; with one of his composition, he was declared as a preacher : ***‘Ekam Sat Vipra Bahudha Vadanti’ – which meant: there is only one truth and the learned details it in multiple ways. He was given the title of Maharishi. Sant Surdas was visually impaired and he gave new insight to Hindi literature. Vatsalya raas- Kirshan bhakt new vidha Sant Gulab Rao (VI)in Maharashtra wrote 150 books to promote the cause of Maharashtra culture and society.***

Chanakya had once said that Persons with Disabilities (PWD) or the Below Poverty Line People (BPL) should not take load from the King. In western culture; PWD were supposed to be killed because they were seen as non-productive. It is only countries like India where a person who was visually impaired that ‘Dhritrashtra’ became a King. India has been inclusive since very beginning.

British India in 1898 brought the Indian Leprosy Act. It was enacted not to better their lives, but it was only to colonize them in colonies and throw them out of the job. In those times, leprosy was thought to be contagious. Today in India; there is disease like Tuberculosis which is contagious – but people are not thrown out of their jobs.

The Government enacted the Mental Health Act in 1987, RCI Act in 1992, Persons With Disabilities Act in 1995, National Trust Act in 1999 and Rights of Persons With Disabilities Act in 2016. Working in the field of Disability was seen as an act of charity until the PWD Act was enacted in 1995. With the passage of this act; all the provisions of the Act became a matter of right and not mere sympathy. 74 sections were there in the Act. The field of Disability is still evolving. UN called a meeting in 2006 with the agenda of UNCRPD and in 2007 India was seventh in the world to sign it.

The Indian parliament in February 2014 introduced a bill to enact an Act on the lines of the UNCRPD.

On 14 & 16 December 2016; the bill was passed in Lok Sabha and Rajya Sabha respectively. On December 27; the President of India gave his consent to the bill and the bill was notified as an Act on December 28th 2016. The RPWD Act was implemented on 16 April 2017. The new rules were framed under the Act on 19 June 2017. In six months, the entire Act was implemented as compared to the 3.5 years of implementation of the PWD Act at that time.

He went on to explain that how from 1992-2014 in 22 years; there had been 57 aids & appliances distribution camps through NGOs across the country. In comparison, In the last 3.25 years; 5600 camps were successfully held across the entire country. Earlier the budget was 125 crore budget, which also used to get lapsed. Already 650 crores had been spent and over 8,80,000 divyangjan been benefited.

As per estimates; nearly 30,000 children are born each year with hearing impairment. He said that at least 15000 can be benefited each year and this HI disability could be reversed. The Government was supporting the surgery for cochlear implant with an amount of Rs. 6 lakhs and that already 1100 cochlear implants had been successfully done in the last 2.5 years. The numbers were highest in Kerala : 700-800, In tamil Nadu they were 250, and even 9 in Tripura.

With reference to the Eye donation issue; there are 25 lac people with cornea issue Visual impairment. This he said -can be corrected if eye donation is done by people. There are nearly 610 eye banks in country. Delhi has only 12 eye banks. There are 273 death everyday and only 3 eye donation per day are being done. Eye donation is 'Maha Daan'. Eye donation & organ donation is a matter of awareness only. Now new two cornea from two eyes can benefit eight people and give them eyesight.

He lauded the MSJE, Govt of India under the leadership of Joint Secretary Madam Dolly for the UDID scheme. With this scheme; the 2.68 crore population will be able to address the issue pertaining to the non-acceptance of inter-state identity card issued by different State Governments.

The Accessible India campaign was launched by the Prime minister on 3/12/2015. The objective was to make a barrier free environment for the divyang-jan. The greatest achievement of this campaign was that at least now we are talking about the same apart from undertaking serious steps on the issue.

About Skill India 2022 Initiative: he mentioned how 25 lakh divyangjan are to be trained with the Skill Council for Persons with Disabilities. He further highlighted one of the important attribute of the RPWD Act that the provision of 3% reservation for jobs had now been increased to 4 % and that the reservation for the Divyangjan in Higher Education had been increased to 5%.

He explained how the number of covered disabilities has been increased from 7 to 21 disabilities under the RPWD Act . How each Government office had to appoint a Grievance Redressal officer. He expressed that maybe in the years to come – RPWD Act also may become redundant; but we all need to work with time and leverage technology and keep making amendments.

He shared how success stories of Shri Krishan Gopal Tiwari – who was a divyangjan and joined the civil services. He highlighted how the Government was promoting the cause by giving away the National awards each in different categories. As per him there are four focus areas for the welfare of the Divyangjan: Education, Health, Swablamban & Samajik karya.

He emphasized how science is winning over disability issues. Medical field had the power to normalize the lives of the disabled. He cited an example where if VIP people keeps security guards; then he is not ridiculed but when a divyangjan needs any facility or service – then referred to as divyangjan. So this term needs to be taken out of the minds of the people of the society.

As per him ; the Disabled do not sympathy but they need exposure. Exposure means the experience of undergoing the transformation. Just to make the society understand the state of mind / affair of the divyangjan; there is a need for empathy – drishya-anubhooti.

Swami Vivekanand had once said that the strength of a chain lies in its weakest link. So in the case of our society; we need to work on the weakest section of the society. Professionals need to become missionaries in the field to make a sea change in the field. Continuous efforts are required, and that can happen only in the missionary mode. He placed his gratitude on record and for the organization and complemented the initiative.

Ms. Dolly Chakrabarty, the very knowledgeable & senior bureaucrat expressed her happiness to join his conference. She complemented the organizers for organising this conference on such a vital topic. She shared her solidarity with Ms. Huma Masood & the need to establish the Goals in the light of establishing the SDGs.



She explained the definition of Inclusive Education along with the principles behind her for setting up of the goals which were (1) to end poverty, (2) protect the planet and (3) peace & prosperity for humanity. She stressed on the word 'Partnership' for achieving the Goals. She stressed on the concept of present action and the reaction that it will bring forth in times to come. She expressed her concern on "Quality of Education". How the children are running behind marks. How quest for knowledge is taking a back-seat. Drop-outs in the college system was again a big concern and how as per some reports; for the PWDs it was five times higher than their peer group. She stressed on the term 'Equitable Quality Education'. How 'accessibility' and 'affordability' were also very important. How the issue of 'Accessibility' was linked with the transport vehicle, the building structure and Information Communication Technology (ICT) in the classroom; so that these barriers are removed for success of Inclusive education.

She shared the journey of Inclusive Education in India from the end of 19th century. In 1873; first school for the visual impaired came up in Bombay. In 1877 in Amritsar – a special school came up for special children. This continued up to 1970; wherein a peer group was formed in normal schools and special children were lodged in special school. Inclusivity as a concept came up in the MHRD, Government of India where in it launched the first scheme: Integrated Education for Child with Disability in 1974. Then the National Policy on Education came up in 1986 which stressed on the need for Inclusive Education for the first time. In 1990s; the District planning came-up; where in there was no rejection policy for special children i.e. zero tolerance policy; and incentives were given for admitting special needs. Then the Sarva Shiksha Abhiyan in 2008; focused on implementation of Inclusive Education through the District plans; as well as expanding the 2009 – Right to Education – no student can deny Inclusive education. Parallel development was taking place in MSJE.

United Nations Convention on Rights of Persons with Disabilities (UNCRPD) 2006 – was ratified by India in 2007; wherein Inclusive Education was not only limited for children but also for adults. Due to the same, in 1995; PWD Act was modified and now RPWD Act 2016 was passed by the Government of India. RPWD Act provided not only that the Education Institutions are only responsible; but even the Government is responsible and the Government has to do a survey in the first two years of its implementation. The Government needs to make provisions for education for all Adults with Disabilities. UN convention 2009, SALAMON convention 1994; all focused on Inclusive Education. So Inclusive Education leads to social empowerment and economic empowerment along with Education empowerment. First role is to empower Educationally; then all other challenges fall in line. So Quality Inclusive Education is the first goal which needs to be accomplished. Though all goals are interlinked; but Goal no 4; is the most important which is linked to achieving all the 17 goals in an Inclusive manner.

