

Report on Sectoral Impact

SPECIAL EDUCATION

By Tata Institute of Social Sciences (TISS) – Axis Bank Foundation (ABF)



Progress on...

 **AXIS BANK FOUNDATION**

REPORT ON SECTORAL IMPACT

SPECIAL EDUCATION

Abstract - The sectoral report on 'Special Education' provides an overview of ABF's intervention in partnership with eight organisations namely ADAPT, Enable India, MBA Foundation, Mitra Jyothi (MJ), Noida Deaf Society (NDS), Pratibandhi Kalyan Kendra (PKK), Shishu Sarothi (SS) and SPJ Sadhana School. The study based on methodological framework of secondary research had twin objectives of documenting the best practices of the programmatic interventions and highlight the outputs and outcomes of the engagement.

Findings: From 2006-2013, ABF interventions have impacted 4.25 lakh beneficiaries, out of which 1.5 lakh (35%) belong to education sector. Trajectory over the last eight years showed the progression of work from providing informal education to the marginalised groups to moving towards providing bridge education, supplementary education and non-formal education. Since 2007 the Foundation's targeted interventions with 'people with special needs' has been based on a multi-pronged approach and towards providing services both at micro as well as macro levels. Vocational training with focus on job linkages has been a major output of the programmatic interventions, thereby mainstreaming them in the larger community.

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The sectoral study in the thematic area of special education commissioned by Axis Bank Foundation has been a unique and enriching experience. The study posed various challenges and it has been a learning curve for the research team. This report attempts to bring out the body of work initiated by Axis Bank Foundation in the area of special education and the way forward. At the foremost, we would like to take this opportunity to thank ABF for commissioning the study and providing support and guidance throughout the period of engagement. The research team is grateful to Mr Babu Joseph, Mr K Anil Kumar and Ms Beenoxi Arora for their support and guidance. The team would also like to thank the core education team – Ms Neelima D'silva Dalvi and Ms Dnyanada Karnad for their cooperation during the study. Their inputs have been valuable in bringing out the report. We would also like to thank MBA Foundation and SPJ Sadhana School for allowing us to visit their organization and understand the ABF intervention processes. The study has been a good learning experience and the research team would like to thank everyone who made it possible.

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LIST OF ABBREVIATIONS

ABF	Axis Bank Foundation
AWC	Anganwadi Center
BoT	Board of Trustees
CSR	Corporate Social Responsibility
CWDs	Children with Disabilities
CWSNs	Children with Special Needs
DAISY	Digital Accessible Information System
DFI	DAISY Forum of India
DGE&T	Directorate General of Employment and Training
DPE	Department of Public Enterprises
DPEP	District Poverty Education Programme
DTBL	Digital Talking Book Library
ET CEO	Executive Trustee Chief Executive Officer
EYE	Educate Yourself Easily
ICDS	Integrated Child Development Scheme
IEDC	Integrated Education for Disabled Children
IICA	Indian Institute of Corporate Affairs
INR	Indian Rupee
ISL	Indian Sign Language
MDGs	Millennium Development Goals
MoCA	Ministry of Corporate Affairs
NCERT	National Council of Educational Research and Training
NGOs	Non-governmental Organisation
OMR	Optical Mark Recognition
OSD	Outdoor Service Department
PM	Programme Manager
PWDs	Persons with Disabilities
RRECs	Rural Rehabilitation Extension Centers
RTE	Right to Education
SEN	Special Educational Needs
SPARC	Society for Promotion of Area Resource Centres
SSA	Sarva Shiksha Abhiyan
TISS	Tata Institute of Social Sciences
ToT	Training of Trainers
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
VOCSET	Victims of Commercial Sexual Exploitation and Trafficking
VRCs	Vocational Rehabilitation Centers
WHO	World Health Organisation

EXECUTIVE SUMMARY

The following report is a sectoral study of the special education arm of Axis Bank Foundation which has been operational since 2006. The study is largely based on secondary research and has the broad objectives of providing an overview of the ABF engagement in the thematic area of 'special education' and bringing out the best practices adopted by the implementing partners. The study tracks the services provided to the beneficiaries' particularly vocational training with focus on job placement. The sample size is restricted to eight organisations working in the thematic area of education with persons with special needs. These organisations are ADAPT, Enable India, MBA Foundation, Mitra Jyothi (MJ), Noida Deaf Society (NDS), Pratibandhi Kalyan Kendra (PKK), Shishu Sarothi (SS) and SPJ Sadhana School.

