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Liliane Fonds
 open the world for a child with a disability



INDIA

RAISE FOR INCLUSIVE EDUCATION IN INDIA



With a population of about a billion and a quarter, India is the second most populous country in the world. Although estimates vary significantly, probably around five percent of these people have a disability. Due to social stigma issues, people with disabilities in India often face discrimination and exclusion.

The Persons With Disabilities Act 1995 protects the rights of people with disabilities in many different areas. Their right to education and in particular the right to inclusive education were also laid down in this Act. However, there is a considerable gap between the

laws on paper and their implementation in practice, meaning that the duty-bearers are not fulfilling the obligations laid down in the legislation.

RAISE for Inclusive Education

The RAISE project in the north east region of India stands for Regional Action for IncluSive Education. This project¹ was co-initiated by Jan Vikas Samiti (JVS), a Strategic Partner Organization of the Liliane Foundation. JVS complements the programme of Sarva Shiksha Abhiyan (SSA). SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and high quality education. The focus of the project is on improving the quality of education for children with disabilities in government and government supported schools. To reach this aim, inclusive education model schools within the primary school system are developed, that the government will then replicate elsewhere.

The project aims to contribute to an inclusive education system in which children with disabilities fully participate on an equal basis with others. This is done by focusing on the capacity building of teachers in



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¹ Co-funded by Liliane Foundation, CBM and Light for the World



inclusive education, because this is key to the success of the project. Primary teachers therefore receive short-term courses on inclusive education. This entails learning more about different disabilities, supporting the children with disabilities, and combining the expertise of resource teachers, special educators and mainstream teachers. Teachers also learn how to use ICT, and appropriate and innovative modules and manuals are developed for teachers to work with. Special attention is given to gender in these courses.

The project also has a big advocacy element, because it is striving for children as the subjects of rights. There is low awareness in civil society organizations about the right to education of children with disabilities. The project campaigns for more awareness of the right to education at the grassroots level. Through networking with institutions, community based organizations and the mass media, the project raises awareness about the educational rights and entitlement of children with disabilities. The project also organizes meetings to strengthen parents' groups of disabled and non-disabled students and Disabled Persons Organizations (DPOs) in the catchments of the selected partner schools. The project is also building alliances with other NGOs, advocacy groups and quasi-judicial bodies, to improve the attitudes and understanding of parents, teachers and community members. This has not been for nothing, and the enrolment of children with disabilities has doubled, from 1.17 million in 2003-2004 to 2.35 million in 2013-2014. This is 86.45 percent of the identified children with disabilities.



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ABOUT THE LILIANE FOUNDATION

The Liliane Foundation contributes to a world that is open to everyone and in which poor children with disabilities can develop and use their talents. Together with local organizations in Africa, Asia and Latin America, we make children stronger and their environment more accessible.

The Liliane Foundation supports children with disabilities and their families in the fields of health, education, social contacts and work and income. Through our local partner organizations nearly 60,000 children with disabilities annually get access to education.

Achieving Inclusive Education

For the Liliane Foundation, inclusive education of children with disabilities is one of the most important components of its strategy. Inclusive education offers high quality formal and informal learning opportunities for every child within a mainstream system that adapts to the needs of all learners. In order for children with disabilities to attain meaningful inclusive education, Liliane Foundation considers four general principles: acceptability, availability, accessibility and adaptability.

- › **Acceptability** requires from the government minimal standards on the curriculum and quality of teachers. The school is a safe place to learn.
- › **Availability** means that for every child there is a school or learning opportunity close to their home. The school has qualified and trained teachers and appropriate resources and equipment for children with and without disabilities.
- › **Accessibility** means (implementation of) inclusive policies and legislation, acceptance from teachers, peers and other school staff. The school, classrooms including the toilets are accessible.
- › **Adaptability** means that the education system is flexible and the curriculum can be adapted to the needs of each individual learner.

Contact us

If you would like to know more about Liliane Foundation's approach to inclusive education, you can contact Marije Koeman at our International Partnerships and Programmes Department (mkoeman@lilianefonds.nl, +31(0)73 - 518 94 21).

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