Challenges for providing Inclusive education:

1. Identifying the Children having Special Needs and what kind of needs are; is one of the most important challenge for planning & providing Inclusive Education. We all have to be sensitive to the needs of the CWSN. Taarey Zameen Par movie was a great example.
2. Providing Accessible Environment including entrance, compound, school classrooms, even some resources need to be tweaked and that can be done by some hand-holding. Keeping maximum resources in similar environment with classroom study can be little experimented also.
3. Infrastructure of the schools – which includes the talent of teacher, resource material, teachers qualified to work, curriculum for teachers, orientation of teachers, qualification of teachers, TLM, syllabus for teacher trainers, how to make them competent to work for the CWSN. Resources material needs have to be tweaked Including software & hardware resources of the school need to be looked into.
4. Involving the parents is very essential. No success can be achieved if we do not involve them- especially if children are involved.
5. Quality is essence. Quality can never be compromised.
6. Data Generation: Reliable sources are not available for obtaining data which is a major challenge.

She then complimented and congratulated the organizers for such a wonderful theme and stressed on the role of NGOs like Vision Divyang and how making this a movement in the country was very essential.

Lt. General (Retd) J. P . Nehra (AVSM & PVSM) claimed not to be academician; but he said he knew about humanity. He said efforts are on, to solve the issues of people across the globe undergoing several problems. But he felt; much remains to be done. He said language is only a mechanism to communicate. Citing an example; he said in that in Nagaland there are 25 tribes and 25 languages. They have accepted the Nagamese language as a common means to communicate. Apart from this, assamese language and English is also quite well know to them. He shared how Bollywood and the Indian Army have been able to promote & popularize the Hindi Language across the country. He explained how in the army; the verbal orders are in Hindi, written orders are in English and problems/ challenges are solved in regional language of the person / regiment concerned.



Integration of the masses and non-discrimination is very easily visible. He explained how no one asks your faith or caste in the army. Only what is asked is your first name and your rank. There is complete interfaith tolerance or and celebrations of all festivals equally in the army. But gradually; he said there is a large gap being created in between the masses. He shared that the Indian army runs nearly 35-40 schools on its own. He shared his concern on the falling value system in the society. According to him; family level and the women play a larger role in the society. He appreciated that there were more female in the audience than males. He was hopeful of the society improving if short messages are given to the society at different levels. He gave an example how he was able to convince the community to rejoice the birth of a girl child in his home town (just like male child) unlike before. He also shared how his work was successful in the areas of anti –dowry movements and promoting education of the girl child.

He was skeptical of the seventeen SDG set by the UN to be met by 2030. He termed them as ‘utopian’; since he wished that fewer goals would have led to better success. Also the period of 15 years after the Millennium goals (from 2015-2030) is too long to remain effective.

He shared that how an ordinary citizen of US spends almost 200 times of electricity of what an Indian spends in his / her day-to-day affairs. Developed nations / Have’s are the bigger culprits than the have-not/ developing / poor nations. He complimented the UN and the organizers to carry forward this agenda of the conference. He shared how lack of education has led to poverty, unemployment and population. He again highlighted the fact that the finite resources would one day finish.

He compared the drawing–up of the Millennium Goals and the drawing of SDG. How and who did them. The mistakes committed by the planners. He explained how the Implementation is turning out to be very poor. How ‘Swachh Bharat’ mission is not succeeding in India. Countries like Bhutan and Sri Lanka are succeeding but not India. Further; how toilets have been labeled as “Disabled toilets” rather than “Toilets for the Disabled”. He ended with compliments to the organizers and his profound gratitude for the nation .

Session 1 : Promoting Inclusive Quality Education for Children with Disabilities

Several reports on Inclusive Quality Education for Children with Disabilities elaborate that the present condition of such facilities is unsatisfactory in India. In this session the findings of current position of Quality Inclusive Education and its promotion were shared through the keynote presentations.

Chairperson: Masood Huma, National Programme Officer, Gender and Education, UNESCO, New Delhi

Panelists : Dr. Uma Tuli, Chairperson and Founder, Amar Jyoti Charitable Trust; Prof. Tehal Kohli, Emeritus Professor; Dr. T.D. Dhariyal, Commissioner-PWD, GNCTD

Ms. Huma Masood, National Programme Officer, Gender and Education, UNESCO, New Delhi

Introduction:

1. Good Morning and a very warm welcome to the National Conference on "Inclusive Education as a strategy for achieving UN Sustainable Development Goals 2030"

2. There is a renewed commitment to attain the Sustainable Development Goals (SDGs) which were adopted in 2015. In its pledge to leave no one behind, the 2030 Agenda embodies a commitment to building the capacities of those who face marginalization and exclusion

3. Five of the seventeen SDGs (8, 10, 11 & 17) include explicit references to persons with disabilities, including SDG 4 on education and the Education 2030 Framework for Action which emphasize inclusion and equity as laying the foundations for quality education.

4. Education and Rights of Children with Disabilities (CWDs) are high on the *international* and *national* agenda :

a) The UN Convention on the Rights of Persons with Disabilities (UNCRPD) adopted in 2006, ratified in 2007 by India, finished its tenth anniversary and provides an opportunity to review the progress made so far. UN Convention, Article 24 provides that State parties will ensure the provision of an inclusive education system;

b) The Government of India (GOI) is preparing United Nations Sustainable Development Framework (UNSDF) 2018-22 agenda and inclusive quality education is a top priority;



c) The GOI enacted the Rights of Persons with Disabilities (RPWD 2016) Act with expansion in coverage from existing 7 to 21 types of disabilities with every child between 6 and 18 years with benchmark disability will have the right to free education, the progress would be monitored and penalties introduced. The Right to Free and Compulsory Education (RTE) Act 2009 has recognized CWDs as a category (clause (d) of section 2). Further, children with "multiple disabilities" and "severe disability" have the right to opt for home-based education; and

d) GOI launched "Inclusive India Campaign" in June 2017

Challenges:

1. Education for CWDs is often affected by a range of factors such as limited financial resources, inaccessible school facilities, lack of learning materials and lack of reliable and comparable data etc.,
2. CWDs constitute a significant proportion of out of school children (OOSC) in India at about 28% as per the IMRB International-Social and Rural Research Institute Report (2014) compared with the national OOSC rate of 3% in the country;
3. As per the Census 2011, there are about 6.57 million disabled persons in the age group of 5-19 in India, out of which 4.02 million (61.2%) are attending educational institutions. The corresponding status for total population (380.16 million) in the same age group is 269.81 million (71.0%);
4. Further, 54% of children with multiple disabilities and 50% children with mental illness never attended educational institutions. While 13% of the disabled population have matric/secondary education only 5% are graduates and above.

UNESCO's response

1. UNESCO works with governments and partners to address exclusion from, and inequality in, education. UNESCO pays special attention to CWDs as they are overrepresented in the population of those who are not in education. Inclusive education is an imperative for UNESCO. Internationally, UNESCO has developed following resources:

a) UNESCO's Policy Guidelines on Inclusion in Education

b) Trends in inclusive education at regional and interregional levels: issues and challenges developed by International Bureau of Education (IBE);

c) Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments, produced by UNESCO Bangkok; and

d) The database Inclusive Education in Action developed by the European Agency for Development in Special Needs Education and UNESCO.