The culture of ABF work is based on the concept of 'shared partnership' with its implementing partners and follows well documented rigorous processes right from the proposal presentation to partner selection and project implementation. The engagement is based on targeted set deliverables that are specified at the commencement of the project and these are reviewed via narrative/progress reports and site visits. Positioning itself as an 'informed donor' ABF's rigorous programmatic audit combined with financial audit ensures smooth progress of intervention and provides space for course correction if required.

Moving from broad based education to special needs education, ABF has evolved and streamlined its output. Trajectory over the last eight years shows that the work started with providing informal education to child labor and moved on to providing bridge education, supplementary education, non-formal, special education and finally vocational training with focus on job placements. Thus there is a wide array of support services and interventions provided vis-a-vis ABF engagement taking into consideration the needs of the beneficiary groups, the ultimate goal being social inclusion into the wider community. The report showcases the best practices of the eight implementing partners many of whom have evolved with the ABF support. The multi-pronged approach of the programmatic interventions highlights the need for meeting the requirements of the persons with special needs in terms of diagnostic services, requisite aids, counseling services, life skills training as well as academic support and vocational training with job placement. This will lead to incremental rise in self-esteem and self-reliance of this group and enable them to be a part of the mainstream society and claim their status as productive members of community.

The output and outcome of ABF Education sector interventions are as follows:

Individual level

From 2006-2013, ABF interventions have impacted 4.25 lakh beneficiaries, out of which 1.5 lakh (35 %) belong to education sector.

Multi-pronged approach is adopted whereby the beneficiaries are provided with diagnostic and assessment services (PKK, ADAPT), appropriate support aids and client centric counselling services (MBA, PKK, ADAPT), remedial classes to facilitate for mainstreaming education (NDS, ADAPT, PKK), vocational training (SPJ Sadhana School, MBA), job placement (MJ, Enable India, SPJ Sadhana, NDS)

The beneficiaries after rehabilitation are able to contribute to the family income. Few are working in formal sector and have a definite career path. This results in increased self confidence and self esteem opening up avenues for living 'life with dignity'.

Life skill training enables the beneficiaries to become more self sufficient and become part of an inclusive society.

Societal level

The ABF - Implementing Partner engagement is instrumental in creating an ecosystem for Inclusive Education (ADAPT, PKK, SS). Few organisations are instrumental in capacity building of other groups such as parents (PKK, SS), like minded organisations (Enable India, SS). ADAPT and SPJ conducts regular ToT to ensure training quality.

MJ, Enable has escalated to becoming national level resource centres. ADAPT is working to liaison with government programme at District level for inclusive education through Anganwadis. SS and ADAPT have adopted 'rights-based approach' for working towards advocacy issues for these marginalised groups.

Inclusive education entails an inclusive culture and policies in the community. Through the target specific tailor made interventions, these organisations are working to create sensitization towards the special needs of certain marginalised groups. The persons with special needs do not remain as 'hidden pockets' but are provided opportunity to become productive members of an inclusive society.

The sectoral report in the context of the ongoing interventions both at micro and macro level reiterates the need for an integrated approach and encompassment of the constructs of 'an inclusive culture, inclusive policy and inclusive practices' that will provide space for an environment of inclusive education. Recommendations for inclusion at school level and community level are provided at the end of the report.

CHAPTER 1

INTRODUCTION

- **1.1 Background to the Study :**

Axis Bank Foundation (ABF) approached the CSR Knowledge Centre, NCSR Hub, Tata Institute of Social Sciences to conduct a sectoral research study of their education-related intervention especially focusing on people with special needs. ABF has partnered with 80 organisations pan-India to carry forward its mandate of focus on inclusive education. The study aims to highlight the body of work initiated in the sector of special education and provide an overview of ABF interventions and impact using methodological framework of secondary research.

- **1.2 About Axis Bank Foundation :**

Axis Bank Foundation (ABF) was setup as a Public Trust in 2006 to carry out the Corporate Social Responsibility initiatives of Axis Bank. ABF has partnered with several NGOs to provide equitable education to various underprivileged individuals across 13 states of India. In 2011, it ventured into the domain of providing sustainable livelihoods. These programs aim at alleviating poverty and providing livelihood options for economically weak households.

