

A PLAYBOOK

Making Foundational
Literacy and Numeracy
Inclusive for Children
with Special needs

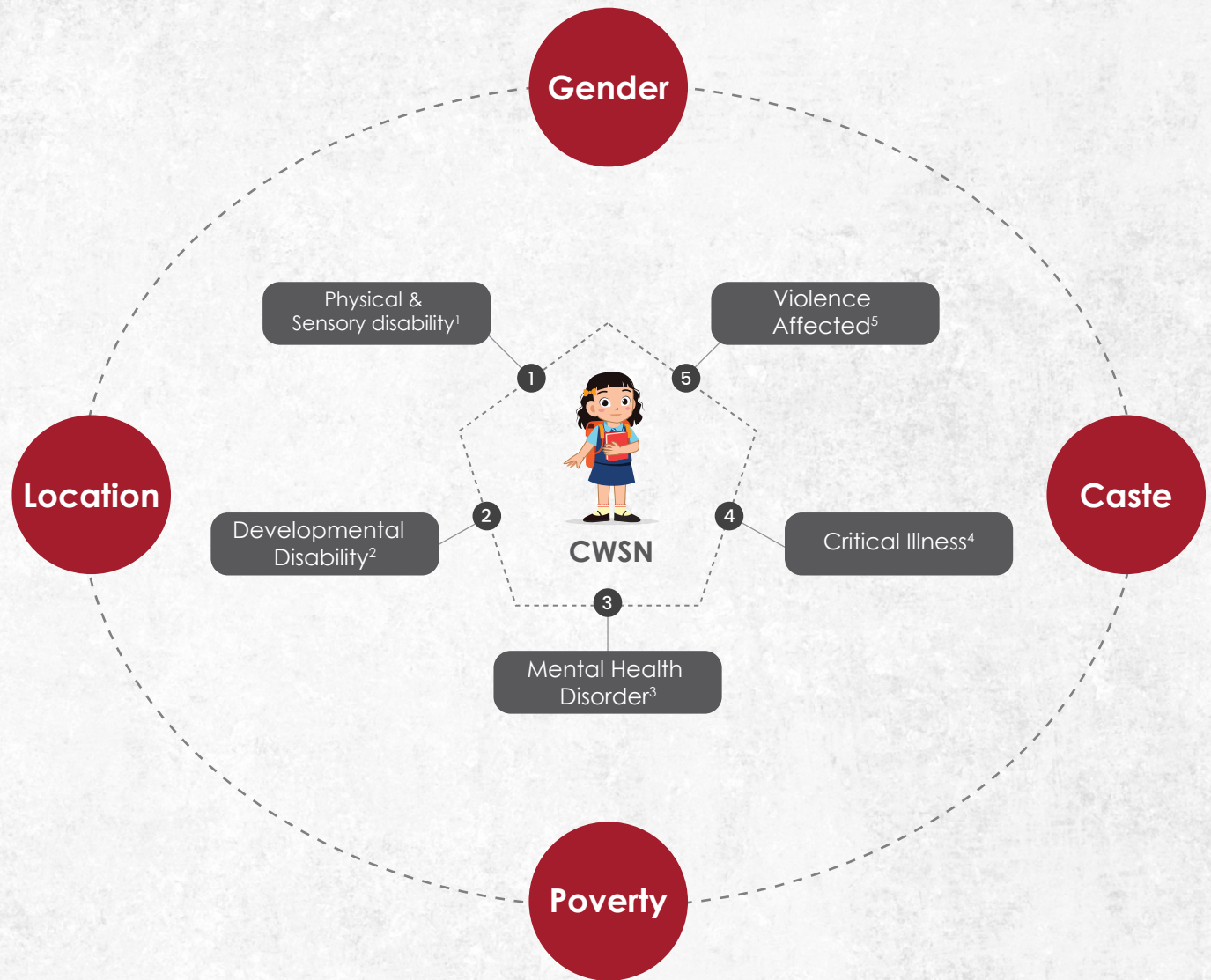


Let's Break Barriers

to bring equity in
education

1 | 1 in 6 Children have special needs (CWSN)

Vulnerability of CWSN increases with the intersectional complexity of **gender, poverty, caste & demographic.**

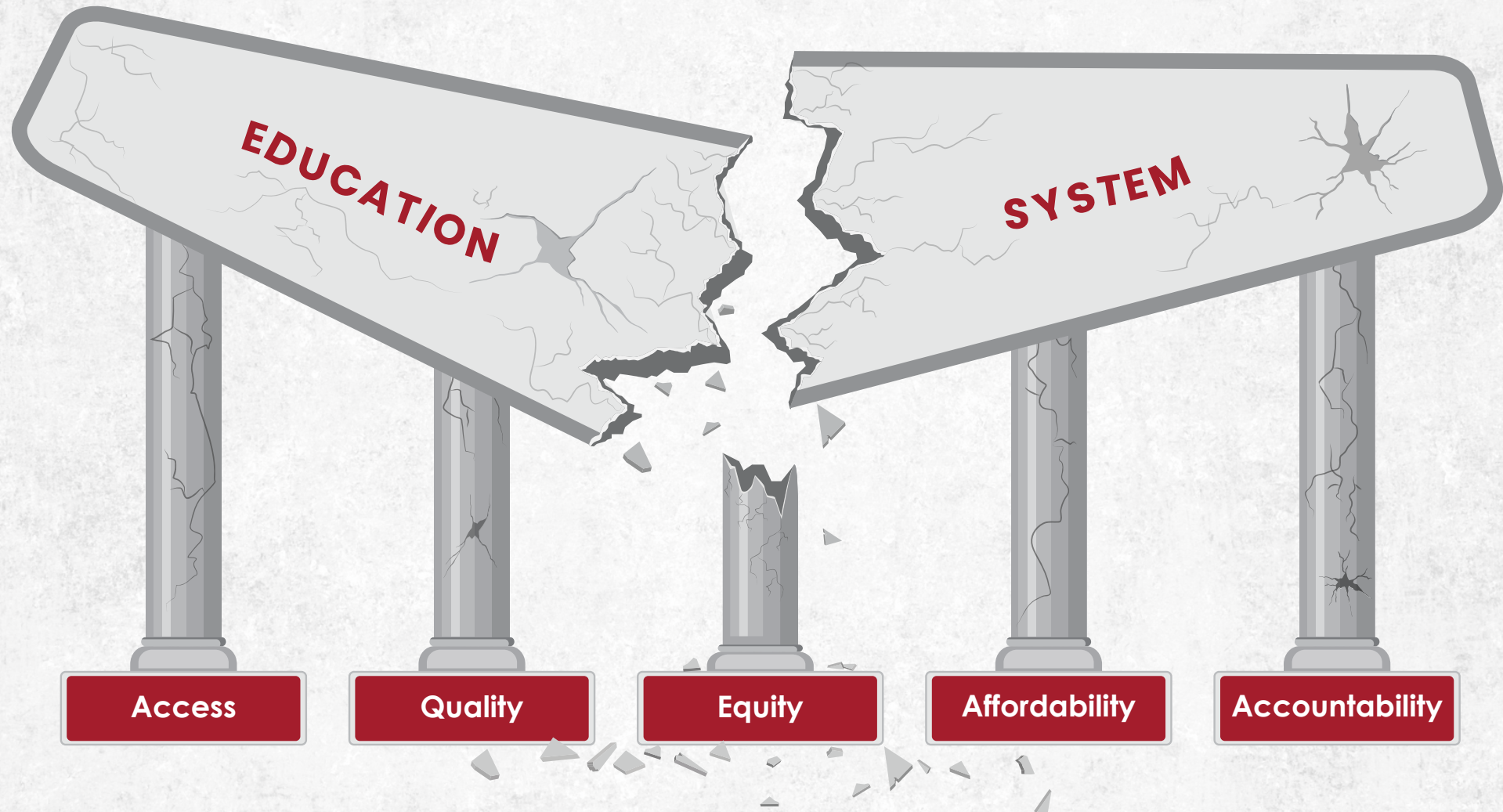


Source: Physical and Sensory disabilities include blindness, low-vision; deaf and hard of hearing, locomotor disability, dwarfism, muscular dystrophy, speech and language disability, leprosy cured, cerebral palsy, multiple disabilities 2. Developmental disabilities include intellectual disability, autism spectrum disorder, and specific learning disabilities 3. Mental health disorder also called as mental illness referred to a wide range of mental condition that affects person's mood, thinking and behaviour. 4. Critical illness chronic neurological conditions, thalassemia, hemophilia, sickle cell disease, Parkinson's disease, multiple sclerosis 6. Violence affected includes Acid attack victims

Educational Equity remains unaddressed

Children with Special Needs remain excluded from education leading to educational inequity.

Five Pillars Of National Education Policy (NEP) 2020



We will never achieve the goals of NEP, without building the pillar of Equity

Aarti's Journey

Aarti is one of the many CwSN who is out of mainstream education due to various challenges she faces.

Aarti's story

Aarti¹, an enthusiastic 10-year-old girl in rural Tamil Nadu was enrolled in school when she was five years old but she faced learning challenges in school.

Aarti's parents hoped that being around other children at school would help her develop social skills and concentration.

Her teachers agreed, expecting her to adjust to the classroom setting like any other child but they they also didn't feel empowered enough to include her in classroom.



“I want my child to study in a normal school just like every other child but she doesn't want to go to school anymore as she cannot read, write and nobody talks to her.”

- Aarti's mother

LACK OF EARLY SCREENING

For the first seven years of her life, Aarti went undiagnosed for developmental disabilities and grappled with challenges in social interactions and



NON INCLUSIVE CURRICULUM AND ASSESSMENTS

While Aarti went to school, the classroom practices & assessments remained non-inclusive, thus making it difficult for Aarti to achieve basic FLN skills.

LACK OF INCLUSIVE INFRASTRUCTURE & RESOURCES

The learning content provided to her did not meet her needs which widened the gaps as she moved from grade to grade.



LOW CAPACITY OF STAKEHOLDERS

The teacher did not have the skill or resources to include Aarti in classroom learning and left it to special educator to teach her but she lacked the knowledge to teach her FLN skills.

NON INCLUSIVE SCHOOL ECOSYSTEM

Also as peers and teachers were unaware of how to involve Aarti in sports, cultural and extra curricular activities, this made her feel more alone and excluded.



4

**Aarti is not alone,
55 million children
have special needs¹.**

And therefore do not achieve
even Foundational
Literacy and Numeracy skills.



More than
of CwSN remain excluded
from mainstream
education.

Source: 1 UNICEF, Fact sheet – The World's nearly 240 million children living with disabilities are being denied basic rights, 2021.



This playbook is intended to bring
focus on children who remain
invisible.



Let's work
TOGETHER
to ensure we leave
no one behind.

CONTENTS

INTRODUCTION

Children with special needs (CwSN) are left behind in education.

WHAT

What is the state of inclusive education in India?

WHY

Why is it crucial to address inclusive FLN for Children with Special Needs?

HOW

How can state governments integrate inclusive FLN at a systems level?

APPENDIX

Additional detail on state of inclusive education in India; state of FLN; detailed checklists and glossary.

7 | What's in this **Playbook**?



Understanding Policy Gaps



Readiness checklist to assess the readiness of states for inclusion of CwSN in their FLN program



Mapping of key stakeholders



Reimagining stakeholder roles



Building a systemic transformation model



Detailed steps to implementation

Acknowledgements

The playbook on Making FLN inclusive for CwSN represents a collaborative endeavor between Sol's ARC and Dalberg.

We express our sincere gratitude to the Tamil Nadu School Education Department, State Project Director and State Coordinator for Inclusive Education, as well as numerous other experts from educational and governmental bodies, for their valuable inputs and guidance throughout this engagement.

We would also like to sincerely thank Safeena Husain (Founder, Educate Girls), Paresh Parasnis (Former Head, Piramal Foundation), Nita Aggarwal (Senior Programme Manager, Asia, Porticus), Nathan Koblitz (Challenge Lead – Children on the Margin, Porticus) and Gayatri Nair Lobo (CEO, ATE Chandra Foundation), Poornima Garg (Country Director, Room to Read), Noopur Jhunjhunwala (Trustee and Co-Founder, Changelnkk), Dhir Jhingran (Founder Director, LLF), Gayatri Vaidya (Associate Vice President, Ei-Shiksha, Educational Initiatives), Deepti Gubbi (Education Head, Jai Vakeel Foundation), Sunisha Ahuja (Education Specialist (FLN), UNICEF) for sharing their expertise with us and helping nuance our recommendations for the intended audience.