2. Nationally, UNESCO New Delhi recent initiative has been around Multi Partner Trust Fund (MPTF) Project a unique collaboration between UN entities (UNESCO, UNICEF, UNDP and MGIEP);

a) Phase I of the project was implemented from August 2016 to August 2017. An effective coordination mechanisms (Inter-Agency Working Groups – IAWGs) was established nationally and five pilot states (Assam, Gujarat, Odisha, Maharashtra and Uttar Pradesh) Governments;

b) Five thematic research study draft consultation reports on: *Improving data systems for effective inclusion of CWDs; Meeting the human resource challenges for inclusion of CWDs in schools; A critical analysis of national and state level schemes under different line ministries designed to support the inclusion of CWDs in education; Assessment on accessibility to learning environments and learning processes to enhance basic quality education of CWDs; and Achievements and challenges in implementation of the RTE Act, 2009 from the perspective of CWDs; and*

c) *A synthesis report, draft Strategy Paper/Roadmap developed which were shared in a national consultation meeting (23 August 2017, New Delhi);*

3. Our interactions with the Governments of Assam, Gujarat, Maharashtra, Odisha and Uttar Pradesh enlightened us on the status of disability in the states and also presented to us many good practices in the field of education for CWDs. As a follow-up some of the States like Maharashtra, have established three working Groups: i) Early detection, intervention and pre schooling; ii) Schooling of the CWD's (inclusive as well as special and integrated); and iii) Higher education and skilling of the CWD's; Gujarat, has now a draft state level policy and planning to strengthen secondary education for CWDs, while Odisha, created coordination with Statutory Committees as per the RPWD Act 2016. UNESCO New Delhi is planning for Phase II.

Conclusion: Thus, today's meeting is taking place at an opportune moment and I am pleased to be here and congratulate our partners "Vision Divyang" for organizing this national conference on a very important issue. It is important to recognize that multilevel interventions from different stakeholders involved in improving access to education for CWDs is required with integrated and coordinated approach that takes cognizance of the multidimensional nature of disability. Finally, I look forward to a very productive meeting. **Welcome and thank you again!**

Padam Shree Dr. Uma Tuli saluted the Vision Institutions which had taken up this great initiative of taking up the agenda of SDG. Inclusive Education is a main component of development. Everybody has to be together in Inclusion. We are talking of all major disabilities in inclusive education. Whole process of education in the school is such that it transforms the entire place of Education i.e. the school. The early we start for inclusion the better. Inclusion becomes easy. Journey of Inclusion has no destination. Train of Inclusion has many compartments. / which we call the components of inclusion – one of which is parents. Each teacher in a school has to become / act like a special educator.



Then she went on to explain the success model of Amar Jyoti School at Delhi and Gwalior. Holistic approach make inclusion possible. There has to be a complete rehabilitation team to take care of the special child includes OT, PT, ST, Psychology, Vocational etc.. Equal opportunity for all children in all activities is essential. Make parents- partners in progress and they should work at home. She however cautioned that the model of inclusion is at times misunderstood: where Integration is not Inclusion.

Prof. Tehal Kohli spoke on Full participation, holistic development. She went on to elaborate the 4 PS - public cooperation, private cooperation, parent cooperation, partnerships.

She spoke about Development Quotient and the several activities and work being done by them at their centre. The speaker spoke on how her grassroot level effort like psychological assessment and intervention techniques were leading to the overall development of the PwDs. She mentioned when inclusive programmes take place; you can hardly recognize who is a child with disability and who is not.



Dr. T.D. Dhariyal started by saying that “Inclusive education has to be the strategy to achieve the SDG”. As per him there are three things which are very important for inclusion: Accessibility, Quality education and Awareness.

We need to amend certain policies. 6-14 years should not be the only focus age group. As per him; Pre-primary is also very important period. MHRD- 2014 data estimated that 95% of the identified CWSN by the MHRD have been covered through some or the other scheme/ strategies. The question still lies : whether we have identified all the children ?



During the last decade 2004- 86 % were covered in 2004. Now it is estimated to be 95 %. In contrast; the number of children who have been identified with disability (about 12 lakhs in last one decade) is more than the children who have been included under various government schemes. There is a gap.

He mentioned that there are four pillars of Inclusive Education: School, Infrastructure, Parent, Special Educator. The High court had already ordered for appointment of special educator in all schools. Focus should not be only on special educator. All stakeholders should be involved whether teaching or non-teaching or otherwise.

He mentioned that the Number of CWSN in Delhi Public Schools are 11671. Mostly they are with Locomotor disabilities numbering 3392. Whereas it is very difficult to find children with VI/ HI/ MR. One special educator is required in every school. He mentioned how difficult a task it is wherein all special educators, rehab team, teachers / therapeutic teams etc are all available. It is a challenge for the govt / sector/ professionals.

After the passage of the RPWD Act: a strong legal framework is in place. However he mentioned that we do not have the segregated data. Children with disabilities in schools are more in upper limbs. No child with blindness /or hearing loss. This is not inclusion. So that means that a particular category of children are not coming forward. Quality Inclusive education is not there i.e. why demand is missing. This means qualitative supply is an issue.

In the policy; we should have clear indicators- schools are inclusive to the extent of – TLM, teachers, infrastructure, resource rooms, etc. something like Inclusive School Quality Review. There are issues pertaining to reasonable accommodation, individual attention, individual plan etc.

He suggested that why can't Vision Institute come out with an audit plan viz-a-viz inspection system. Why can't some schools be made model schools for others to learn from?

Discussion :

Some of the important issues raised during the discussion were about the factors affecting education for CWSNs such as limited financial resources, inaccessible school facilities, lack of learning materials and lack of reliable and comparable data. Other related important issues like need of complete rehabilitation team including OT, PT, ST, Psychology, Vocational, equal opportunity, parents involvement, Teaching-Learning Material, infrastructure, resource rooms, school quality review etc. were also put on by the speakers.

Session 2 : Decent Work & Economic Growth through Inclusive Education

Developing countries have grown at a rate faster than developed regions. But sustained economic growth in these countries must be inclusive. After adopting the concept of Inclusive Education, it has become a challenging target for the Govt. of India to ensure availability of decent work and Economic Growth for the persons with disabilities. In this session focus was made to discuss on the measures to uplift the persons with disabilities economically through providing them decent work and removal of hurdles in this way.

Chairperson : Dr. S.K. Prasad, Dy. CCPD, GOI

Panelists : Dr. Rachna Bhardwaj, Social Welfare Officer. Govt. of Delhi; Dr. Amitav Mishra, Professor, NCDS, IGNOU; Dr. Lalit Naryana, Dy Director, DDUIPH

Dr. S.K. Prasad, Dy. CCPD, GOI appreciated how great this day has been for Inclusion. He highlighted how good the quality of speakers was and it was a treat for all. However, he also stressed on Inclusive Listening – wherein professionals should display their Inclusive nature – especially on such forums. UNCRPD provisions have come in the RPWD Act. All society persons should understand their role in their individual capacity. Though we have a well defined Act- but we need to understand our role ourselves.



He gave an examples in lighter side – as how unknowingly the teacher, parents and society are all the cause of some disability symptoms in some individual. Role of teacher is on third layer. It starts with Family then Society then School. As per developmental psychology; pre-school is home. First learning is home. Home to Society then School.

The steps were: Identification – Intervention – Rehabilitation – Integration

Objective is to see how much the child is adjusting in Integration – that is mainly to be seen.

As a society, we seek perfection from PWD. However, we should first understand the background of facilities being provided to the PWDs. Our mindset; he said needs to be changed. So, how do we change mindset ? He said: we need to start understanding others. If we start focus on our work /duty in an inclusive manner- that itself will lead to Inclusive Society.

Our focus should not be only on Special Educator for success of IE. Each member of society should work on inclusion. They need to simply work on their common sense, which is not inclusive. New and Innovation is not necessarily inclusion. It is exclusive work which will be very difficult for inclusion. Each action of an individual in the Environment is an indicator of the outcome. 'Broad thinking from minimum need to maximum need'. Teacher training for the in-service teacher is essential to work with CWSN. People are not ready to take risk which are beneficial for the society at large.