Besides the philanthropic initiatives of ABF, corporate events has also been set up encouraging the employees of the Bank to get involved and become socially responsible citizens. ABF is also actively involved in making steps towards reversing the effects of their ecological footprint, by implementing some sustainability initiatives.

- **1.3 About CSR Knowledge Centre :**

The CSR Knowledge Centre advises and engages with multiple private sector companies, in the strategic and technical areas, enabling companies to make socially relevant choices since 2013. This includes suggesting avenues for change management within the organization, while conducting baseline studies prior to initiating CSR activities. The Centre also initiates needs assessment, perception audits and conducts social and environmental impact assessment studies to ensure long-term viability of CSR initiatives. Structuring monitoring mechanisms and functioning as a think-tank are an integral part of its mandate. The Centre has been working closely with the MoCA's Indian Institute of Corporate Affairs (IICA) since Sec 135 pertaining to CSR was introduced in the Companies Act 2013.

- **1.4 Research Framework of the Study :**

The study is based on secondary research where the TISS research team reviewed the quarterly progress reports, narrative reports and visit reports ranging from period of September 2013 to February 2014. Detailed program summary reports of the eight organizations were shared by ABF. The research team interacted with the Education team at ABF, and paid site visits to two organisations to understand the intervention areas and the level of ABF-implementing partner engagement and processes.

Documents used as source of information for the study :

For the purpose of this study, two visit reports and four progress reports from each implementing partner were reviewed.

Objectives of the study :

The main objectives of the study are as follows:

- To provide an overview of the ABF - NGO engagement in the areas of special education and showcase the best practices of implementing partners.
- To analyze the impact of vocational training provided to the Persons with Disability (PWDs) with focus on job linkages and life skills that would enable them to become self - sufficient and improve self-help skills
- **1.5 Description of the Report :**

Chapter 1 is an introduction to the report describing the background of the study, Axis Bank Foundation and CSR Knowledge Centre. The chapter also describes the objectives of the sectoral research on special education-related interventions. Chapter 2 entails a detailed analysis of the status of education of children with special needs. Chapter 3 of the report provides a description of the processes in place at ABF, in specific context of special education-related interventions. Chapter 4 is a brief description of the work done by eight organisations. The research team has tried to highlight the best practices followed at these organisations. The chapter also presents SWOT analysis of the ABF-implementing partner engagement. Chapter 5 attempts to bring out the overall impact of ABF intervention in the sector of Special Education and case studies have been presented to highlight qualitative impact of interventions. Model for Inclusive Education has been presented with recommendations for the same at school and community level.

CHAPTER 2

STATUS OF INCLUSIVE EDUCATION OF CHILDREN IN INDIA

“Development can only be sustainable when it is equitable, inclusive and accessible for all. Persons with disabilities need therefore to be included at all stages of development processes, from inception to monitoring and evaluation. Addressing negative attitudes, the lack of services or ready access to them, and other harmful social, economic and cultural barriers will benefit all of society”.

-Ban Ki-moon (UN-Secretary General's message on International Day of Persons with Disabilities)

There exists not a single, universally accepted definition of the term 'disability'¹, which makes it a statistically unachievable task to accurately estimate the numbers of people with disabilities. (Singhal, N. 2009²)

“Disability is a multi-dimensional and complex construct and there is no single universally accepted, unproblematic definition of disability. Not only do definitions differ across countries but these also differ and change within a country with evolving legal, political and social discourses”³.

World Health Organisation (WHO) has tried to define Disability as “.....an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations”⁴. A clear and distinct definition is difficult to trace owing to the complexity of the term. The term has also gone definitional changes over the several censuses of India. Inclusion of types of disability has also been done over the years. Five forms of disability data was collected in the 2001 census, while in the 2011 census, it was eight. The disability types recorded in the 2011 census are-In Seeing, In Hearing, In Speech, In Movement, Mental Retardation, Mental Illness, Any other, and Multiple Disability⁵. With the passage of time, it has been increasingly realized that every disabled person is different and faces different challenges, thus, categorizing them into a group would be highly unfair and unjust. District Poverty Education Programme (DPEP) document (2001) defines a learner with special educational needs (SEN) as “a child with disability, namely, visual, hearing, locomotor and intellectual”⁶. While a NCERT - UNESCO report tries to be inclusive in defining a learner with SEN by including “the large proportion of children—in the school age—belonging to the groups of child labor, street children, victims of natural catastrophes and social conflicts,

¹Terms 'Special Needs' and 'Disabilities' have been used interchangeably in this Paper.