Finally, and most importantly, we extend our gratitude to the teachers, special educators, parents of Children with Special Needs (CwSN), district officials and block-level officials, for their generous time and honest reflections, which have played a significant role in shaping this playbook.

Importance of this study

The recent National Education Policy (NEP) 2020 underscores the importance of providing universal access to **Foundational Literacy and Numeracy (FLN)** for all children and reaffirms the provisions in the RPWD Act regarding inclusive education to foster an equitable and just society. States have made commendable progress, but a segment of children are left behind – Children with Special Needs (CwSN).

Approximately **6.3 million (1.7%) children in India aged 3-17 years have special needs** as per the UDISE+ 2021-22 report. However, there are likely ~55 million (15%) children with special needs in India as per global estimates.¹ Of these, a staggering 75% are excluded from mainstream education systems.² Without addressing their needs, India will never achieve its Foundational Literacy and Numeracy (FLN) objectives.

FLN serves as the bedrock for all subsequent learning, knowledge acquisition, and higher-order skill development. It holds an even greater significance for CwSN, who if deprived of such foundational learning, cannot catch up unlike their peers. Nevertheless, effective measures and interventions to improve learning outcomes for CwSN are inconsistent across most states. This playbook primarily addresses interventions with high impact and feasibility for most CwSN, but the underlying practices such as scaffolded curriculum and use of Universal Design for Learning (UDL) principles benefit a broad spectrum of children in the classroom experiencing learning lags, potentially impacting over 79%⁴ of children.

This playbook serves as a resource to understand the scale of the issue and advocate for investment in inclusive education. It spotlights best practices and proposes opportunities for integrating inclusive FLN into systemic frameworks. Timely and essential, this playbook offers actionable recommendations for states to embark on their journey towards inclusivity for all learners.

Audience

This playbook focuses on building inclusive FLN practices for CwSN for education systems. The playbook is intended for:



State governments to assess the status of inclusive education in their states, understand what it takes to make their education systems more inclusive, and get started on the journey of serving CwSN tailored to their context.



Funders (e.g philanthropies, CSRs, multi- and bi-lateral donors) who are supporting states and organizations, to understand the opportunity and impact potential of inclusive education interventions that are working well in the country.



Implementers (e.g non-profit organisations and education partners) who are supporting states in the education space to understand why taking an inclusion lens is critical, generate momentum for action in the ecosystem, showcase interventions that have been worked, and support the states in this journey.

In addition, this playbook also provides useful guidance and design principles for the broader ecosystem and allies for inclusive education ecosystem.

Objective of the Playbook

This playbook focuses on the ways to make FLN inclusive for CwSN in mainstream classrooms.



Whom do we aim to serve?

Children with Special Needs^{1,2} (CwSN), but many solutions/principles are applicable to a wider set of marginalized or slower learners.

Children with Special Needs

Children with Special Needs (i.e. the 21 disabilities)^{1,2}

All children on the margins or with learning lags

Struggling learners from socially and economically disadvantaged groups, (e.g. children affected by violence, mental illness, critical illness)



Where will our interventions be?

Classroom-based interventions are an entry point for the education system to have quick impact, but CwSN need holistic support including at home and communities.

Inside the classroom

Making curriculum inclusive and equipping teachers to implement

Outside the classroom

Healthcare support, therapies and parental support



What do we hope to solve for?

Foundational Literacy and Numeracy (FLN) forms a building block for all learning, especially for CwSN².

Foundational learning

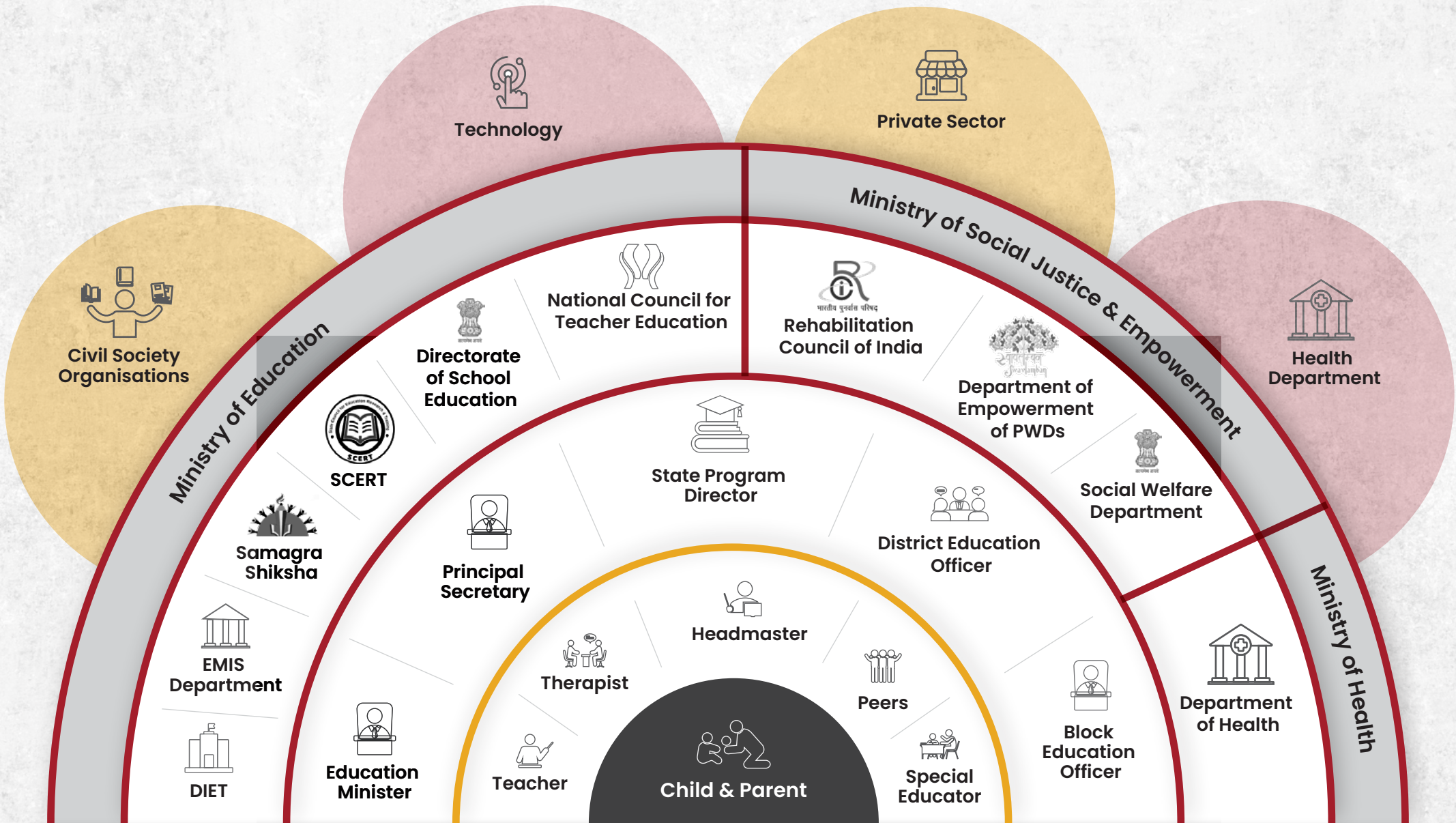
Focusing on FLN as the first step towards inclusive education

Employment readiness

Skilling and transition programs to support employment

Ecosystem Stakeholders

Each stakeholder plays a critical role and needs to take ownership to enable inclusion of CWSN.



Source: 1. [Click here to get a detailed understanding of the role of different stakeholders, Administrative structure, functions and processes at the district/sub-district level;](#)



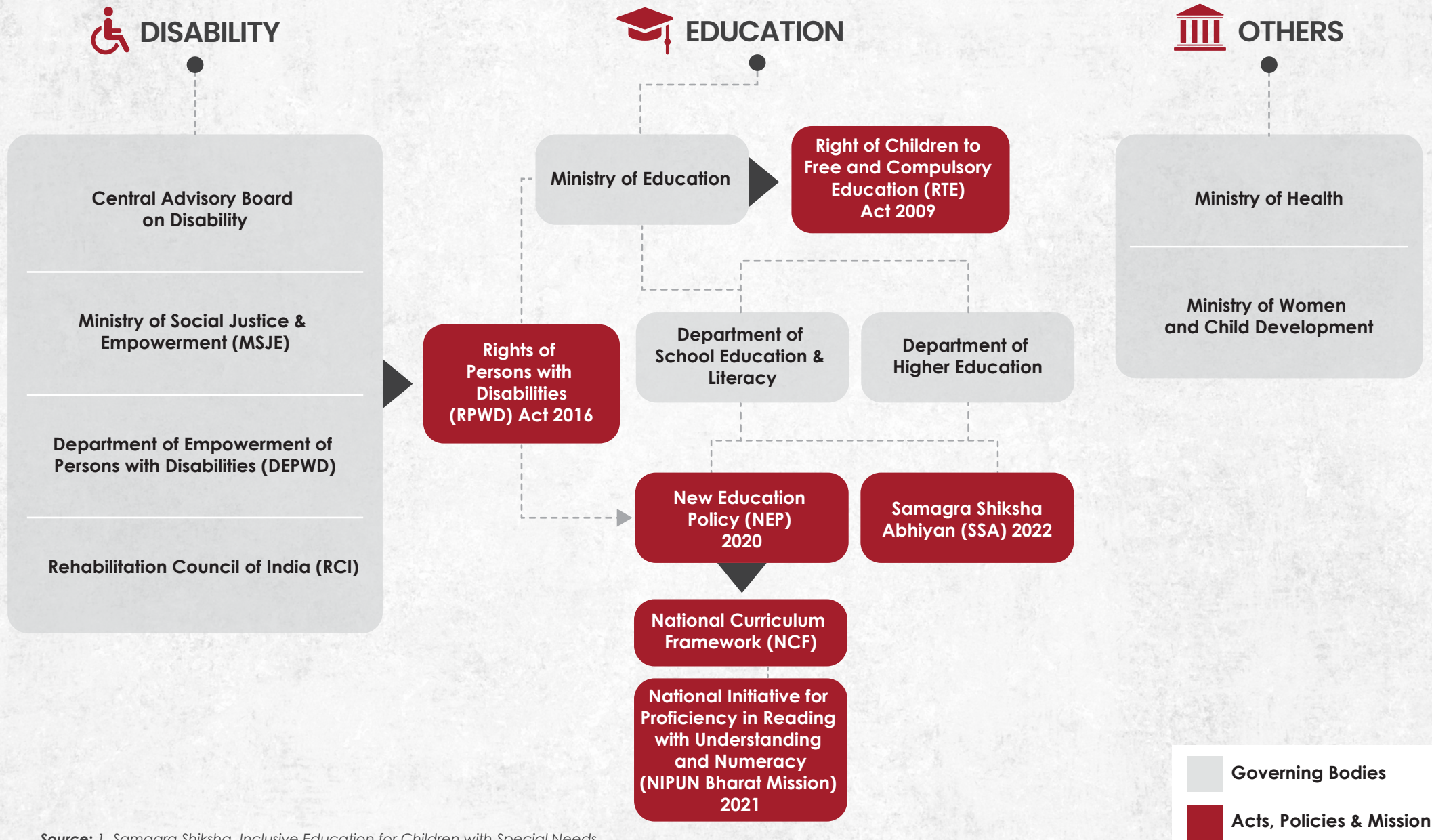
WHAT.

What is the state of
inclusive education
in India?



Governing Bodies & Policies

India has various governing bodies and policies to ensure the needs of CWSN are met.



Key Education Policies

India has made significant strides towards equal and inclusive education through key policies.