He concluded by complementing the organizers and the participants and was very hopeful of the outcome of the conference.

Dr. Rachna Bhardwaj thanked and complimented the organizers for organising an inclusive intellectual programme. According to her; putting different expert stakeholders on one platform by the Vision Institutions from different fields was very much applaudable.

She came up with the theme of “Inclusion beyond educational set-up”; since she said; she was working with PwDs in a residential set-up and had something more than mere inclusion.

Inclusion for the sake of inclusion is of no point- she said. For example making a child sit in a classroom or standing in a football team in a corner is no point.

The speaker spoke about Inclusion and different definitions connected to the field. She focused on the term “Normalization”. According to her: It means making available to all people with disabilities- patterns of life and conditions of everyday living which are as close to normal as possible.

It involves the acceptance of people with disabilities, with their disabilities, offering them the same conditions as are offered to other citizens. Just as a mother is successful in making a family inclusive while she serves meals; plans the livelihood of the children; so has to be done by the society.

This she presented as: "Utilization of a means which are as culturally normative as possible, in order to establish and/or maintain personal behaviours and characteristics that are as culturally normative as possible." – Wolfensberger

“The Normalization principle means that you act right when you let the handicapped person obtain the same, or as close as possible to the same, conditions of life as you would prefer if you were in his situation” Nirje

By Normalization she implied:

A normal rhythm of the day; A normal rhythm of the week; A normal rhythm of the year; Normal developmental experiences of the life cycle; Having a range of choices, wishes and desires respected & considered ; Living in a world made of two sexes ; The right to normal economic standards ; Living in normal housing.

Normalization does not mean making people “normal” – forcing them to conform to societal norms. Normalization does not support “dumping” people into the community or into schools without support. Normalization supports community integration, but the principles vary on matters such as gender and disability with community integration directly tackling services in the context of race, ethnicity, class, income and gender. Normalization supports adult services by age range, not "mental age", and appropriate services across the lifespan. Normalization is a set of values, and early on (1970s) was validated through quantitative measures.

She said that we all should de-institutionalize the special set-ups and include a much community support as possible. Institutional groups should come forward and helps PwDs; to help them live productive lives. She completed her presentation with the phrase that- *When a flower does not bloom appropriately- you fix the environment not the flower.*



Dr. Amitav Mishra informed how the Millennium Development Goals did not include the PWDs. In sharp contrast; the Sustainable Development Goals- PWDs were included in SDG. SDG cannot be achieved by excluding the PWDs.

He explained how to convert Objectives or Goals into Implementable plans. He went on further to explain how to follow and review the plans.

He explained how Sustainable Development includes :

Social, Economic and Environment; wherein all three requirement inclusion

Social and Economic overlap is Equitable. Economic and Environment overlap is Viable. Environment and Social overlap is Bearable. Centre, with all overlapping, is Sustainable. All included; then only we get Sustainable Development. He mentioned how there was lot of similarity between SDG & UNCRPD. He then presented an important aspect of SDG & UNCRPD that: UN CRPD Articles are cross-cutting in nature and must always be applied and/or considered for the implementation of every Goal and target. Both are matching to each other.

He highlighted the different goals that connected to Inclusion. He highlighted the need to understand Inclusive Education in a broader spectrum which would include Inclusive schooling (educational set ups); Inclusive working environment; Inclusive communities; Inclusive sports and recreation; Inclusive society.

Inclusive Education broadly would lead to SDG 8 in broader spectrum through Inclusive schooling (educational set ups), Inclusive working environment, Inclusive communities, Inclusive sports & recreation and Inclusive society.

Points raised by him for consideration (very important for inclusive education) were:

- ❖ Early Intervention & Early Years Education – not much focus on pre-school inclusiveness
- ❖ Awareness Raising –has to go the streets, communities, pockets of the villages
- ❖ Teacher Training – you cannot have Special educators everywhere – 12000 KV teachers were trained on inclusion.
- ❖ CBSE is coming up with a 12 hours online programme with majorly focus on inclusive pedagogy. General teachers need to be included in working jointly. Special Educators cannot have the monopoly . All are partners.
- ❖ Promotion of Universal Design (Better Accessibility)- how brochures / Menu cards of KFC, McDonald have become inclusive but the same has not reached in school teaching learning process.
- ❖ Assuring quality for vertical progression in Inclusive education : to bring people to higher and higher level- we have to improve from the beginning itself- elementary level – problem we do not have technically trained people to train the CWSN.. We need to improve the basic concepts of CWSN.
- ❖ Gen Exp+ & Exp- : Generation having CWSN are more tolerant, respect diversity, understand languages, sign language and have inclusive set up for children leading to inclusive society.



Dr. Lalit Naryana started by exclaiming that the unemployed in amongst the PWD was 74 % as per the 2011 census-which mentioned 2.68 crore population being in the category of PwDs. He narrated about the 21 disabilities and focussed on the importance of making disability certificates. 2018 March was the target to make UID card for all Persons with Disabilities. He shared how resource centres are being made by GNCTD across delhi for PwDs.

The speaker touched upon the various legislations in the field of Disability in India including the Persons with Disability Act -1995, Rights of Persons with Disabilities 2016 among others. He stressed on the need of Inclusive Education and how as a professional they were making a difference in the society with their efforts both individually and in a collaborative manner.



Discussion :

Some of the important issues discussed were that of Inclusive Education in a broader spectrum would include Inclusive schooling, Inclusive working environment, Inclusive Communities, Inclusive sports and recreation, Inclusive society etc. For the Economic Growth of persons with disabilities; there is a need of Early Intervention & Early Years Education, Awareness Raising, Teacher Training, Promotion of Universal Design, assurance of quality for vertical progression in inclusive education etc. Institutional groups should come forward and help PwDs; to help them live productive life.

Session 3 : Decent Work & Economic Growth through Inclusive Education

Developing countries have grown at a rate faster than developed regions. But sustained economic growth in these countries must be inclusive. After adopting of new concept of Inclusive Education, it has become a challenging target for the Govt. of India to ensure availability of decent work and Economic Growth for the persons with disabilities.

In this session focus was made to discuss on the measures to uplift the persons with disabilities economically through providing them decent work and removal of hurdles in this way.

Chairperson : Dr. S.K. Prasad, Dy. CCPD, GOI

Panelists : Dr. Preeti Khanna, Resource Person, NAB, Delhi; Mr. Rudraneel Chattopadhyay, Associate, QCI; Dr. Dayal Singh Pawar, President – SAKSHAM

Dr. Preeti talked about how she was involved in training teachers of Visual Impairment in adapting the curriculum content- like tactile diagram of science to suit the needs of VI students – she gave a presentation on tactile graphics presentation:-

What are the principles required to convert diagrams in tactile diagrams ? Direct experiences should be a priority. Tactile diagram with Braille labeling should be done whenever direct experiences are not possible- like creating kingdom boundaries on maps. Universal Design of Learning (UDL) – She stressed that Inclusive pedagogy should be common for all. It should be made reading ready with braille labeling. Flexibility, rigidity, thickness, thinness etc to be used by mode of touch. She went on to explain how one should train children from 'Known to unknown' and 'Part to whole'.



The speaker shared her experiences with National Association for the Blind (NAB) and how her individual as well as projects with NCERT were helping in improving the lives of the persons with Visual Impairments. She cited various examples of how text books were being modified and because of which there was more effective learning happening in the classrooms. This ensured the equitable participation of the Persons with disabilities in the education system in a better manner and thereby creating possibilities for the future of contribution to the nation.