²Singhal, N. (2009) 'Education of Children with Disabilities in India'. Education for All Global Monitoring Report. UNESCO

³ibid

⁴Taken from <http://www.who.int/topics/disabilities/en/>, accessed on 29.10.2014

⁵Information retrieved from http://punarbhava.in/index.php?option=com_contentandview=articleandid=1463andItemid=758, accessed on 29.10.2014

⁶Position Paper National Focus Group on Education of Children with Special Needs. NCERT. (2006). Pg. 9.

and those in extreme social and economic deprivation. These children constitute the bulk of dropouts from the school system". (NCERT 2006:9) The term SEN has also got a transformation after intensive research and advocacy to include all those children "who are failing in school, for a wide variety of reasons"⁷.

• 2.1 Global context :

It is estimated that on the global front, 1/3rd of all children who do not attend school are children with disabilities. While in the context of developing countries, the figures sometimes reach as high as 90%. (UN Fact Sheet)

Article 26 of Universal Declaration on Human Rights states that 'Everyone has the right to Education'⁸. However, no specific mention of education of persons with special needs has been made in the declaration.

The conference held at Salamanca, Spain by UNESCO is considered to be momentous in the thematic area of Special Needs Education. It was held in the year 1994, and several guidelines for action at the regional and international level were adopted striving towards inclusive education. According to the Salamanca Statement, inclusive education has been defined to include "...that children and youth with special educational needs should be included in the educational arrangements made for the majority of children... Inclusive schools must recognize and respond to the diverse needs of students, accommodation of both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities". (UNESCO – Salamanca Statement, 1994) Inclusion International Policy on Inclusive Education also strives towards a similar agenda of guaranteeing rights of every child to attend school⁹. 'Education for all' goal was reinstated in the year 2000¹⁰ at the World Economic Forum held at Dakar, Senegal. Attainment of Universal Primary Education is also one of the goals under Millennium Development Goals (MDGs), adopted in 2000. Convention on the Rights of Persons with Disabilities, effective from 3 May 2008, was the next major step forward by the UN towards protecting the rights and ensuring education for children with disabilities¹¹.

At a glance:

- 10% of world's population or 650 million live with a disability.
- 80% of persons with disability (PWD) live in developing countries.
- World Bank estimations-20% of the world's poorest people have some kind of disability.
- UNICEF estimations- 30% of street youths have some kind of disability. (UN Enable Fact Sheet on PWDs)

⁷Ibid.

⁸Articles are listed on the website of UN. <http://www.un.org/en/documents/udhr/index.shtml#a26>, accessed on 30.10.14

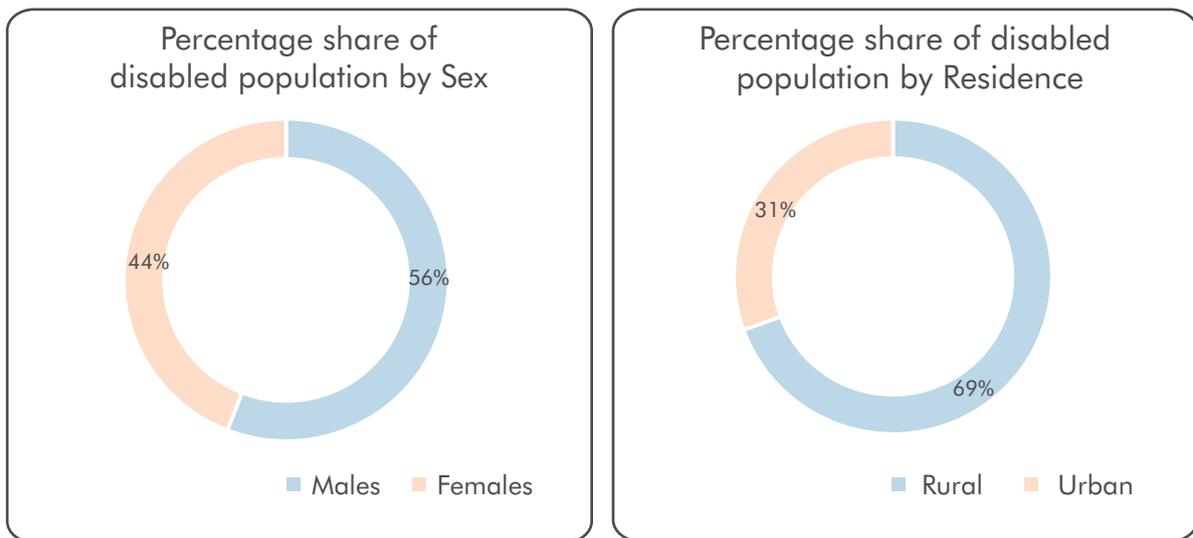
⁹Report by Inclusion International. 2009. "Better Education for all"

¹⁰Ibid. Pg. 16-17

¹¹Ibid.