National Policy for PWDs

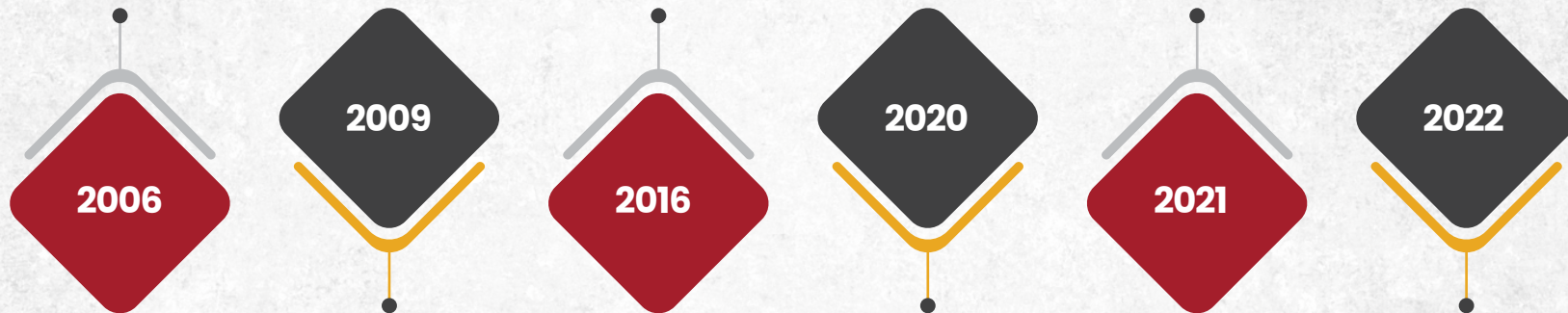
- Aims to provide equal opportunities and rehabilitation for PWDs and recognises the unique needs of individuals with autism, cerebral palsy, mental retardation and multiple disabilities.
- Outlines procedures for the appointment of guardians / trustees to protect the interest of PWDs.¹

Rights of Persons with Disabilities (RPWD) Act

- Directs educational institutions to admit and teach CwSN without discrimination, offer individualized support and accessible infrastructure.
- Mandates regular screening, free learning materials until age 18, and monitoring of CwSN progress.³

NIPUN Bharat Mission

- Prioritizes universal acquisition of FLN skills by Grade 3 by 2026-27.
- Ensures early identification of learning gaps for all, early intervention by specialists and representation of diversity in educational materials.⁶



Right of Children to Free and Compulsory Education (RTE) Act

- Ensures free and compulsory education for all children.
- Ensures CwSN receive free textbooks and an annual allowance of INR 3000; those with severe or profound disabilities receive INR 10000 for home-based education.²

National Education Policy (NEP)

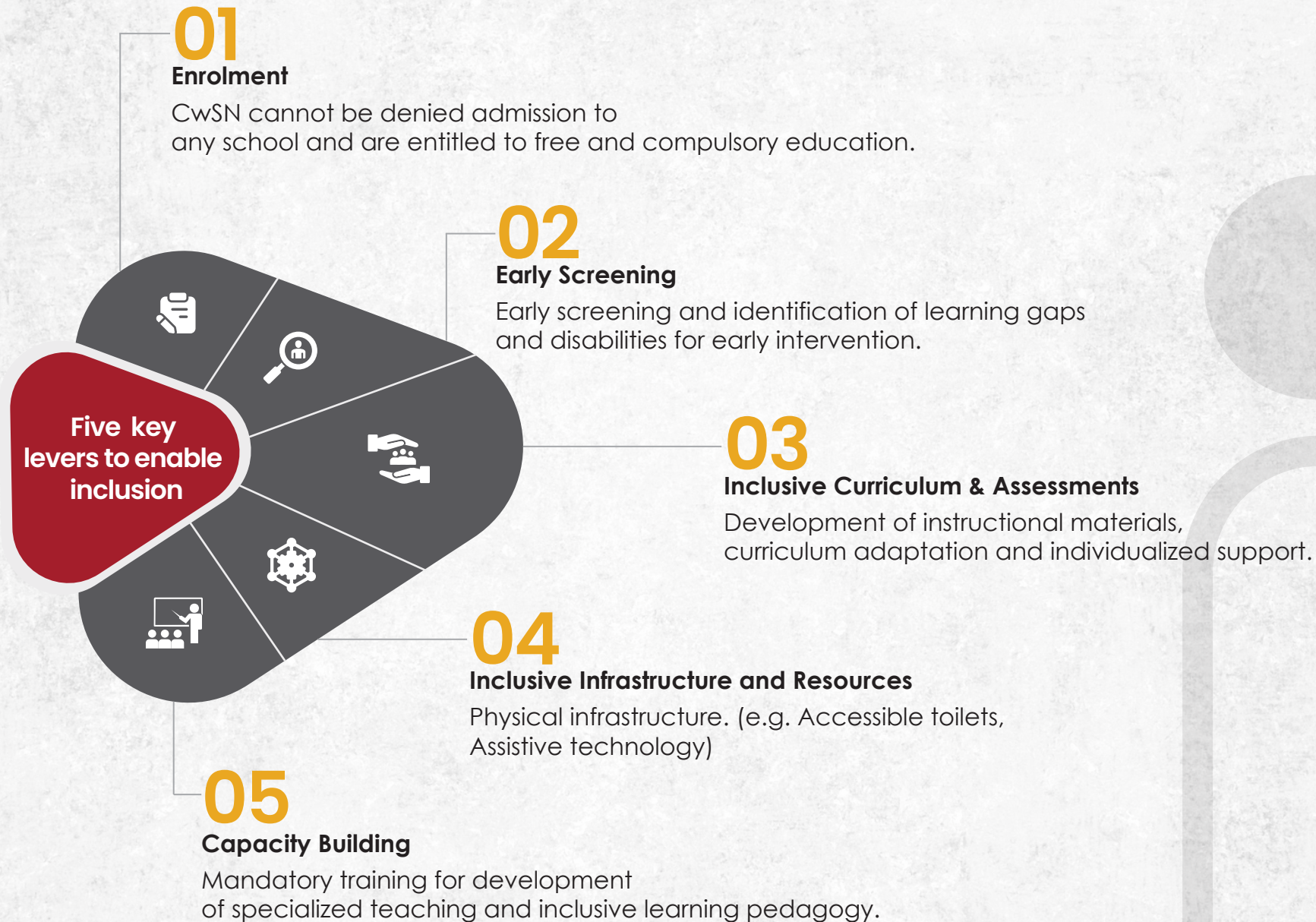
- Ensures inclusion and equal participation of children, particularly Children with Disabilities in ECCE and the schooling system.⁴
- Promotes barrier-free access to education for all children by providing accessible infrastructure in schools, accessible learning materials, etc.⁵

Samagra Shiksha Abhiyan (SSA)

- Enables training support for special educators (on cross-disability) and teachers (on curriculum adaptation).
- Mandates individualized support plan for CwSN, community participation and sensitization of SMCs/SMDCs.^{7,8}

Policy Levers

All relevant policies under the Ministry of Education focus on 5 key levers to enable inclusion of CWSN.



Policy: Expectations v/s Opportunity

While we have great policies there is an opportunity to improve their implementation.

Enrolment

The RTE Act includes the words 'free' and 'compulsory' 'elementary education' for **'every child'** within the age group of 6-14 years.

The 3 Schooling options for CwSN are **mainstream classrooms, home based schooling & special schools.**

Identification

The RPWD Act mandates to conduct survey of school going children every 5 years, for **identifying** children with disabilities and assessing their special needs. The NIPUN Bharat mission, under the NEP 2020, mentions **using technology for early detection of all children** for identification of disabilities.

Expectations



To admit a child from any disadvantaged group



To include CwSN in all classroom activities



To provide placement in appropriate settings to CwSN

Opportunity



Improve legal standards to determine correct placement



Increase time spent in classrooms by CwSN



Set clear guidelines for enrolment in home based or school education

Expectations

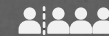


To provide early identification & support to ensure inclusion



To ensure convergence between different ministries & departments

Opportunity



Build standard SOPs; Make screening universal for all students with end to end linkages



Identify duplication of resources and facilitate convergence between government ministries and departments

Policy: Expectations v/s Opportunity

While we have great policies there is an opportunity to improve their implementation.

Inclusive Curriculum

The RTE aligns to RPWD in making suitable **modifications in the curriculum** to meet the needs of students with disabilities.

NIPUN Bharat Mission aligning to the **NCf** states that the **learning environment** should be designed according to the varied **needs of learners**.

Inclusive Assessments

The RPWD directs to **monitor participation, progress in attainment levels and completion** of education in respect of every CwSN.

The NEP has mentioned **PARAKH** to facilitate an inclusive and holistic approach to assess ALL students.

Expectations



To make suitable modifications in curriculum for CwSN



To ensure curriculum promotes and embraces children across abilities

Opportunity

1 2 3

Textbooks, TLMs, and other learning resources need to be made accessible and also adapted for CwSN needs



Pedagogy should cater to multigrade classrooms or to learners at different level using Universal Design of Learning

Expectations



To use different modes to conduct assessment based on the needs of students



To track and measure progress of all students

Opportunity



Baseline, Formative and Summative FLN assessments should be adapted for CwSN



CWSN outcomes should be monitored or tracked within the existing FLN dashboard

Policy: Expectations v/s Opportunity

While we have great policies there is an opportunity to improve their implementation.

Accessible Infrastructure & Resources

The RPWD act suggests to provide **accessible books, learning materials assistive devices**, to students with benchmark disabilities through a stipulated amount per CwSN. NEP 2020 directs all buildings and facilities to be **wheelchair-accessible and disabled-friendly**.

Teacher & Special Educator Capacity Building

According to RPWD act **skilled and trained teachers** should be employed in teaching students with different disabilities. The RTE act emphasizes to equip **in-service teachers** through **short term certificate courses** and trainings. The NEP recommends **online courses on NISHTHA and DIKSHA** platform in order to build knowledge and awareness of teachers towards inclusion.

Expectations



To provide assistive devices for learning



To have appropriate aids & appliances

Opportunity



Assistive devices should be available uniformly in all classrooms



Aids & appliances should be need & age appropriate

Expectations



Teachers, special educators and other staff know how to include CwSN in classrooms



Teachers & Special Educators can work with CwSN across 21 disabilities

Opportunity



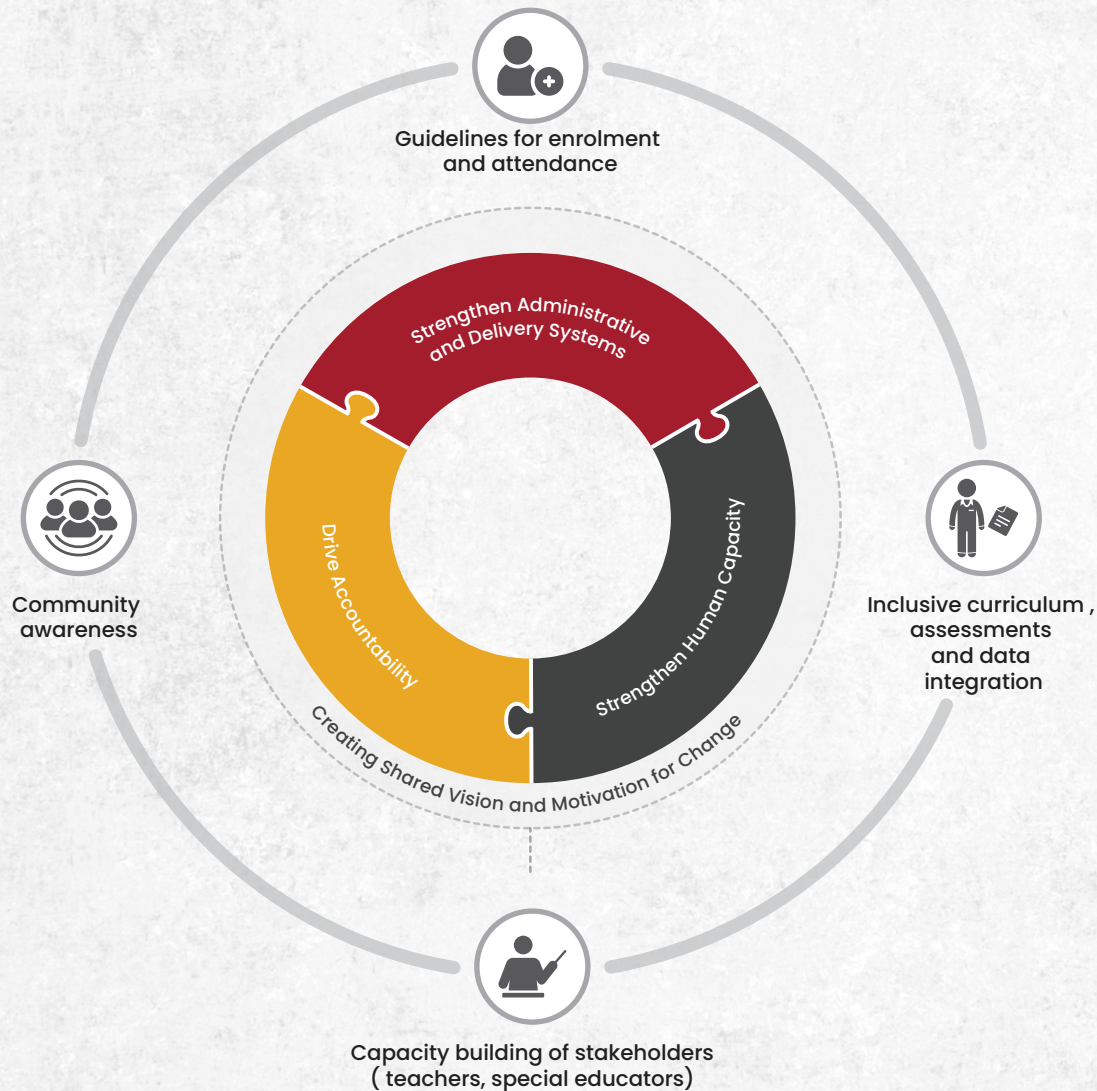
Trainings should be less technical and focus on inclusive classroom strategies



Information and training modules for 21 disabilities should be available at all times

Systemic Transformation

Inclusion of CwSN in FLN needs to be solved at a systemic level.