Mr. Rudraneel Chattopadhyay introduced the objectives of Quality Council of India (QCI) which is having the mandate to work for betterment of the quality; be it any Products, systems, processes or institutions in each and every manner possible. He explained how he was involved in the drafting of the RPWD Act among others. He raised some pertinent questions: How disability is currently framed in the society /Indian context; What are the international / national frameworks that allows them to formulate policies framing; how they link with UN-SDG; what role can maturity models/ accreditations can play – so that inclusive education becomes a reality.



He mentioned that there is a huge problem in the way we approach disability. There is no definition of disability in the RPWD Act. Any human being born with some or the other handicapped be it physical, mental , hearing, speech, locomotor etc. structures or barriers coming in the way and making them feel disabled. The time when a person feels disabled, it is only when they approach some part in the environment and are not comfortable and then they feel handicapped kind of.

He mentioned how in 1948; the Universal declaration of human rights were made. It had nothing separately for PWD. In 2006 the UNCRPD was signed. Now the SDG in goal number 4 -Quality education- PWD was included. In case of India; the RPWD act implemented 2017. Roughly 8 years after the ratification; at least we have now launched this Act. RPWD now needs to implemented. Though it is voluntary, it is an obligation on all the stakeholders to see that the act is implemented.

How to make Inclusive education more a reality- by RCI; What provisions are available to us -How can we make it more quantitative:

He suggested how we can make an accreditation programme wherein specifically designed accessibility audits / assessments in the contest of Inclusive education needs to be done. Factors which hinder successful Inclusion need to be identified.

Need to digitalise the entire assessment cum audit process and to get the right results by disassociation of inspectors & visitors individual intervention. Inspectors should be only data collecting agent. There should be no scope of subjectivity and totally quantitative method should be adopted. There should be a dashboard, from where public can see the result in real time and keep a tab on the progress of the institution.

As per his Maturity model approach; handholding should be provided to these institutions to make sure they keep improving with time. Student feedback should also be taken to ensure the success of the audit model.

Shri Mukesh G Gupta intervened with a suggestion that qualitative components should also be made part of such Assessment Audits and how Vision Divyang has been working on a School Safety Self Audit Tool; for which QCI representative said they would be happy to partner the project in the larger interest of all stakeholders.

Dr. Dayal Singh Pawar started by introducing himself and that he was working as a lecturer in Rashtriya Sanskrit Vishwa Vidyalaya, Delhi and primarily focussed his talk on the challenges of Persons with Visual Impairment (VI) in the country. He share that five VI schools were opened in India at the start of 1900 and how that started the concept of special school for VI. In 1784 a special school was opened in france – where Louis Braille studied and invented the Braille language.



As per need of time and circumstances; there is need to bring changes in the systems of Education and accordingly establish the planning and policies. Swami Girja nand – (VI) ; established a gurukul in 18 th century in Mathura. It reflects that there was inclusive education in those earlier times also; but was lost to the govt system and policies of the British.

All India confederation of the blind Survey of 2009 in 10 states revealed that : Outcome need to be taken seriously. Most teachers are untrained to teach /train the VI. For Low vision students – large print not available and were being forced to study by Braille. There was lack of study material. Outcome of test was not encouraging. He elaborated on the need of the “Teacher commitment and dedication” to work as missionary and that the software component needs to be worked upon.

The speaker stressed that ‘Full environment of the school should be sensitive to needs of all’. Teachers contribution to the success of any work is more than essential. He explained how speaking while writing on black board by the teacher is beneficial for the blind in inclusive set-up.

Sports and entertainment facilities are most essential to make inclusion fully possible. They are not desirable but essential. There is lack of proactive approach from Government. In Library of colleges/ universities; there is lack of accessibility to material for the VI. Institutions like NAB are working as a resource centre and are doing good work as per the ability of the child wherein they send the children to schools.

Discussion :

Some of the important issues raised during the discussion were digitisation of assessment and audit process of institutions and organisations working in the field of disability, to get the right results by disassociation of inspectors & visitors individual intervention. Qualitative components should also be made part of such Assessment Audits.

25 January 2018

Session 4 : Challenges in Implementation of Inclusive Quality Education

India is the 7th largest country having 2nd most populated country in the world. More than 40% population is living here under the poverty line. The larger portion of the divyangjan is related to this category. There are various other challenges being faced in implementation of Inclusive Quality Education in India. In this session, discussion was held on various barriers and measures for their removal to provide quality education to the persons with disabilities.

Chairperson : Sh. Lov Verma, Former Secretary, GOI

Panelists : Dr. Sudesh Mukhopadhyay, Former Chairperson, RCI; Niharika Nigam, Director, SCPwD; Prof. C.L. Kundu, Director General, Vision Institutions

Shri Lov Verma congratulated the Vision Institutions for holding this conference. He started by quoting **F. Scott Emerson**: The only disability is a bad attitude. In Persons with Disabilities (PWD): focus is on the person and not on the disability. He highlighted some of the role models who were PWDs : Like Ms. Ira Singhal- topper in Civil Services. Though she had to fight for her right and go to court; but eventually she was a winner. He mentioned about the District Magistrate – Mr. Tiwari from Madhya Pradesh who is Visually Challenged. The first amputee – Ms. Arunima Sinha who climbed the Mt. Everest.



According to him the key challenges were :

- (a) Identification of PWD , the problem with the census which included the issues of acceptance amongst parents , guardians because of the stigma attached. He highlighted the concept of Smart cards and the need for full fledged census.
- (b) Training & hiring of Special teachers: CBSE has accepted that there should be at least one Special Educators; beyond this, there is nothing . There is no enforcing mechanism – just like RTI teeth.
- (c) Skilling was very essential to promote the interests of the PWDs
- (d) He advocated that there should be a National Commission for the Education of the Divyangjan. According to him, Education and disability sector people should be brought together . Neither Social Justice nor HRD ministry were attending the needs of CWSN education needs.
- (e) Budget- He mentioned how the Government's priority was on infrastructure not on social sector. Education outlay is getting shrunk. He asked the NGO / civil society should lobby. Let the media and newspaper talk about it.

In light of the above; he remarked again that such conferences are very important.

Prof. Sudesh Mukhopadhyay started by moulding the topic and chose to speak on

“Challenges for completion in quality of Education in Inclusive framework”

She started by mentioning : The Reality of World Today is

- Disability is both a cause and consequence of poverty, yet international policy-makers and stakeholders have not historically recognised or prioritised this issue within international development efforts.
- After three years of intense intergovernmental negotiations; United Nation Member States adopted the 2030 Agenda for Sustainable Development in September 2015.
- The 2030 Agenda has 17 goals for sustainable development and 169 targets. There are 11 explicit references to persons with disabilities in the 2030 Agenda, and disaggregation of data by disability is a core principle.
- This All is observed in the context of Goal Number 4



Disability is a human rights issue : as early as 2000

Disability is a human rights issue! I repeat: disability is a human rights issue. Those of us who happen to have a disability are fed up being treated by the society and our fellow citizens as if we did not exist or as if we were aliens from outer space. We are human beings with equal value, claiming equal rights... If asked, most people, including politicians and other decision makers, agree with us. The problem is that they do not realize the consequences of this principle and they are not ready to take action accordingly”.