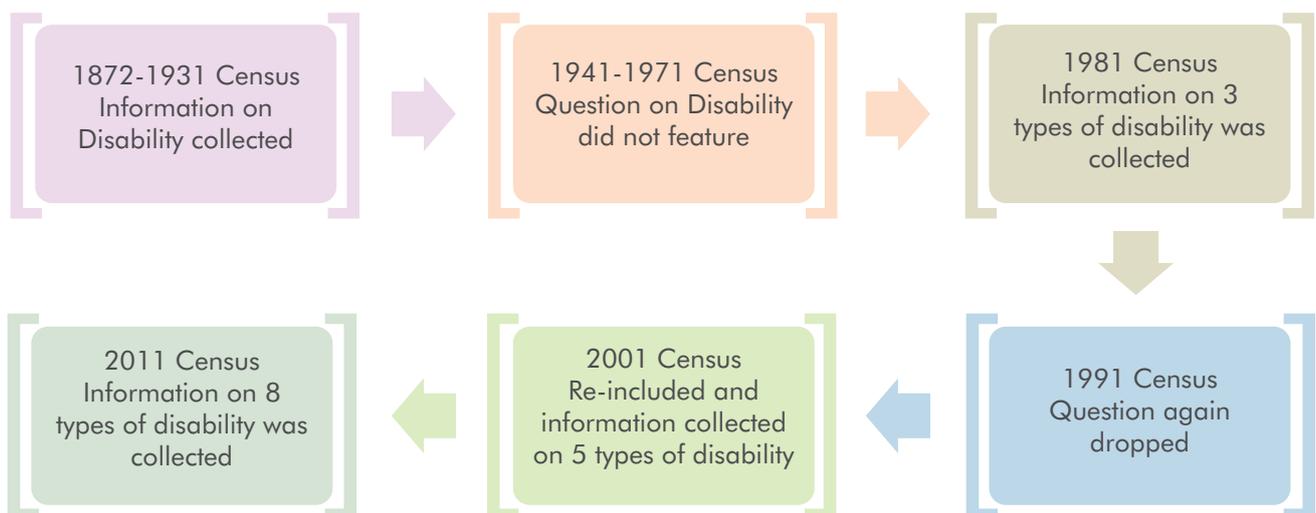
• 2.2 Indian context :

According to the 2011 census, the population of persons with disabilities (PWDs) stood at 2.68 crores. This marked an increase of 22.4% over the 2001 census figures. The noticeable fact that comes out from the census figures is that majority disabled population lives in rural India- 69.5% in rural India, while 30.5% in urban India.



Policy Developments :

Historicity of data collection on persons with disabilities in Censuses of India¹² :



¹²Presentation by Office of the Registrar General and Census Commissioner on 'Data on Disability'.

[http://www.censusindia.gov.in/2011census/Disability_Data/Disability_2011_Data_Release_Dec_2013_PPT%20\(27.12.13\).ppt](http://www.censusindia.gov.in/2011census/Disability_Data/Disability_2011_Data_Release_Dec_2013_PPT%20(27.12.13).ppt), accessed on 29.10.2014

The Department of Disability Affairs comes under the Ministry of Social Justice and Empowerment of Government of India (GoI). The most significant step towards enabling the disabled in the pretext of policies of GoI can be said to be the 'National Policy for Persons with Disabilities', which came out in the year 2006. The policy statement issued by the then Minister of Social Justice and Empowerment, Mrs Meira Kumar, comprehensively covers several aspects to ensure full participation of the disabled in the society. The broad headings that the policy document talks about are- Prevention, Rehabilitation, Women with disabilities, Children with disabilities, Barrier-free environment, Issue of disability certificates, Social security, Promotion of NGOs, Collection of regular information on PWDs, Research, Sports, Recreation and Cultural life, and several amendments to existing acts¹³. Education for persons with disabilities appears as a sub-section under Rehabilitation Measures in the policy statement.