We have the right policies, opportunities can be turned into realities through systemic transformation

A systemic transformation will lead to a scalable and sustainable solution that will help shift the starting point for children with special needs.

Our Learnings and Reflections...



My thoughts after reading this section.....



My experience tells me.....



What I would like to do.....

WHY

Why is it crucial to address inclusive FLN for children with special needs?



Sustainable Development Goals

Exclusion from Education leads to inequity leaving PwD* behind across multiple SDGs.



4 QUALITY EDUCATION

"ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL."



Goal 1: No Poverty

PwD are ~2X more likely to live in poverty than those without disabilities¹; Education empowers CwSN to break the cycle of poverty.



Goal 3: Good Health and Well-Being

CwSN face a 25% and 35% higher risk of being wasted⁶ and stunted; Inclusive education improves well-being through access to support service.²



Goal 5: Gender Equality

Only 23% of disabled women work, compared to 47% of disabled men³; Sexual violence against disabled women is twice as prevalent⁴; Education empowers women with the tools and confidence to fight these barriers.



Goal 8: Decent Work and Economic Growth

Only 36% of PwD work in India³, with just 23.8% participating in the labor force⁵; Education enables employability and economic growth.



Goal 10: Reduced Inequalities

CwSN are 41% more likely to be and discriminated against²; PwDs are underpaid; Inclusive education helps bridge these inequalities.

Source: United Nations, Sustainable Development Goals, adopted in 2015- 1. *Ending poverty and hunger for all persons with disabilities*, UN; 2. *The world's nearly 240m children with disabilities are denied basic right*, UNICEF, 2021; 3. *Office of Chief Commissioner for Persons with Disabilities, Ministry of Social Justice and Empowerment*; 4. *Violence against women and girls with disabilities*, UN Women; 5. *Press release Persons with Disabilities in India NSS 76th Round, 2019*;

Note: 6. Wasting is defined as low weight for height for an individual.

Education to Livelihood

FLN forms the building block for life-long empowerment from childhood to adulthood.



SCHOOL PERFORMANCE



Building block of further learning throughout a student's academic life¹

SCHOOL COMPLETION



Better year-on-year class competition and lowers school drop-outs²

SUSTAINABLE EMPLOYMENT



Access skilling programs and employment more easily in adulthood³



Improved self-worth, confidence and communication
Empowered and independent members of society

Impact: Child, Family and Country

The exclusion of CwSN in education and employment has a direct and far-reaching impact on the child, their families and the country.



INDIVIDUAL

Impact on educational, social and economic well-being

Globally, CwSN are 42% less likely to have FLN skills, 51% more likely to face discrimination, are more likely to be unemployed than peers¹ and more than 82% will land up in the cycle of poverty.



FAMILY

Impact on livelihoods of caregivers

Caregiving responsibilities directly impact family's livelihood, resulting in either a loss of income (USD 666/year) or time off work (USD 222/year)².



COUNTRY

Impact on social well-being index and the economy

More than 85% primary-age CwSN do not attend school³ leading to low FLN levels, unemployment and a potential loss of up to ~3%-7% of GDP⁴



"My son has Intellectual Disabilities, he was asked to discontinue from the school. He's currently in a special education centre where he is supported by therapist but the focus is not on academics. It's been 3 years since he studied in a mainstream classroom with other students."

-CwSN Parent



"For the past 6 years, I've been the primary caregiver for my child affected by physical disability due to which I had quit my job. We are struggling financially as a family."

-CwSN Parent



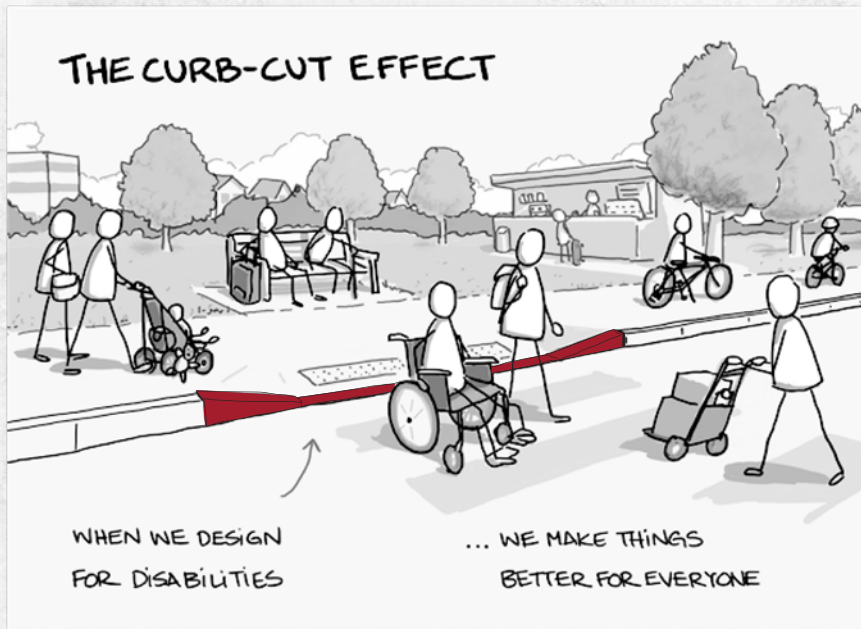
"Decent work is one of ILO's primary goal for everyone, including persons with disability. When we promote rights and dignity of persons with disability, we are empowering individuals, strengthening economic security and enriching society at large."

-Juan Somavia,
International Labor Organization (ILO) Director General

Source: 1. *The world's nearly 240m children with disabilities are denied basic right*, UNICEF, 2021; 2. *Yourstory, This non-profit is helping people with disabilities*, 2023; 3. *Global Public Health Journal, The economic burden incurred by families caring for a young child with developmental disability in Uganda*, 2023; 4. UNICEF, *Combating the costs of exclusion for children with disabilities and their families*, 2021; 5. *Dutch Coalition on Disability and Development, A Social Business Case for Disability Inclusion in Development*, Link: *A study by ILO of ten LMICs calculated the economic losses related to disability and the underlying factors are: a disability environment, unemployment and inactivity. The equation focuses on accumulated productivity losses related to different forms of exclusion. It multiplies the average productivity (P) of a person in the given country with the number of people of working age that have a disability (ni) with the disability level (i) and a productivity adjustment factor (yi) for that disability level. Building this product for all available disability levels i and adding them up yields the economic losses related to disability (L);*

Inclusive Education Benefits ALL

Curb-cut effect demonstrates this



The curb cut effect

is the phenomenon of disability-friendly features being used and appreciated by a larger group than the people they were designed for. Eg the curb (raised pathway) not only helps people on wheelchairs but is also used by pregnant mothers, people carrying a load, senior citizens etc.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but also all children belonging to Socio-Economically Disadvantaged Groups (SEDG's).

The NEP 2020 focuses on targeted interventions to address the needs of Socio-Economically Disadvantaged groups (SEDGs)*.

By designing for the most vulnerable child we will build more inclusive classrooms that will address the needs of learning who are lagging behind due to various demographic and socio economic risks they face.

NEP 2020- (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

Inclusion for ALL : Bright spots

Bright spots for understanding how inclusion benefits ALL children.



educate girls

Mobilizes **communities for girls' education** in India's rural and educationally backward areas



Educate Girls partnered with Sol's ARC to increase the learning outcomes in literacy and numeracy for children from Grades 3 to 5

- Developed **inclusive learning content called 'Gyaan Ka Pitara'**, used in 3000 schools by over 1 lakh children, regardless of whether they have a disability or not.
- **Started measuring learning data** for CwSN, comparing across similar performance levels to gauge improvement.

79%

Learning gains in literacy and numeracy (against control group by 3rd party RCT), **equivalent of one year of additional learning.**

2 Lakh

Scaled to over 2 lakh **children in Rajasthan, Madhya Pradesh and Uttar Pradesh.**

TEACHFORINDIA

Focuses on **empowering individuals to transform lives of children by teaching** in under-resourced schools and promotes educational equity



Teach For India partnered with Sol's ARC to make their curriculum inclusive for all learners

- Developed **FLN content for grades 1-3 and bridge content for all students with learning lags**, which prevented the need for segregated remedial programs.
- Designed baseline, mid-line and end line **assessments for all students** in the TFI classrooms.

1 lakh

Students evaluated using Sol's ARC's assessments; **97% TFI teachers use the bridge content** in their classroom for not just CwSN but all students.

74%

Students **achieve proficiency in grade level math** assessment; **35% surpassed 60% mastery level.**

74%

TFI Fellows **attributed improved lesson planning** and execution to the **bridge curriculum/resources.**

Our Learnings and Reflections...



My thoughts after reading this section.....



My experience tells me.....



What I would like to do.....



HOW

How can state governments integrate inclusive FLN at a systems level?



As states embark on the journey towards inclusion, there are two fundamental principles to keep in mind:



Ensuring 'inclusion' and not segregation

Prioritizing mainstream inclusive education over segregated systems is important to reduce discrimination, ensure efficient resource utilization, and extend the extra support beyond CWSN to all others who require it.



Bringing a 'whole government' approach

Aligning national and state departments to coordinate policies, funding, and implementation efforts for CWSN is critical to ensure that CWSN receive adequate end-to-end support in a timely and consistent manner

Tamil Nadu: A Bright Spot

Tamil Nadu is systemically transforming the ecosystem in the state to make learning inclusive for CwSN.

Tamil Nadu

has been a flagbearer in embedding inclusion in education at a systems level, to ensure that no child is left behind.



Tamil Nadu Government ensured **Universal Screening** of **ALL** children and those identified were tagged to provide intervention support.



The state has developed **adapted books** for children with **Intellectual and Developmental disabilities** in grades **1 to 5** as part of Inclusive Education, Samagra Shiksha to ensure achievement of basic **literacy and numeracy** skills.

To support Children with Special Needs in schools, **capacity building of teachers** of grades **1 to 5** on **Universal health screening** and inclusive learning was conducted.



To address **stigma** at a systems level, the state undertook various **mass awareness** drives to build **awareness to educate parents and community**.

“**Sol's ARC** coming in as a PMU has brought in technical expertise to be more inclusive of Children with Special Needs (CwSN). They have revamped the screening tool, supported in building a scaffolded curriculum and TLM materials to ensure Basic Literacy and Numeracy for Children with Special Needs in grades 1 to 3.”

Roadmap to Inclusion

As we focus on systemic transformation, we need to place the child at the centre of all our efforts towards inclusive FLN journey.



I AM SEEN

when you help identify my challenges and provide support, I love coming to school.

I LEARN

when you give me books and tests that I can access and understand, I learn.



I AM UNDERSTOOD

when my teacher knows my challenges and along with the special educators support me.

I AM ACCEPTED

when everyone is aware and see my abilities instead of disabilities.



Stakeholders

Abbreviations and Acronyms.

COM	Commissioner
SPD	State Project Director
IE	Inclusive Education Department
HD	Health Department
SED	State Education Department
EC	Expert Committee
SMC	School Management Committee
EMIS	Electronic Management Information System
SRG	State Resource Group
DRG	District Resource Group
SCERT	State Council for Education Reserarch & Training
NGO	Non-Governmental Organization
DIET	District Institute of Educational Training
DC	District Coordinator
RP	Resource Person

The next few pages outline actionable steps and principles that can help state governments make their education systems more **Inclusive.**

States can tailor implementation plans based on where they are in their journey.