Speech by Bengt Lindqvist, Special Rapporteur on Disability of the United Nations Commission for Social Development, at the nineteenth Congress of Rehabilitation International, Rio de Janeiro, 25 – 30 August 2000(United Nations: 2002:13)

Challenge of Identification and Certification: Implications for Learning

- *Prevailing definitions in India clearly do not represent the new paradigm concepts of disability. Nearly all definitions identify an individual as disabled based on physical or mental impairment that limits the person’s ability to perform an activity. It is important to note that the complementary possibility- that the individual is limited by a barrier in society or the environment is never considered.*
- *Hence first critical challenge is to develop a framework where these benchmark disabilities can be interpreted in a language that will facilitate the education providers with understanding of the educational implications. Disability Certificate; a mandatory requirement by all services-education and others does not have any provision to state these. Schools and other educational institute do not have a mechanism to do so; neither the Acts talk about these as is the case for USA and UK and many other countries where teacher, parents and specialists together work out and certify the special education needs. RTE also did not take cognizance; though derives strength from RIGHTS” PERSPECTIVE!*

- **Estimating Numbers and Planning for Services-1**
- *The Census data shows that 70 percent of PwDs live in rural areas against 30% in urban areas, where decadal increase in proportion is significant.*
- *Distribution of PwDs in respect to social groups, visual, hearing and locomotor and multiple disability is more among STs than that of SCs & others,*
- *while speech disability and mental retardation are more among others than that of SCs & STs.*

Will/ Can this trend impact learning profiles; schooling strategies; exercise of RTE?

Estimating Numbers and Planning for Services- 2

- World Bank (World Bank, 2007) *noted that children with disabilities in India are five times more likely to be out of school than children belonging to scheduled castes or scheduled tribes. Moreover when children with disabilities do attend school they rarely progress beyond the primary level, leading ultimately to lower employment chances and long term poverty.*
- It is in the context of this larger picture, an attempt is being to analyze and understand where these children with disabilities stand in the context of Right to Education. Are they getting a fair deal for exercising their right to Free and Compulsory Primary Education so as to complete the Elementary education of good quality, a promise made by RTE 2009 and Amendment 2012?

Enrolment by Nature of Disability

- *One can see, the challenges being faced by CWSN in continuing education after enrolment.*
- *Is it the issue of curriculum, resource support for academics, quality and competence of teachers, learning materials and many other such inputs as well as process related challenges that though promised by Norm and Standards under RTE; still are like promises unfulfilled?*

Curriculum Approaches

- In the inclusive education programme, the emphasis is not on a changed curriculum but adapted curriculum approaches for optimizing the learning experience of the CWSN in the regular classroom being of paramount importance. The commitment of inclusive education is that each CWSN in inclusive setting shall, *at a minimum*, have the same instructional materials as their peers and if need be, we must provide the appropriate materials on time. This is a monumental commitment that RTE (2009) has highlighted.

First Material for Teachers has been published only in 2015 ; currently being used for training.(NCERT)

Evaluation/ Examination Practices

- Though there are guidelines issued by School Boards for Class X and XII examinations; these are not in tune with the type of disabilities and the specific requirements. For example, Scribe even today implies a person lower in qualification than the examinee.
- This is creating problems as at times scribes donot match the need and expectations of the examinee.
- Children with Autism have issues in adjusting to new person and situations; but there teachers and caregivers cannot be scribes and prompters.

- No information is available at examination and assessment at primary and upper primary on day to day basis tests and assignments.

Teaching Practices

- *Regular classroom teachers may not have specialized training in teaching the children with all types of disabilities; but they do take care of heterogeneity that is the character of every classroom.*
- *What is needed is for them to apply openness, flexibilities and resourcefulness in employing instructional strategies.*
- *SSA has been making efforts towards this end and for the first time some material has been generated by NCERT on these lines; impact and effect will be seen in coming years.*

Teacher Preparation & Management

- Teacher preparation at Pre-service is very crucial. While NCTE is the regulating body for all teachers; Rehabilitation council of India (RTI) is for special teachers.
- This dichotomy has been creating difficulties for professionals as well as CWSN. RTE and prior to this all schemes and programmes such as IED, IEDSS and even SSA and RMSA have indicated the need of special /resource teachers; but NCTE has been silent.
- On the other hand, RCI was established as an act of Parliament even prior to NCTE (The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 on the 17th August, 1995).
- NCTE has through Gazette Notification accepted RCI qualification of Diploma and Bachelor in Education in Special Education for recruitment as elementary teachers.
- However, the matter is with M/HRD and MSJE when it comes to same qualification for teaching at secondary level; on the other hand UGC recognizes these two qualifications.
- No cadre till date leading to adhoc decisions & practices. How does Norms and Standards under RTE take cognizance of this issue? Delhi High Court has given specific Directions. CAT also has asked NCTE & RCI to resolve these issues.

Way Forward

- Adequate supports and services for the student
- Well-designed individualized education programs
- Professional development for all teachers involved, general as well as special educators
- Time for teachers to plan, meet, create, and evaluate the students together: RTE has created space that is underutilized
- Reduced class size based on the severity of the student needs.
- Professional skill development in the areas of cooperative learning, peer tutoring, adopting curriculum including learning materials and evaluation procedures as well as life-skill components

Finland: What can we Learn?

- Finland is known for best results on PISA for 15 year old
- support is availed by 30-50 percent of students; recognizing the fact every child needs support in one or more area at some point of time.
- Resultant all children fair well irrespective of disadvantages. It is not seen as a stigma.
- The gap for learning outputs for the top and lower ends is relatively very small.

Special education is about providing support either in one to one or in small groups. Other characteristics are:

- Teachers who provide such support receive additional training and are paid more

(Caldwell , 2012).

“High Quality Education & High Equity are the Greatest Challenge of Inclusion”

Dr. Niharika Nigam started with the note that Skill training should be viewed as a complementary part of mainstream education, rather than being regarded as an inferior alternative. She informed that India has less than 10% skilled manpower as compared to 60-90% in developed countries whereas 60% of its population is in the working age group.



In India among the total disabled population, 45% are illiterates, 13% are matric/secondary education and 5% are graduates. Skill Council for Persons with Disability (SCPwD) was incepted in October 2015 to offer PwDs meaningful, industry relevant, skill based training. SCPwD was promoted by Confederation of Indian Industry, Ministry of Social Justice and Empowerment and NSDC under the aegis of Ministry of Skill Development and SCPwD targets skill development of PwDs as per industry needs which can help them to be gainfully employed and contribute to India's growing economy. SCPwD aims to amalgamate latest innovative advances and assistive devices to skill this younger human resource pool to the industry needs thus opening up an opportunity for this segment to contribute to India's economy, which in turn is expected to contribute towards increasing the Indian GDP.

There are 22 job roles for PMKVY and 2147 job roles for non PMKVY schemes. 4 days ToT programme is being run on disability sensitisation to ensure that the training is provided in the way in which it is required.

SCPwD has successfully conducted assessments of more than 20000 PwD candidates. SCPwD can carry out assessment on any Job role for which standards (NOSs, Assessment criteria, etc) have been created and approved by the respective domain SSC. Assessment criteria remains same as in the Occupational Standards but the method to assess has to respond to the specific needs of a PwD based on the type of disability of the candidate. Focus is more on practical aspects while assessing a PwD candidate approx. All SCPwD Assessments are Technology based i.e. Tablets & PCs.

Prof. C.L. Kundu appreciated the conference and said their were Inspirational and motivational papers. They provided lot of food for thought.

He pondered on the theme- Challenges being faced for implementation of inclusive education for quality assurance : he had a different feeling. He said it was a policy failure i.e. the concept on Inclusion in India. He reminded how Secretary General Mr. Kofi Anan had warned Thakur Hari Prasad that before you implement inclusion, India should be cautious. According to him; for third world countries it is very difficult to implement inclusion. This was due to difference in lifestyles, culture , ethos etc. Achievements for inclusion are not significant as they were perceived.



He was of the opinion that we have not as yet designed our schools for mainstreaming of inclusive education. Curriculum transaction is not ready for inclusion. We have to deal with utmost caution. There have been some implementation of concepts of Inclusion across the country in small ways : but the need of the hour was not fulfilled.