The three legislations that the Government of India has enacted for PWDs are briefly described under¹⁴-

- a) Rehabilitation Council of India Act, 1992- This act aims towards creating a pool of rehabilitation professionals, through training, maintaining records and setting educational standards and rehabilitation qualifications.
- b) Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995- The act provides for education, employment, creation of barrier free environment, social security, etc.
- c) National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999- The act has provisions for legal guardianship of the four categories (Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability) through the constitution of the Board of the National Trust. The main aim is to encourage independent living as much as possible.

Apart from the above-mentioned acts, there are several rules and regulations directing towards a society where there are equal provisions for non-disabled and disabled¹⁵.

- a) The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Rules, 1996
- b) Rehabilitation Council of India Regulations, 1997
- c) Rehabilitation Council of India (Conditions of Service of the Member-Secretary, the officers and other employees) Regulations, 1998
- d) Rehabilitation Council of India (Standards of Professional Conduct, Etiquette and Code of Ethics for Rehabilitation Professionals) Regulations, 1998
- e) The National Trust Rules, 2000
- f) The National Trust Regulations, 2001

¹³National Policy for Persons with Disabilities. GoI. (10 February 2006)

¹⁴Ministry of Social Justice and Empowerment. <http://socialjustice.nic.in/policiesacts3.php#a1>, accessed on 29.10.2014, and <http://www.indg.in/social-sector/disabled-welfare/national-policy-for-persons-with-disabilities.pdf>, accessed on 29.10.2014

¹⁵ibid

As far as the current status of steps are concerned, the Ministry of Social Justice and Empowerment came out with a Result Framework Document for 2013-14 describing the vision, mission, objectives and functions of the department. Based on the recommendations of a committee set up under the chairmanship of Dr Sudha Kaul, a new legislation is in the pipeline. The draft bill 'Right of Persons with Disabilities, 2011' has been extensively debated at various levels and its current form 'Right of Persons with Disabilities, 2014' is currently in the stage of debates and amendments¹⁶.

Several organisations and the Government of India have increasingly realized that it is very crucial to train the children with special needs in some vocation to achieve the target of providing these children a life with dignity. The Directorate General of Employment and Training (DGE&T) under the Ministry of Labour and Employment has set up Vocational Rehabilitation Centres for Handicapped (VRCs) for the purpose of identifying their needs, be it vocational and psychological, and facilitate rehabilitation support to them. These centres were set up as part of an agreement between Gol and Government of USA in the year 1968. The agreement led to the setting up of two such centres, one each at Mumbai and Hyderabad. Now, there are 21 such centres across India. The centre at Vadodara is especially meant for women with disabilities. Seven of these VRCs have skill training workshops attached with them which provide non-formal training in trades best suited to an individual's capability. The VRCs have also set up rural mobile camps and Rural Rehabilitation Extension Centres (RRECs) to cater to rural disabled population at their doorstep¹⁷.

- **2.3 Policies/Provisions for Education of Persons with Special Needs :**

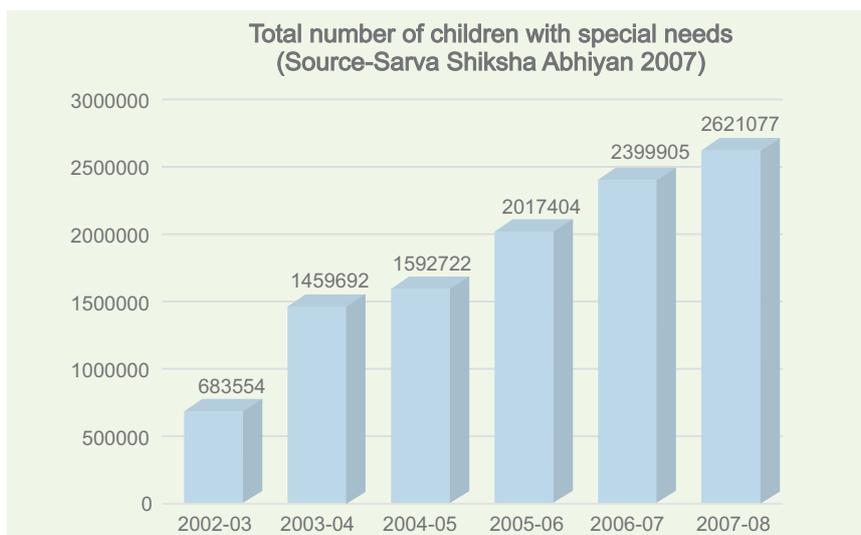
The legislations especially aiming at education of children with special needs are as under¹⁸-