I am Seen



I Learn



**I am
Understood**



**I am
Accepted**

Ensuring periodic universal screening for timely diagnosis is critical to ensure proactive medical and educational support



I am Seen

when you help identify my challenges and provide support, I love coming to school.

Why is this important?

Identifying **at-risk children** in a timely manner is the **first step to ensure proactive medical support and tailored educational support**.¹

Despite progress, standardized screening is lacking,² highlighting the need for **mandated universal screening** and protocols such as NIPUN's FLN for CwSN teacher training modules.

Roles of stakeholders

- **State tech team (EMIS):** Design and iterate on application
- **Teachers:** Screen ALL students within the classroom
- **Special educators:** Diagnosis and ongoing support
- **Health Department:** Health and nutrition screening

What is the current level³ of enrolment and early diagnosis in your state?

Enrolment

- ✓ Do all schools have **clear guidelines on admission** of CwSN?
- ✓ Are the CwSN **marked separately in the Out of School Survey**?
- ✓ Are there any specific efforts made **to reduce drop out** of CwSN?

Early diagnosis

- ✓ Is there a **tech solution** for screening children at risk?
- ✓ Are **ALL** children **universally screened** for health risk, and disability risk?
- ✓ Are the identified children **tagged (referred)** for screening to **respective departments**?
- ✓ Is the **UDID registration** done as soon as screening is positive?



OBJECTIVE

IMPLEMENTATION

OUTCOMES

BRIGHT SPOTS

STEP
01

SED

Set clear guidelines for enrollment in home based or school education

STEP
02

IE
SED

Run **parent awareness** initiatives for improving enrollment and attendance

STEP
03

Sensitize headmasters, teachers and **School Management Committee (SMC)**

STEP
04

EMIS

Integrate monitoring parameters in **teacher's attendance app**

STEP
05

IE
SMC

Monitor attendance separately for school & home-based education

STEP
06

SED

Modify attendance guidelines for children with critical illness

STEP
07

SED

Implement special initiatives for improving enrollment and attendance

I am Seen

Identification for Disability, Health and Nutrition

OBJECTIVE

IMPLEMENTATION

OUTCOMES

BRIGHT SPOTS



Facilitate interministerial convergence between health and education ministry for seamless data flow and screening.

Train teachers and special educators on app usage, provide technical support

Integrate indicators for monitoring of identified and diagnosed children through centralised dashboard

Establish renewal process for UDID and Disability certifications

STEP 01

C
SPD

Set up a committee of experts for development and validation of screening questions.

STEP 02

IE

Develop a state-wide universal screening app and tag them to health and special education department

STEP 03

IE
SED

STEP 04

IE
HD

Trigger UDID³ registration & hold diagnostic camps within one year of screening

STEP 05

IE

STEP 06

IE
EC

Integrate required support services & relevant schemes

STEP 07

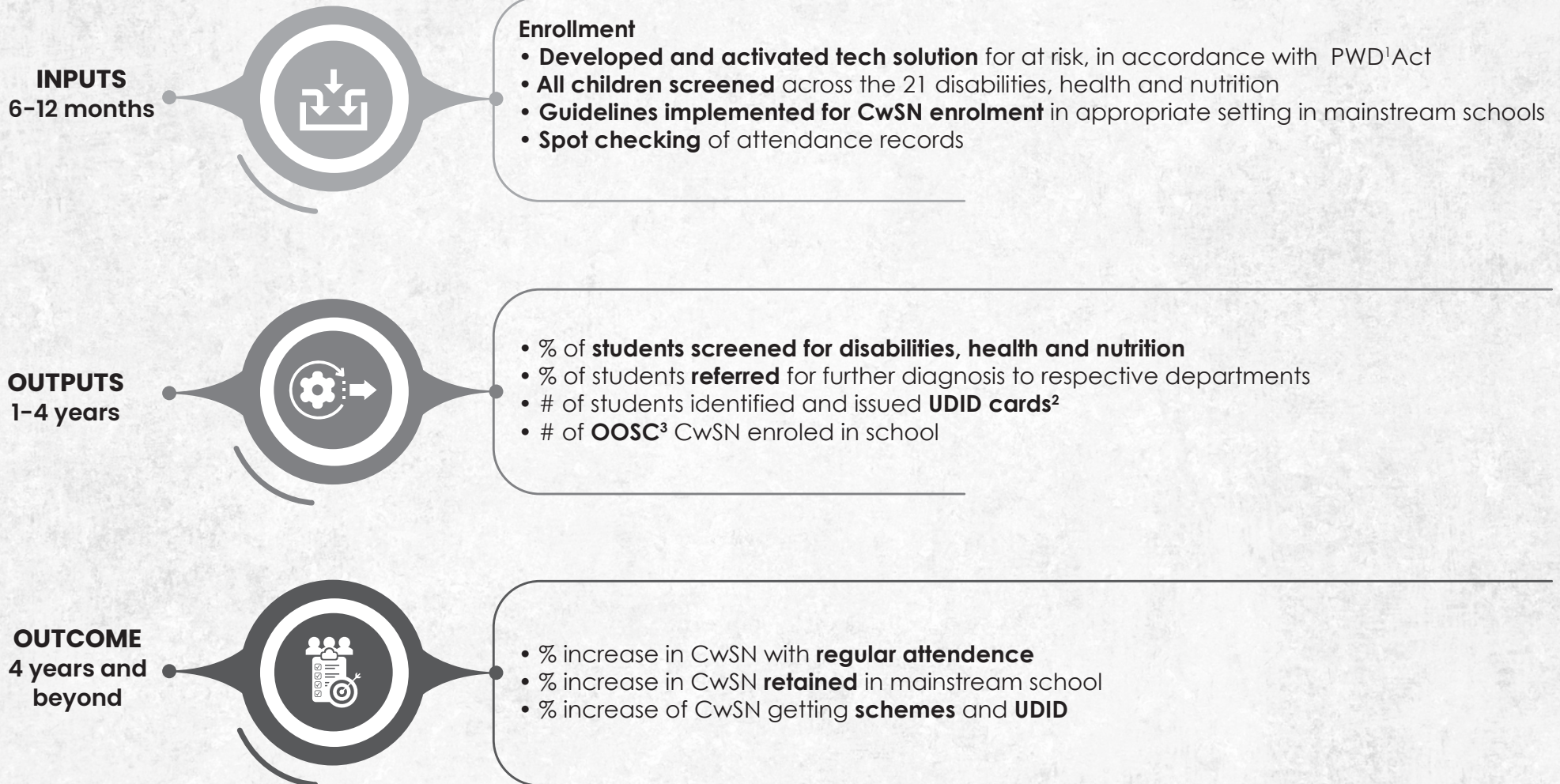
IE

STEP 08

IE

As enrolment and screening interventions are developed, it is important to track key indicators for success

Key indicators to track for enrolment and screening:



I am Seen

Several initiatives at a state and ecosystem level are looking to make screening & enrolment inclusive for CwSN

Enrolment: Initiatives to enrol CwSN in mainstream schools are showing success



A **3.3% increase in enrolment** of children with special needs (CwSN) in financial year 2022 (22.7 lakhs) compared to the previous financial year (21.9 lakhs in 2021).¹



Samagra Shiksha is currently covering 18.5 lakh children with special needs from preprimary to class XII.²



Samarth app, Uttar Pradesh is used by teachers to screen students at risk for disability.⁵

Screening: Apps for screening have been created by both central and state governments



Central Education Ministry's android app **PRASHAST** has been used by over 7 lakh users to screen CwSN.³



Tamil Nadu State Govt has used the "Nalam Naadi" app to screen ALL students - for health, disability and nutrition across the state and there is data transfer across health and education department

States have screening tools, but they can be made more comprehensive. We need to enable different government departments to come together to ensure information is shared across the board with all the relevant departments".

- Funder of inclusive education interventions



I am Seen



I Learn



I am Understood



I am Accepted

I Learn

Adapted classroom learning materials, data integration and accessible infrastructure are imperative to support CwSN's education.



I Learn

when you give me books and tests that I can access and understand, I learn.

Why is this important?

The current curriculum is not inclusive, highlighting need for better implementation strategies like NIPUN's guidelines to adapt content to be accessible for CwSN.

The FLN assessments are not adapted for CwSN,¹ and CwSN are not monitored through assessments, which makes it difficult to provide tailored academic support.

Despite progress, more than 70% of schools in India still lack accessible infrastructure such as CwSN-friendly toilets or ramps with handrails.²

Roles of stakeholders

- **State SCERT team:** Adapt the curriculum and learning materials; Design adaptive formative and baseline assessments.
- **Teachers:** Teach students using inclusive classroom teaching practices, and track and monitor student learning outcomes for CwSN
- **Special educators:** Provide classroom teaching support and create Individualized Education Plans (IEPs) for CwSN for FLN
- **Headmasters:** Ensure that schools have accessible infrastructure .

What is the current status³ of inclusive classroom learning, data integration and infrastructure in your state?



Classroom learning

- ✓ Is there a budget allocation for CwSN (for creating, printing and distributing accessible FLN learning materials and TLM) within the existing budget structure?
- ✓ Are the teachers and special educators trained on inclusive classroom practices for inclusion of CwSN in FLN?



Learning data integration

- ✓ Are FLN baseline and formative assessments adapted for CwSN?
- ✓ Are CwSN monitored and tracked in FLN baseline and formative assessments along with non-CwSN students?



Accessible infrastructure and resources

- ✓ Are all the accessibility guidelines followed in the school infrastructure?
- ✓ Do CwSN have access to age-appropriate aids and appliances & assistive devices?

I Learn

Classroom learning.

OBJECTIVE

IMPLEMENTATION

OUTCOMES

BRIGHT SPOTS



Build a framework and guidelines for content adaptation according to National Curriculum Framework (NCF)

Allocate budgets for adaptive and accessible TLM's & learning material.

Activate Block Level Committee (BLC) to distribute the adapted textbooks

Train Special Educators to support classrooms and integrate FLN goals into their IEPs

Review and update all examination concessions across disabilities

STEP 01

Set-up an expert committee with subject experts from SCERT and Special Educators

STEP 02

If needed Partner with an NGO for content creation and get approvals from expert committee

STEP 03

STEP 04

Design, Print and Distribute the adapted books and Teacher Handbooks

STEP 05

STEP 06

Train Teachers to improve inclusive classroom teaching practices

STEP 07

STEP 08

Provide orientation to DEOs⁷ and BEOs for classroom observations and program monitoring

STEP 09

STEP 10

IE
SCERT

IE
SCERT
NGO

IE

STC
IE

IE

SRG
DRG
DIET

SRG
DRG
DIET

SRG
DRG
DIET

IE
SED

I Learn

Learning data integration.

OBJECTIVE

IMPLEMENTATION

OUTCOMES

BRIGHT SPOTS



STEP 01

IE
SCERT

Adapt and validate FLN Baseline, Midline and Endline assessments with an expert committee.