He admired with how Shri Mukesh G Gupta & Ms. Kusum Aanchal Gupta had started five special schools in Delhi /NCR. He said Shri Mukesh Gupta is a Karma yogi. But the results are still not as expected. Concept of learning together by the normal and cwsn (MR/ASD/CP/HI/ MD) is not successful. Lot of difficulties are being faced by all. Curriculum transactions are not inclusive – and are not being achieved. The Environment is not conducive for Inclusion. Voice of CWSN is not being heard or that even of their parents. There has been some apathy / sympathy being generated, but implementation is very poor. No pedagogical tools available for Inclusion. Teacher preparations not appropriate for inclusive learning and teaching. RCI has made efforts, but not being accepted by the market players. There is problem in management and recruitment. General apathy remains at the same level since the last 40 years. Level of sympathy, affection are still the same. CWSN are being treated with contempt and are being denied. Some HI students have done well in MIT USA. Attitudes of the people toward the CWSN is still not changing. In Europe, there has been some success; but not so much so in India. Appropriate Evaluation tools are missing, which is the biggest challenge. Public schools are not willing to accept cwsn beyond class V. They are referring the CWSN back to the special schools. It affects the set-up of public schools.

He asked all to Ponder, reflect and think before going all out for Inclusion. He said: let us think twice before we plunge into Inclusive set-up.

Discussion :

Elaborated discussion was held on the challenges in implementation of Inclusive Quality Education. These were identified as Identification of PWD, Training & hiring of special teachers, lack of National Commission for the Education of Divyangjan, budget. It was also felt that there is a need for Researches on Quality aspects which is absent. Providing Accessible Environment including entrance, compound, school classrooms, talent of teachers, resource material, curriculum for teachers, orientation of teachers, Teaching-Learning material, syllabus for teacher trainers, involvement of parents were also found great hurdles in implementation of Inclusive Quality Education.

Session 5 : Partnership for SDG through Inclusive Education

An ambitious and interconnected global development agenda requires a new global partnership and SDG is a means towards the Sustainable Development & Economic development. In this session discussion was held for creating partnership for using SDG as a strategy for achieving the goals.

Chairperson : Dr. Sudesh Mukhopadhyay

Panelists : Dr. Anil Aneja, University of Delhi; Prof. Anupama Ahuja, NCERT; Dr. Nimesh Desai, Director IHBAS, Delhi; Sh. Lov Verma, Former Secretary , GOI

Dr. Anil Aneja stressed on creating partnership for using SDG as a strategy for achieving the goals. According to him; SDG is a means towards the Sustainable Development & Economic development. As per him; Development goals are much beyond economics. They include principles of equality , family, society etc.

He raised the issue that - Why the voices of tertiary education bodies are being ignored while framing the Inclusive education system; when most stakeholders are beneficiaries of university system / higher education.



India's Higher Education System has some very important lessons to teach us. Inclusive education is a way of life. He asked how many special colleges or Universities were there in the field. Only two universities were specifically for the Disability field. He was also surprised as to why the inclusion narrative; which is so openly debated upto secondary level; does not even exist even in the university system.

He asked as to why inclusion only led us think of the PWD ? According to him Inclusion is a far wider and broader term. According to him; we would be able to achieve inclusion much faster and better if we do only focus on PWD education for a health inclusive system. Out gurukul system has encompassed schools or colleges from so long; which were inclusive since ages.

Inclusion is being referred in RPWD Act for only schools and not for complete education system. There are 169 goals under the 17 SDGs. The answer definitely is inclusive education.

Inclusive education has to be of a strong base & strong standing which is not the case . It can become a strategy when it itself is strong enough. It has to be a strong tool / basis/ strategy:

1. Inclusive Education has to recognize the diversity of Indian culture and society
2. Inclusive Education has to be skill based (too much on internet and academics)
3. Inclusive Education has to be interdisciplinary
4. Inclusive Education has to be universal and multi-channel
5. Inclusive Education has to have a strong centre

What are the areas we can use inclusive Education Institutions (School/ Universities)

- For preparing database for mapping the success
- Centres of knowledge and sensitization about SDG goals
- Create volunteer for realization of SDG goals (just like diwali crackers)
- Serve as strong centres of economic empowerment & independence

Attack in a holistic manner the concept of Inclusion rather than the strategies at the micro level.

Dr. Anupama Ahuja highlighted how she had worked for promoting inclusion. She shared some stories; which were for available for all; to improve the reading skills of all, reading series common for all. She explained how to prepare Inclusive classrooms by preparing inclusive material leading to an inclusive society. She gave various examples and worked with audience and showed how they were effectively working for preparing the inclusive material.



Dr. Nimesh Desai started by exclaiming that Simple change of name will not bring changes in environment. Efforts will also have to be put in place for changing the ground realities. However he did say that the name changed also helped from Disabled to Divyang. Change has to be in not only attitude but also working style. Thought process & attitude has also to change along with work.

He said that the SDGs are highly aspirational. SDG were made after millennium goals were not achieved. Utopian goals are made so that efforts are made – whether they can be achieved or not.



He shared how at the World congress of World Mental Health- Mr. Kailash Satyarthi (noble laureate) had opined that there is a need for a global campaign for compassion. Mr. Satyarthi was a member of the Prime Minister delegation to Davos 2018. So he highlighted the need for compassion which is not charity.

Rights based framework is not contradictory to compassion. Rights and compassion can co-exist. So we should not forget compassion along with justice. Specking on Inclusive education; reality is not good on the ground – which he said he was speaking in a very responsible manner. The bitter truth is that the present generation is leaving the SDG (what it cannot achieve); leave the goals for future generations. He shared how the Alma matar declaration of UN goal mentioned “Health for All by 2000”. So our determination should be stronger than the bitter truth – to achieve the goals – which is very much desirable. He remarked that “Social change is difficult – but is possible”.

Discussion :

Some of the important issues on the topic were discussed. According to one of the speaker, SDGs are highly aspirational and were made after millennium goals were not achieved. Partnerships should be created for using SDG as these are much beyond economics and include principles of equality, family, society etc. Some problems were also discussed. Voices of tertiary education bodies are being ignored while framing the Inclusive Education System; when most stakeholders are beneficiaries of University system/higher education. We can use Inclusive Education Institutions (School/Universities) in the area like preparing database for mapping the success, Centres of knowledge and sensitization about SDG goals, Create volunteer for realization of SDG goals, Serve as strong centres of economic empowerment & Independence etc.

II. Key Policy Recommendations

- Create a strong coordination & steering committee to work on short term & long term goals and better synergy amongst different Government Ministries /Department & other stakeholders.
- Create, facilitate & nurture data –collection in the society for better planning and execution for meeting desired objectives by forming a Committee for the same.
- Promote and Support research studies to review the learning assessment & learning outcomes
- Norms and standards should be made for schools to qualify for being called as Inclusive. Appropriate mechanism should be evolved for Assessment & Accreditation for Inclusive Schools. Agencies should be trained to conduct audit of Schools for the same.
- Schools should be adopted by NGOs to create model Inclusive Schools for benefit of all stakeholders.
- Training & hand-holding programme should be made (kind of bridge course) for in-service teachers to work with Children with Special Needs.
- The education boards should re-visit examination guidelines in the light of the RPwD Act and accordingly make suitable amendments.
- Formation of a National Commission for the Education of the Divyangjan to meet the specific needs of the Children with Special Needs (MSJE nor MHRD attending the needs of CWSN education needs).
- Increase the budget allocation for Inclusive Education. Central component to states was also decreasing which should be reviewed.
- Promote & support the resource kit like the Divyangjan Kit developed by Vision Institutions for home-based learning. Self learning modules need to be developed more.
- Develop a School Safety & Accessibility Assessment Tool to promote inclusion.
- All teachers should be made partners in promoting Inclusive Education and not just the 1.3 lakh special educators & professionals registered with RCI.
- Higher Education professionals should be involved while planning and framing policies for Inclusive Education.
- Commencement of Vision-UN SDG Clubs to carry forward the SDGs 2030 in different education institutions to sensitize the students and promote the Goals.
- To recognize people and agencies working for achievement of SDGs each year.
- Commence programmes & take initiative in the fourteen new areas recognized under the RPwD Act 2016 as Disability.
- Promote, support initiatives of NGOs; as everything cannot be done by the Government.