STEP 02

IE
DIET

Train teachers and special educators to conduct baseline and endline assessments

STEP 03

IE

Adapt Formative & Summative Assessments for CwSN

STEP 04

EMIS

Integrate learning data into the state FLN dashboard and Holistic Progress card

STEP 05

IE
EMIS

Integrate assessment scores into the EMIS system to track learning outcomes

STEP 06

IE

Train FLN monitoring teams to verify data through spot assessments

STEP 07

STEP 08

IE
EMIS

Provide inputs to respective stakeholders through data driven analysis

I Learn

Accessible Infrastructure and Support Services

OBJECTIVE

IMPLEMENTATION

OUTCOMES

BRIGHT SPOTS



STEP 01

Ensure accessibility guidelines are integrated into the school audit

IE

STEP 02

Provide assistive devices and age-appropriate aids & appliances, therapy

IE

STEP 03

Ensure all school infrastructure guidelines are implemented

IE

STEP 04

Identify and train local technicians to service and maintain the aids and appliances

IE

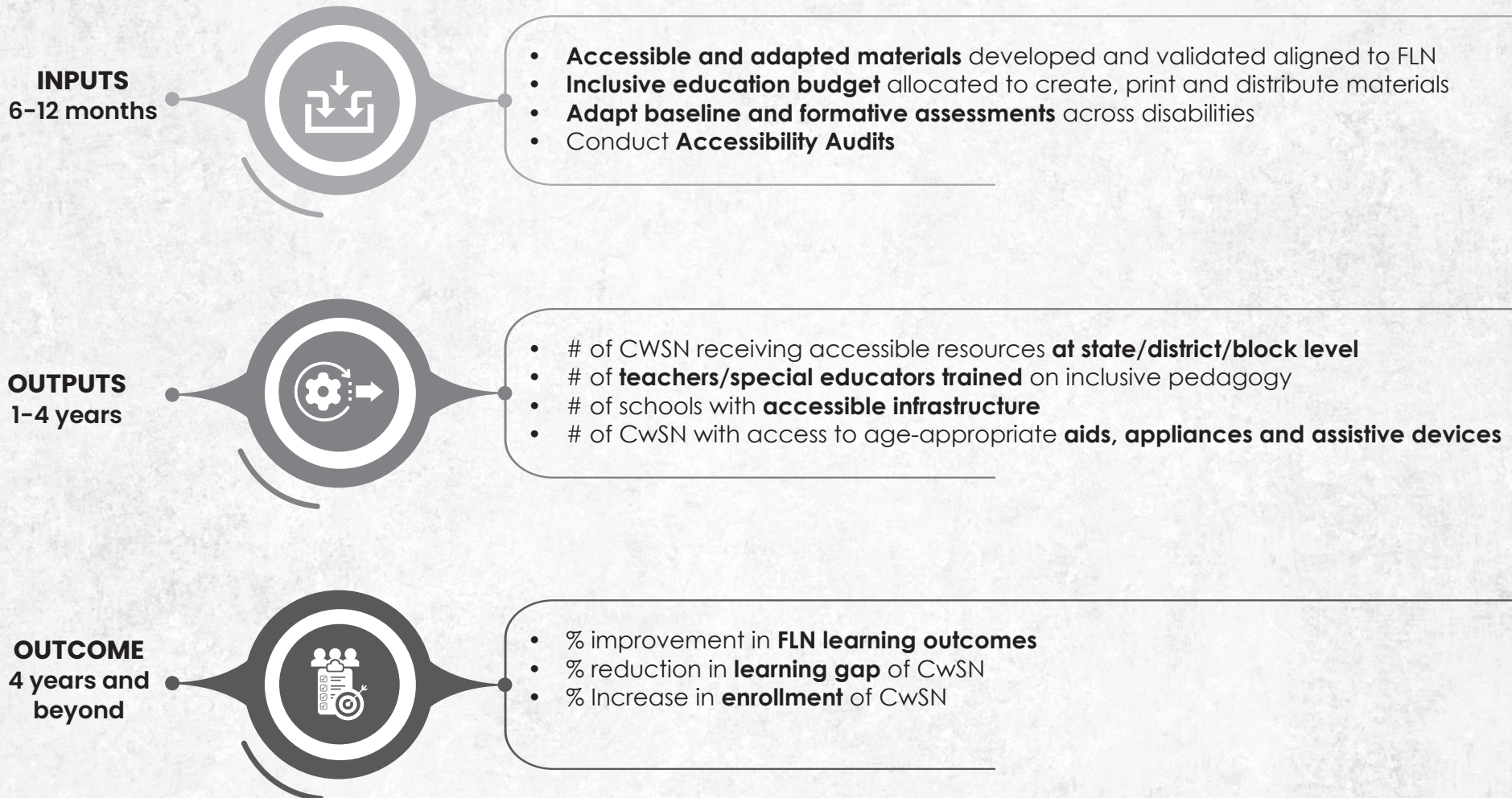
STEP 05

Train teachers to appropriately use and maintain assistive devices & aids

IE

As inclusive curriculum, data integration and infrastructure are developed, it is important to track key metrics for success.

Key indicators to track for inclusive curriculum and pedagogy:



I Learn

Several initiatives at a state and ecosystem level are looking to make curriculum and resources more inclusive Source:

Initiatives to make curriculum inclusive are showing progress



Mission Ankur in Madhya Pradesh: Developed **multi-grade multi-level FLN lesson plans and adapted textbooks** based on UDL principles for over 17 lakh students¹

TN has adapted FLN assessments and tracking for CwSN



Naanum Velven, Tamil Nadu: The baseline, endline and formative state **FLN evaluations are adapted for CwSN**. The data is integrated on the Teacher App and **progress is being consistently monitored and tracked**.²

Initiatives are undertaken to make infrastructure/resources accessible



Priya the accessibility warrior: A guide developed under the Accessible India Campaign for all to **understand how schools in India are being made accessible**.⁴



Mission Prerna, Uttar Pradesh: In the annual action plan and budget 2023 -24, **separate budgets** have been approved for **stationery and accessible worksheets** for CwSN³



Naanum Velven, Tamil Nadu: Provides **adapted learning materials for CwSN with cognitive challenges for Grade 1, 2, 3**.²



Barkha: A reading series for 'All' is developed by NCERT which **provides accessible reading books**.⁵





I am Seen



I Learn



**I am
Understood**



**I am
Accepted**



I am Understood

when my teacher knows my challenges and along with the special educators support me.

Why is this important?

Equipping educators with inclusive pedagogy **not only benefits CwSN but also supports other lagging learners** in the classroom.¹

Despite NIPUN's requirements to include CwSN identification and support in FLN trainings, the current trainings do not include classroom management strategies to cater to CwSN.²

The SCERT and DIETS do not have a inclusion specialist in their team and therefore the trainings and content are non inclusive.

Roles of stakeholders

- **SCERT & DIET:** validate and approve adapted content
- **Master trainers:** train teachers through a cascaded training model
- **Teachers:** use teaching and learning materials, inclusive classroom teaching practices, conduct assessments and update scores in monitoring system
- **Special educators:** help teachers support CwSN in classrooms

What is the current status³ of capacity building in your state?

- ✓ Are teachers trained in awareness of **21 disabilities**?
- ✓ Do trainings for disabilities include **specific FLN strategies for CwSN**?
- ✓ Are **training or awareness materials available** to teachers/special educators at all times?
- ✓ Do **classroom observations** for monitoring FLN include questions for observation of CwSN?
- ✓ Is the **headmaster, block officer** and **district officer** trained in inclusive education?

I am Understood

Capacity building.

OBJECTIVE

IMPLEMENTATION

OUTCOMES

BRIGHT SPOTS



Orient teachers & special educators on their role in inclusive FLN programme

STEP
01

IE

STEP
02

DIET
SCERT

Train Master Trainers across departments

STEP
03

IE

Integrate inclusive practices across all department trainings including FLN, SMC, Sports, etc.

STEP
04

RP

Train Teachers and special educators through existing cascade cadres and ensure continuous monitoring

STEP
05

DC

Integrate Teacher handbook, FLN book, training resources in Diksha platform for ease of access

STEP
06

DC

Periodically track shifts in knowledge, attitudes and inclusive practices

STEP
07

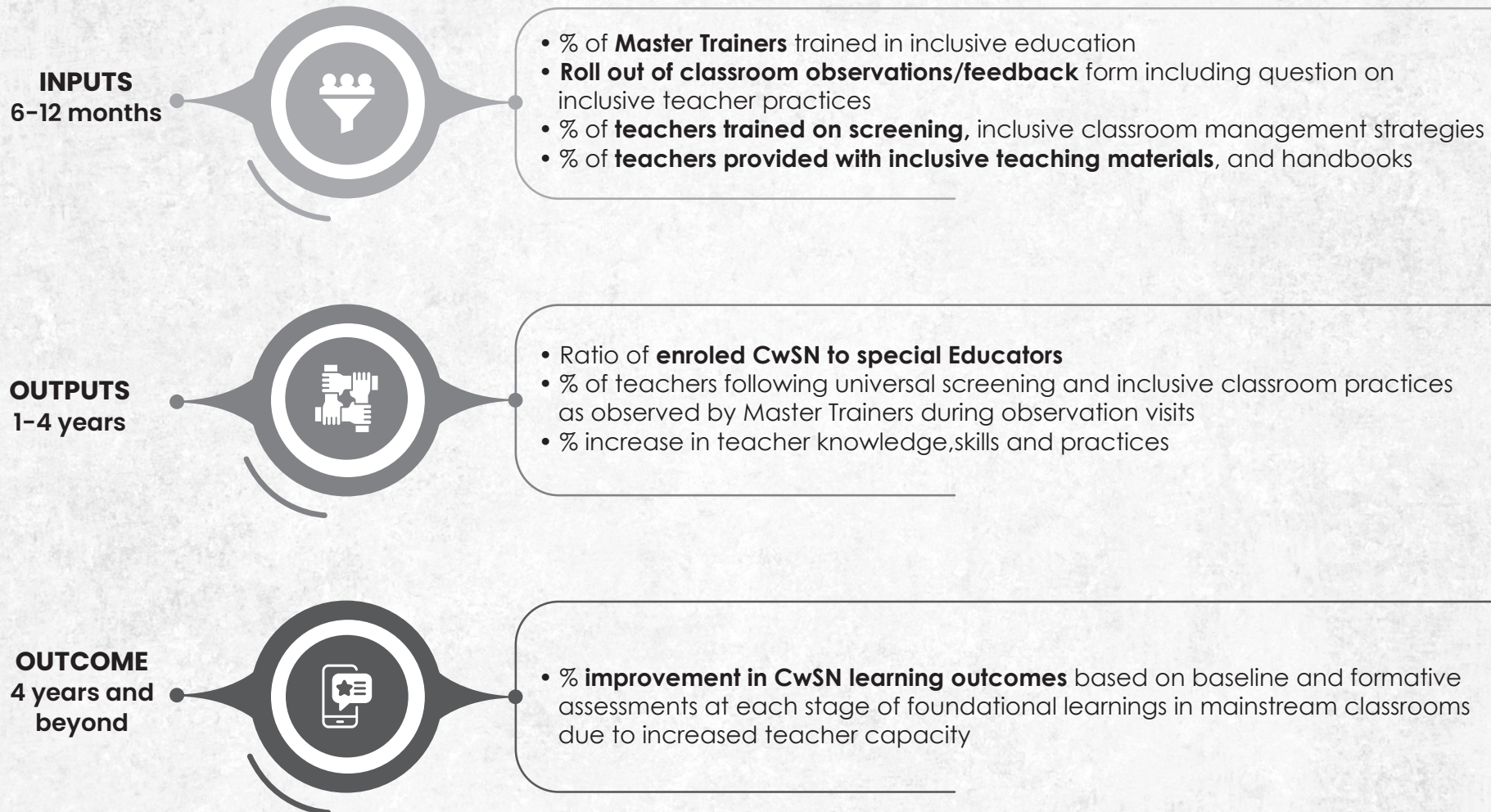
IE

Build a common vision & awareness for inclusive education across district & block level cadres

I am Understood

As inclusive teacher and special educator training modules are implemented, it is important to track indicators for success.

Key indicators to track for teacher capacity building:



I am Understood

States recognize the criticality of these trainings, and several have already instituted such programs.

NaanumVelven project, Tamil Nadu, has trained teachers, special educators and created adapted handbooks



To support CwSN in school, Tamil Nadu **trained**¹ teachers and special educators.



A **teacher handbook** created under the government has integrated signs and symptoms of 21 disabilities which are available to teachers throughout the year.²

Samagra Shiksha, Uttar Pradesh, has trained HMs and plans to train teachers as well going forward³



Uttar Pradesh **sensitized school headmasters (HMs)** on inclusive education through a **90-day online training**.



Uttar Pradesh also announced plans to train **65,000 general teachers** to be equipped through a 90-day cross-disability training program across 75 districts to deliver specialized education to over **3 lakh CwSN**.³

The teacher trainings on CwSN helped me learn how to screen students for disabilities using the government screening app. It also taught me how to be more patient with students with disabilities.

-Multigrade Class Teacher in Tamil Nadu



I am Seen



I Learn



**I am
Understood**



**I am
Accepted**

I am Accepted

Addressing deep-rooted social stigma across the entire ecosystem of a CwSN is crucial to ensure complete inclusion.



I am Accepted
when everyone is aware and see my abilities instead of disabilities.

Why is this important?

Addressing **deep-rooted social stigma** is essential for **removing barriers of access and retention** in education for CwSN.¹

Initiatives like **Samagra Shiksha** encourage community involvement, but integrating inclusion into SMC agendas and statewide awareness are crucial for lasting change.

Roles of stakeholders

- **District/block officials:** organize district/block level mass awareness campaigns
- **Head Master:** build awareness among teachers on government schemes, inclusive education; conduct awareness campaigns for parents/community; ensure a parent of CwSN is part of the SMC²
- **Parents:** spread awareness in the community; participate in SMCs

What is the current level³ of community awareness in your state?

- ✓ Is there representation of a **parent of a CwSN in the SMC?**
- ✓ Are the **SMC's directed to monitor enrolment of CwSN** and ensure participation and completion of elementary education?
- ✓ Are inclusion-related agendas raised in SMC meetings?
- ✓ Are there **annual mass awareness activities** for community acceptance?
- ✓ Are all stakeholders **aware of schemes** and provisions for CwSN?

I am Accepted

Enriching school ecosystems and community awareness.



Train SMC members in inclusion of CwSN in the school through state cascade training

Ensure SMCs monitor the identification and enrolments of CwSN

Ensure anti-bullying policies are institutionalized in all schools

Conduct inclusion related mass awareness activities across school, community, block, district and state-level.

STEP
01

Integrate inclusion related issues in SMC agendas

STEP
02

Ensure parents of CwSN are represented in School level committees

STEP
03

STEP
04

Evaluate awareness of inclusion within all school-level committees (POCSO, Child Protection, Admission, etc.)

STEP
05

STEP
06

Ensure inclusion agendas are integrated into the School development plan.

STEP
07

STEP
08

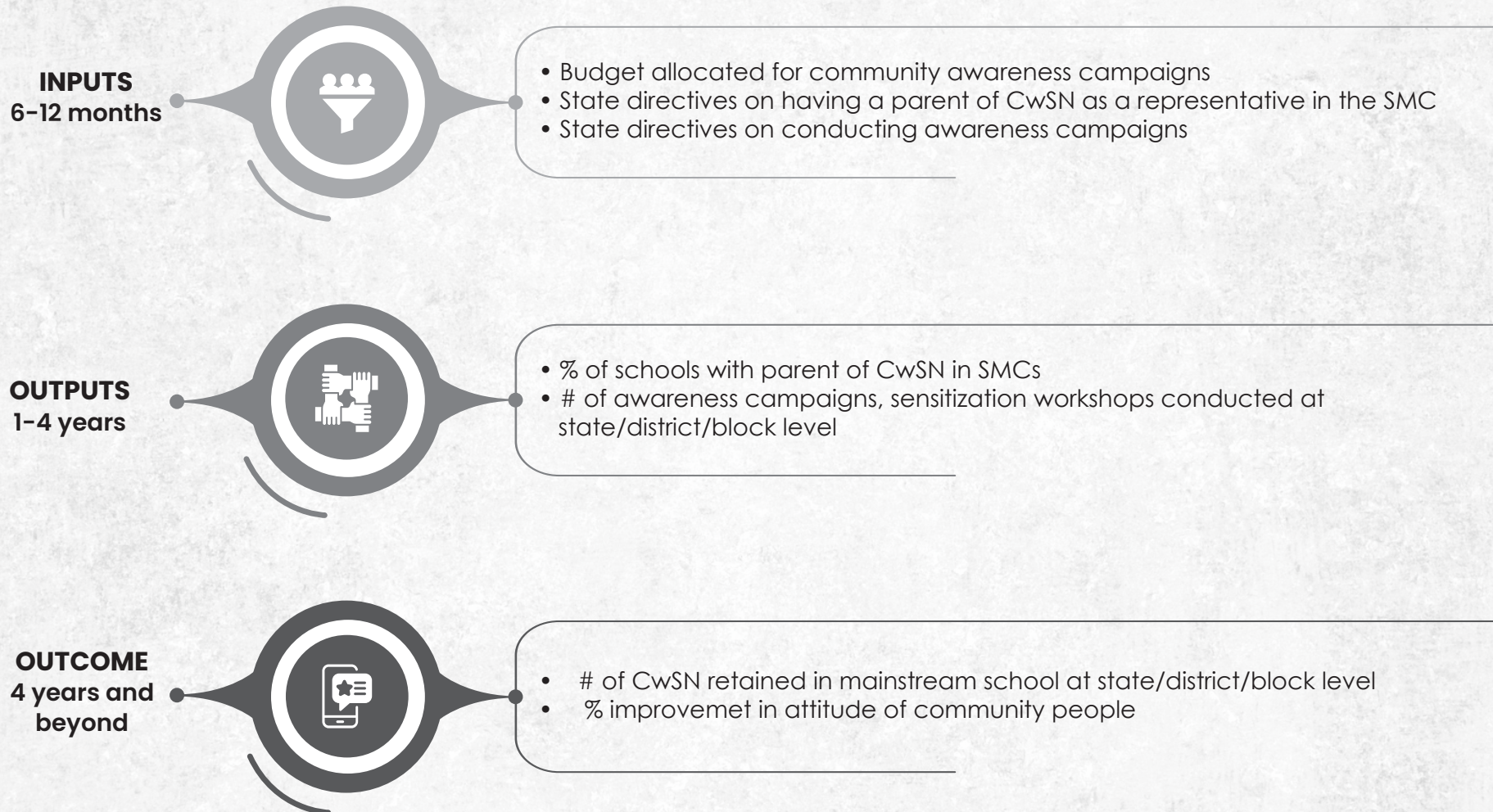
STEP
09

Appoint community resource person to monitor village level awareness activities

I am Accepted

While community awareness will be an ongoing effort, there are a few key indicators to track its success.

Key indicators to track for community awareness:



Community awareness initiatives have led to greater pull and acceptance from communities.

NIPUN indicates a need for inclusive representation within teaching learning materials



NIPUN indicates that teaching tools such as stories, rhymes, songs, activities and facilitation aids should depict girls and boys, including some with special needs.²

It also includes preschool homework outcomes that are aimed at guiding general students to demonstrate sensitivity and acceptability towards CwSN.²

Tamil Nadu has held rallies and sports days to raise awareness and support for CWSN



Tamil Nadu has held rallies to **raise awareness** on the needs of CwSN among parents and community members.¹



They have also held **sporting events** that are inclusive for CwSN to allow CwSN to express themselves beyond academics.¹

Earlier – about 9-10 years ago – we only had 10 students at our Early Intervention centre for CwSN; now we have 421 across grade levels. Through awareness drives and repeated medical camps, we have been able to reduce the stigma and raise awareness to that CWSN can come to access therapies and other care.

- Special Educator, Tamil Nadu

The **education ecosystem** needs to come **together** to make inclusive education a reality for every child with special needs, and therefore for every child.



What can we all do to make this vision a reality?



Government

- Commit to building inclusive system through strong top-down commitment.
- Redirect budget allocations to prioritize educational right of CwSN over charitable schemes.
- Incentivize officials at the district, block and school level to drive awareness for behavioral changes.
- Measure and track progress of CwSN learning outcomes.



Funders

- Embed inclusion lens and track CwSN outcomes across portfolios.
- Invest in systemic initiatives through government partnership.
- Advocate to make the inclusion agenda central to priorities of government, implementers and funders.
- Share insights, bright spots, pitfalls from existing interventions with the larger ecosystem.



Implementers

- Advocate inclusion with state governments that you work with.
- Embed inclusivity principles in the design and implementation of existing programs.
- Work collaboratively with inclusive education organisations to fulfill education goals for all.

Appendix 1



I AM SEEN

1. Enrolment

Do all schools have clear guidelines for admission of CwSN students as per the norms of RTE (Right to Education) Act?

Do all schools have clear guidelines for outreach for enrolment of CwSN?

Is there a clear guideline to provide home based education instead of mainstream school admissions?

Are the teachers and HMs sensitised for enrolment of CwSN in mainstream classrooms?

Are parent awareness initiatives conducted for increasing enrolment of CwSN?

2. Attendance

Are the attendance monitoring parameters for CwSN included in the teacher attendance app?

Is the attendance tracked separately for classroom attendance and home based students?

Are the CwSN marked separately in the Out of School Survey?

Are children with critical illness given attendance concessions?

Are any specific efforts to improve attendance and reduce drop out of CwSN?

I AM SEEN

3. Screening & Identification

Is there a tech based solution available for survey of children at risk for disability, health and nutrition?	<input type="checkbox"/>
Are ALL children universally screened for disability, health and nutrition risks?	<input type="checkbox"/>
Is there a Health and Education ministry convergence for screening, identification and support services?	<input type="checkbox"/>
Are the roles of the stakeholders clearly defined for screening of CwSN?	<input type="checkbox"/>
Is there a committee of disability, health & nutrition experts for validation of screening questions?	<input type="checkbox"/>
Are the monitoring indicators for disability, health and nutrition integrated in the EMIS system?	<input type="checkbox"/>
Are the teachers and special educators trained for usage of the APP?	<input type="checkbox"/>
Are the screened children tagged (referred) for identification & diagnosis to respective departments through a tech based system?	<input type="checkbox"/>
Is the UDID registration done as soon as screening is positive?	<input type="checkbox"/>
Are the diagnostic camps held once the screening process is completed?	<input type="checkbox"/>
Do the respective departments conduct diagnostic assessments within one year of the child being identified?	<input type="checkbox"/>
Are the disability certificates and UDID cards provided to the child in a stipulated time?	<input type="checkbox"/>
Are the parents counselled for child's screening and diagnostics?	<input type="checkbox"/>
Is the renewal for disability certificates and UDID cards completed before expiry?	<input type="checkbox"/>

I AM SEEN

4. Schemes & Provisions

Are all stakeholders aware of the schemes and provisions for CwSN?

Are the schemes mapped against each CwSN's eligibility?

Is the scheme data targeted and tracked for CwSN?

Is there a ministry convergence for schemes across different vulnerabilities e.g. If the CwSN is a girl from SC/ST community are the schemes for SC/ST also given?

5. Support Services

Are the aids and appliances provided and updated as per age and stage requirements?

Are the targets set for the number of therapy sessions for each identified CwSN?

Are the number of therapy sessions given measured against this target?

Is the quality of therapy provided to the CwSN measured and tracked?

Do the teachers and special educators have common goals for classroom learning of a CwSN?

Do the IE centres have clear protocols for all services to be provided to a CwSN?

Are FLN outcomes a part of the Individualized Education Plan (IEP) for the CwSN?

I LEARN

1. Classroom Learning	
Is there a separate budget allocation for creating, printing and distributing accessible FLN learning materials for CwSN and inclusive TLMs (Teaching Learning Materials) for teachers.	<input type="checkbox"/>
Does the SCERT have an expert on inclusion who is involved when creating state level learning materials?	<input type="checkbox"/>
Are the needs of CwSN kept in mind when creating the mainstream FLN materials?	<input type="checkbox"/>
Is the adapted FLN material being mapped according to the guidelines & goals of NCF (National Curriculum Framework)?	<input type="checkbox"/>
Do the current mainstream FLN materials have representation of children with disabilities?	<input type="checkbox"/>
Are the mainstream FLN materials made accessible for children with visual impairments?	<input type="checkbox"/>
Is the FLN material adapted for children with cognitive impairments?	<input type="checkbox"/>
Has the state partnered with an expert/ CSO for development of adaptive FLN content for CwSN?	<input type="checkbox"/>
Are there proper guidelines mentioned for printing & distribution of adapted learning materials?	<input type="checkbox"/>
Are the examination accommodations and concessions revised and updated for all disabilities?	<input type="checkbox"/>
Are the teachers trained for usage of adaptive TLMs, THBs and inclusive classroom materials?	<input type="checkbox"/>
Are the DEO and BEO doing regular classroom observations for monitoring of CwSN?	<input type="checkbox"/>
Do the classroom observations for monitoring FLN include questions for observation of CwSN students?	<input type="checkbox"/>

I LEARN

2. Support Services

Are the special educators trained in FLN to provide classroom support to teachers and integrate FLN goals in their IEP?

Are the required therapists (Speech therapists, Physiotherapist, Counselors) provided for CwSN as per their need?

Are the targets set and measured against the assigned number of therapy sessions for each identified CwSN?

Is the quality of therapy provided to the CwSN measured and tracked?

Do the Inclusive Education centres have clear protocols for all services to be provided to a CwSN?

3. Learning Data Integration

Are the FLN baseline, midline and endline assessments being adapted to needs of CwSN in different categories?

Does the SCERT have an expert for adapting the existing FLN assessments for CwSN?

Are the teachers and special educators trained to conduct assessments for CwSN?

Are the FLN formative/ summative assessments adapted to the needs of CwSN in different categories?

Are the assessment scores integrated into the EMIS system for tracking of learning outcomes?

Does the Holistic Progress Card (HPC) as mentioned in the NIPUN Bharat Mission indicate the progress of CwSN students?

Is the assessment data verified by FLN monitoring teams through spot assessments?