AGENDA

Wednesday 24 January 2018

10.00-12.30 : Inaugural Session :

- **Welcome Address by Mr. Mukesh G Gupta, Chairman, Vision Divyang Foundation**
- **Special Address by Shri Indresh Kumar, National Leader**
- **Address by Lt. General (Retd.) J.P. Nehra**
- **Address by Ms. Huma Masood, UNESCO Representative**
- **Address by Ms. Dolly Chakrabarty, Joint Secretary, MSJE, Govt. of India**
- **Address by Dr. Kamlesh Kumar Pandey, Chief Commissioner of PWD, Chairman RCI & National Trust**

12.30 - 01.00 : Tea Break

01.00 - 02.00 : Session 1 : Promoting Inclusive Quality Education for Children with Disabilities

Chair : Ms. Masood Huma, National Programme Officer, Gender and Education, UNESCO, New Delhi

Panellists

- **Dr. Uma Tuli, Chairperson and Founder, Amar Jyoti Charitable Trust**
- **Prof. Tehal Kohli, Emeritus Professor**
- **Dr. T.D. Dhariyal, Commissioner-PWD, GNCTD**

Open Discussion: Questions and Answers

02.00 - 03.00 - Lunch

03.00- 04.00 : Session 2 : Decent Work & Economic Growth through Inclusive Education

Chair : Dr. S.K. Prasad, Dy. CCPD, GOI

Panelists :

- **Dr. Rachana Bhardwaj, Social Welfare Officer. Govt. of Delhi**
- **Dr. Amitav Mishra, Professor, NCDS, IGNOU**
- **Dr. Lalit Naryana, Dy Director, DDUIPH**

Open Discussion: Questions and Answers

4.00- 05.00 : Session 3 : Decent Work & Economic Growth through Inclusive Education

Chair : Dr. S.K. Prasad, Dy. CCPD, GOI

Panelists :

- **Dr. Preeti Khanna, Resource Person, NAB, Delhi**
- **Mr. Rudraneel Chattopadhyay, Associate, QCI**
- **Dr. Dayal Singh Pawar ,President – SAKSHAM**

Open Discussion: Questions and Answers

Thursday 25 January 2018

09.30 - 11.00 : Interaction with Stakeholders by Shri Mukesh G Gupta, Chairperson, Vision Divyang Foundation

11.00 - 11.30 : Tea Break

11.30 - 12.30 : Session 4 : Challenges in Implementation of Inclusive Quality Education

Chair : Sh. Lov Verma, Former Secretary, GOI

Panellists :

- **Dr. Sudesh Mukhopadhyay, Former Chairperson, RCI**
- **Niharika Nigam, Director, SCPwD**
- **Prof. C.L. Kundu, Director General, Vision Institutions**

Open Discussion: Questions and Answers

12.30- 01.30 : Session 5 : Partnership for SDG through Inclusive Education

Chair : Dr. Sudesh Mukhopadhyay (Former Chairperson-RCI)

Panellists :

- **Dr. Anil Aneja, University of Delhi**
- **Prof. Anupama Ahuja, NCERT**
- **Dr. Nimesh Desai, Director IHBAS, Delhi**
- **Sh. Lov Verma, Former Secretary , GOI**

Open Discussion: Questions and Answers

02.00 - 03.00 : Lunch Break

03.00 - -5.00 : Closing Remarks and way forward by Ms. Huma Masood, UNESCO Representative

Closing Remarks by Mr. Mukesh G Gupta, Chairman, Vision Divyang Foundation

Vote of Thanks

Recipient of VISION UN-SDG Achievers Award- awarded by Vision Divyang Foundation

Day-1

- Dr. Randeep Gulleria, Director AIIMS
- Dr. S.K. Prasad, Dy. CCPD, GOI
- Padamshree Dr. Uma Tuli, Amar Jyoti
- Sh. Sachin Gupta, Chancellor Sanskriti University
- Dr. S. K. Srivastava, Member Secretary, Rehabilitation Council of India, GOI

Day-2

- Dr. Atul Sharma, Scientist & Strategic Planning Advisor
- Ms. Garima Mittal, IAS, Dy. Commissioner, District Narnaul, Haryana
- Mr. Hari Singh Yadav, Senior Police officer, Delhi Police
- Mr. Gopal Mor, Secretary, All India Vaish Federation
- Mr. Ashok Garg, Chairman, National Industries, Alwar
- Bro. Tommy Varghese, Principal, St. George's College, Mussoorie
- Shri Ram Kailash Gupta, Chairperson, Tecnia Group of Institutions
- Dr. K.D. Prasad, Regional Director, IGNOU
- Ms. Nishi Singh, Chairperson, Naad Foundation
- Mr. P. Anand Rao, District Social Welfare Officer, GNCTD
- Mr. Dinesh Yadav, Chairperson, Nagori Foundation
- Mr. Devender Panwar, Delhi News Agency
- Mr. Gajender Solanki, International Poet
- Mr. Manvir Madhur, International Poet
- Mr. Kapil Eshapur, Hindi Author
- Mr. Sunil Aggarwal, Advocate Supreme Court of India



Individuals bestowed with “VISION UN-SDG AMBASSADORS” citation

- Dr. Kamlesh Kumar Pandey - Chief Commissioner of PWD, Chairman RCI & National Trust
- Sh. Lov Verma, Former Secretary , GOI
- Ms. Dolly Chakrabarty - Joint Secretary, MSJE, Govt. of India
- Ms. Huma Masood -UNESCO Representative
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- Dr. Nimesh Desai, Director IHBAS, Delhi
- Prof. Anupama Ahuja, NCERT
- Ms. Niharika Nigam, Director, SCPwD
- Ms. Kusum Aanchal Gupta, Principal, Vision Special Schools
- Prof. C.L. Kundu, Director General, Vision Institutions
- Ms. Tehal Kohli, Professor Emeritus
- Dr. Lalit Naryana, Dy Director, DDUIPH
- Dr. Anil Aneja, University of Delhi
- Mr. Rudraneel Chattopadhyay, Associate, QCI
- Dr. Rachana Bhardwaj, Social Welfare Officer. Govt. of Delhi
- Dr. Dayal Singh Pawar ,President – SAKSHAM
- Dr. Preeti Khanna, Resource Person, NAB, Delhi



List of Speakers

Day-1

- **Shri Indresh Kumar - National Leader**
- **Dr. Kamlesh Kumar Pandey - Chief Commissioner of PWD, Chairman RCI & National Trust**
- **Ms. Huma Masood -UNESCO Representative**
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- **Mr. Rudraneel Chattopadhyay ,Associate, QCI**
- **Dr. S.K. Prasad, Dy. CCPD, GOI**
- **Mr. Mukesh G Gupta, Chairman- Vision Divyang Foundation**

Day-2

- **Dr. Sudesh Mukhopadhyay, Former Chairperson, RCI**
- **Prof. C.L. Kundu, Director General, Vision Institutions**
- **Sh. Lov Verma, Former Secretary , GOI**
- **Dr. Anil Aneja, University of Delhi**
- **Prof. Anupama Ahuja, NCERT**
- **Dr. Nimesh Desai, Director IHBAS, Delhi**
- **Ms. Huma Masood -UNESCO Representative**
- **Mr. Mukesh G Gupta, Chairman- Vision Divyang Foundation**

 **SUSTAINABLE DEVELOPMENT GOALS**



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