State Readiness Checklist

Checklist for state governments to assess readiness for inclusion of CwSN

Is the CwSN data measured in state evaluations like the NAS (National Achievement Survey)?	<input type="checkbox"/>
Is there learning outcomes data available for CwSN children across the state across all grades?	<input type="checkbox"/>
4. Accessible infrastructure Aids Appliances & Assistive Devices	
Are the schools adhering to basic accessible infrastructure guidelines?	<input type="checkbox"/>
Do the school audit guidelines specify accessibility features such as ramps, accessible toilets, etc. as per the guidelines?	<input type="checkbox"/>
Is there a budget allocated for assistive devices, age appropriate aids-appliances & therapy for all required disabilities?	<input type="checkbox"/>
Are the aids and appliances provided to CwSN renewed as per age and stage needs of CwSN?	<input type="checkbox"/>
Are the teachers being trained for usage & maintenance of assistive devices?	<input type="checkbox"/>

I AM UNDERSTOOD

1. Capacity Building	
Are the teachers and special educators aware of their roles for inclusion of CwSN?	<input type="checkbox"/>
Are all teachers trained in awareness of 21 disabilities?	<input type="checkbox"/>
Are all special educators trained in awareness of 21 disabilities?	<input type="checkbox"/>
Does the training for disabilities include specific FLN strategies?	<input type="checkbox"/>
Are inclusive education trainings integrated across various existing capacity building programs that the state is conducting for FLN?	<input type="checkbox"/>
Are the changes in knowledge, attitudes and practices tracked after training?	<input type="checkbox"/>
Are these training or awareness materials available to teachers/special educators at all times?	<input type="checkbox"/>
Are sports, dance, music and drama teachers trained in working with children with special needs?	<input type="checkbox"/>
Are the District and Block officers trained in components of Inclusive Education?	<input type="checkbox"/>
Are the teachers and special educators recognised/celebrated for their efforts in inclusion of CwSN?	<input type="checkbox"/>

I AM ACCEPTED

1. Enriching School Ecosystems	
Is there a representation of a parent of CwSN in the school level committees (SMC) as mandated by the RTE Act?	<input type="checkbox"/>
Is there a representation of a parent of CwSN in various other school level committees? (POCSO, Child Protection, Admission committee, etc.)?	<input type="checkbox"/>
Are the SMCs directed to monitor enrolment of CwSN as well as ensure participation and completion of elementary education?	<input type="checkbox"/>
Are inclusion related agendas included in the school development plans?	<input type="checkbox"/>
Are there any peer activities conducted for awareness of disabilities to ensure acceptance?	<input type="checkbox"/>
Are there any anti-bullying policies institutionalised and followed in all schools?	<input type="checkbox"/>
Is there a community resource person for monitoring school related activities for inclusion of CwSN?	<input type="checkbox"/>
Are there mass awareness activities for community awareness and acceptance conducted at school,community,district and state level?	<input type="checkbox"/>

Appendix 2





This document aims to redefine and align the roles across departments and stakeholders for effective implementation of current policies for inclusion to ensure CwSN receive equal opportunities to learn and thrive.

Parent of CwSN



- 1) Be aware of your child's rights
- 2) Be an advocate for your child's rights
- 3) Get the right diagnosis as early as possible
- 4) Understand and accept your child's differences and focus on abilities
- 5) Admit the child in mainstream school
- 6) Send the child to school regularly
- 7) Voice out your child's needs in SMC and other school committee meetings
- 8) Work together with the teachers, special educators and therapists
- 9) Apply for applicable schemes
- 10) Spread awareness and acceptance of disability in your community.

Peers



- 1) Be aware of the differences and respect them
- 2) Learn from their strengths
- 3) Learn to communicate and include them when you play
- 4) Support friends who need help in certain activities
- 5) Report if anyone is bullying them

Teacher



- 1) Observe children for any red flags
- 2) Screen students to understand their risks
- 3) Understand their differences and accept them
- 4) Believe in their abilities and include them in classroom learning
- 5) Understand the best ways to communicate with them
- 6) Use inclusive classroom practices and materials
- 7) Counsel parents and peers
- 8) Work with the special educators on common goals
- 9) Assess CwSN regularly through adapted tests
- 10) Provide accommodations, modifications and exam concessions where needed

Special Educator & Therapist



- 1) Support in availing documents and schemes
- 2) Support in screening and holding diagnostic camps
- 3) Support teachers in managing behaviour challenges of CwSN if needed
- 4) Include FLN skills when preparing IEPs (Individualised Education Plans)
- 5) Assist students in using adaptive technology & resources
- 6) Support teachers by demonstrating whole class inclusive teaching practices
- 7) Counsel students, peers & parents as per need
- 8) Regularly assess and monitor CwSN progress aligned to classroom goals
- 9) Prepare and support students to ensure they do not drop out of school

Peers



- 1) Ensuring CwSN enrolment and regular attendance
- 2) Increase parent involvement of a CwSN through regular SMC meetings
- 2) Make the school infrastructure accessible
- 4) Make inclusive resources & assistive technology available in school
- 5) Sensitize & build capacity of teaching & non-teaching staff
- 6) Advocate for Inclusive practices in school

State Coordinator (Inclusive Education Department)



- 1) Develop vision for IE department for state.
- 2) Ensure inclusion of IE agendas across all departments in Samagra
- 3) Facilitate permissions, directives and budget sanctioning for all IE activities
- 4) Correspond and provide direction to all District officials
- 5) Monitor & evaluate IE activities through dashboards and field visits
- 6) Escalate any cases where CwSN are being excluded
- 7) Revise state programs and policies as per implementation needs
- 8) Highlight best inclusive practices across schools

District Coordinators



- 1) Actively participate in the Block Level Committees for CwSN agendas
- 2) Monitor data of CwSN at block level
- 3) Build awareness and disseminate all IE initiatives
- 4) Ensure smooth distribution of books at school level
- 5) Conveying state level correspondence to HMs and Teachers
- 6) Managing escalation of CwSN cases for non inclusion

Block Coordinator (Special Educator)



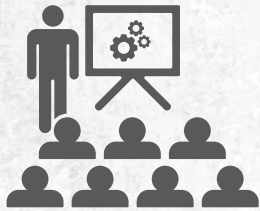
- 1) Ensure activation of Block level committees (BLC) for IE activities
- 2) Ensure distribution of books and Teacher handbook to CwSN.
- 3) Conduct classroom observations to track progress of inclusion initiatives
- 4) Resolve escalations for non-inclusion of CwSN

SCERT



- 1) Build internal capacity for creating inclusive learning materials across grades.
- 2) Work with IE departments to provide learning materials appropriate for CwSN
- 3) Ensure representation of diverse children including CwSN in mainstream materials.
- 4) Integrate Universal Design for Learning (UDL) when creating materials for ALL children.

DIET



- 1) Build internal capacity by training teachers for inclusion of CwSN
- 2) Integrate Inclusion related frameworks and practices when designing trainings for teachers.
- 3) Create a cadre of trainers for training teachers in inclusive practices.
- 4) Ensure monitoring of classroom practices for inclusion of CwSN.
- 5) Share best practices for inclusion across schools

EMIS



- 1) Integrate CwSN parameters in all existing monitoring and tracking applications
- 2) Integrate CwSN data across all dashboards
- 3) Develop an end to end App for screening, identification and support
- 4) Provide data driven analysis related to CwSN to relevant stakeholders

Directorate of School education



- 1) Integrate and align Inclusion initiatives in autonomous statutory bodies eg. CBSE, KVS.
- 2) Build capacity of SCERTs in Inclusive education through the NCERTs
- 3) Provide actionable SOPs for inclusion of CwSN across all education programs
- 4) Direct all education departments for data integration across all dashboards.

Samagra Shiksha Abhiyan



- 1) Ensuring inclusion agendas are integrated across all mainstream programs
- 2) Redefine role of existing departments and cadre to adopt a cohesive vision of inclusive education
- 3) Allocate appropriate resources and budgets across all education programs for inclusion initiatives
- 4) Ensure accessible infrastructure and resources
- 5) Facilitate inter-ministry convergence for optimisation of resources
- 6) Issue directives and monitor to improve and efficiency of processes

Rehabilitation Council of India



- 1) Segregate mandate and certification for teachers and special educators for inclusive education
- 2) Integrate trainings across DIETs and State trainings
- 3) Provide flexible training modes like DIKSHA/state training platforms
- 4) Provide inclusive education trainings for Government officials
- 5) Make the certification renewals simpler and include implementation parameters

Department of Empowerment of People with Disabilities



- 1) Facilitate convergence with Education ministry to optimize resources and build a common vision.
- 2) Facilitate convergence with Health ministry to ease and expedite the disability certification as well as UDID card process.
- 3) Facilitate convergence across ministries to ensure data flow is enabled.
- 4) Facilitate convergence across ministries to create a single window for schemes and grievances
- 5) Work with Niti Ayog and states to create live dashboards monitoring outcome data across ministries
- 6) Redefine roles of National Institutes to play a more active role in mainstream State initiatives

Appendix 3



ADHD	Attention Deficit Hyperactivity Disorder	NEP	National Education Policy
BLC	Block Level Committees	NGO	Non-Governmental Organisation
BLO	Block Level Officer	NIPUN	National Initiative for Proficiency in Reading with Understanding and Numeracy
BRC	Block Resource Centre	PMU	Project Management Unit
CLO	Cluster Level Officer	PwD	People with Disabilities
CSO	Civil Society Organisations	RPWD	Rights for People with Disabilities
CwD	Children with Disabilities	RTE	Right to Education
CwSN	Children with Special Needs	SCERT	State Council of Educational Research and Training
DEO	District Education Officer	SEDGs	Socio-Economically Disadvantaged Groups
FLN	Foundational Literacy and Numeracy	SMC	School Management Committee
GoI	Government of India	SRP	School Readiness Programme
ID	Intellectual Disability	TLM	Teaching Learning Material
IEC	Inclusive Education Centre	UDID	Unique Disability ID card
IEP	Individualized Education Plan	UDISE+	Unified District Information System for Education
ICDS	Integrated Child Development Services	UDL	Universal Design Learning

Appendix 4



FLN

Foundational Literacy and Numeracy

FLN refers to basic skills in reading and arithmetic operations. It is the ability to read and understand a basic text, write and perform simple mathematical operations.¹

CwD/CwSN³

Children with Disabilities/ Children with Special Needs

CwD/CwSN include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis.⁴

SEDGs

Socio-Economically Disadvantaged Groups

Socio-Economically Disadvantaged Groups (SEDGs) can be broadly categorized based on gender identities (particularly female and transgender individuals), sociocultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low-income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).⁴

Source: 1. Government of India, *Understanding Foundational Literacy and Numeracy*, 2023; 2. Sol's ARC, *Children on Margins*, 2023; 4. UNICEF, *Children with Disabilities*, 2023; 5. Government of India, *Akhil Bhartiya Shiksha Samagam Report on Session 4: Equitable and Inclusive Education: Issues of Social-Economically Disadvantaged Groups (SEDGs)*, 2023;

Note: 3. In India, the latest government directive (*NEP, NIPUN*) uses CWSN as the preferred acronym to refer to Children with the 21 Disabilities as listed in the RPWD Act of 2016

Appendix 5



Sr. No.	Document	Link	Authored by
1	National Education Policy 2020	Link	Ministry of Human Resource Development, Government of India
2	National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission	Link	Department of School Education & Literacy, Ministry of Education, Government of India
3	The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act)	Link	Ministry of Law and Justice, Government of India
4	The Rights of Persons with Disabilities (RPWD) Act, 2016	Link	Ministry of Law and Justice, Government of India
5	Educational Rights of Children with Special Needs FAQ	Link	National Council of Educational Research and Training (NCERT)
6	Disabled Children's Right to Education, 2012	Link	UNICEF India
7	Prashast App	Link	National Council of Educational Research and Training (NCERT)
8	State of Foundational Literacy and Numeracy in India	Link	Economic Advisory Council to the Prime Minister (EAC-PM) of India and Institute for Competitiveness (IFC)
9	Barkha: Reading Series for All	Link	Department of Elementary Education
10	How to build inclusive schools, 2023	Link	Sonali Saini, on idronline.org
11	G20 India: Ensuring Foundational Literacy & Numeracy	Link	G20 Brasil on YouTube



The pledge to
leave no one behind
is a fundamental principle
underlying all
Sustainable Development
Goals (SDGs).



If CwSN are left behind,
we will not be able to meet
the National Education Policy
goal for “**Universal FLN** in
primary school by 2025¹.”

**No goal is considered
to be met unless it is
met for everyone.**

**Let's have a
conversation**

sols.arc@solsarc.ngo



Dalberg