- Sarva Shiksha Abhiyan (SSA)-Children with disabilities in the age group of six-14 years should be provided free elementary education. Educational aids and tools, and all other facilities to facilitate conducive learning would be provided by the government.
- Integrated Education for Disabled Children (IEDC) Scheme-Children with disabilities in the age group of 15-18 years are to be provided free education.
- Scholarships to students with disabilities to pursue higher education.
- Students with special needs will also be provided access to institutions of higher learning.
- Continued concerted efforts would be made by the government to maintain a database of students with special needs.

¹⁶The Hindu article titled 'Rights of Persons with Disabilities Bill opposed'. Published on February 13, 2014. Accessed on 30.03.2015

¹⁷Directorate General of Employment and Training (DGEandT) Ministry of Labour and Employment. Schemes/Programmes. Employment-VRCs. Accessed on 17.12.2014

¹⁸Taken from National Policy for PWDs. Page 7. Accessible on <http://www.indg.in/social-sector/disabled-welfare/national-policy-for-persons-with-disabilities.pdf>, accessed on 30.10.2014



The reports under Sarva Shiksha Abhiyan (SSA) mention an increase in the number of children with special needs. The 86th amendment to the constitution of India introduced free and compulsory education for children in the 6 -14 year age group (Article 21-A), which led the way to the enactment of Right of Children to Free and Compulsory Education (RTE) Act in the year 2009¹⁹. Since then, a plethora of measures have been taken by government and a number of non-governmental organisation have come forward to take up the mandate of educating India further. Section 26 of the Persons with Disabilities Act 1995 has also made education free and compulsory for all children with disabilities up to the minimum age of 18 years²⁰. In spite of a slew of measures adopted, a report by National RTE Forum and Society for Promotion of Area Resource Centres (SPARC) revealed poor enrolment rate of children with disabilities in schools, the figure being less than 1%²¹. The figures also highlight that children with disabilities do not have easy access to educational institutions (Dawn 2014²²). Several steps have been taken by state governments too to identify children with disabilities and devise policies to provide them with regular schools, but the efforts highly differ across states, both in quality and magnitude (Govinda and Bandhopadhyay 2008²³). Identification of CWSNs will not alone serve the purpose of mainstreaming them. Equal weightage should be given to training of personnel who would carry further the mandate of special education as school personnel in India have not been trained accordingly to implement special programs meant for CWSNs. There is a lack of trained manpower in this field, also the teacher training programs do not have a specific section dedicated to Disability Studies (Mondal and Mete²⁴).

¹⁹Ministry of Human Resource Development, Gol, <http://mhrd.gov.in/rte>, accessed on 30.10.2014

²⁰PWD Act, 1995. Chapter V Education

²¹The Times of India article titled "Less than one per cent disabled Indian kids enrolled in schools" (August 5, 2014)

²²Dawn, R. (2014) "Education of Children with disabilities in India: A Critique". EPW. Vol. XLIX. No. 22

²³Govinda and Bandyopadhyay (2008)"Access to Elementary Education in India: Country Analytical Review" Create and National University of Educational Planning and Administration

²⁴Mondal A. and Mete J. "Education of Children with Disabilities in India: Concern and Policy Perspective". Paper available on the Website of Calutta University. Accessed on 17.12.2014

CHAPTER 3

PROCESSES FOR ABF - NGO ENGAGEMENT IN THE SECTOR OF EDUCATION

In 2006, Axis Bank Foundation was registered as a Public Trust and initiated social welfare activities for the larger community. Education was one of the major areas in which the need for ABF interventions was felt and reference from Axis Bank, Tata Trust and word of mouth led to increased reach and activities in the communities. The research team interacted with two Programme Managers from core Education team²⁵.

- **3.1 Trajectory over the years - interventions evolvement over the years :**

Initially the ABF interventions were focused on providing non-formal education, supplementary education and bridge courses to cover the educational gaps with focus on marginalized sections. The areas of interventions were focused on child labors, out of school children in rural areas and marginalized community. For example – in Rajasthan, in the rural areas girls were unable to attend formal schooling and ABF provided tuition classes to bring the girls back to the formal education system through fun and interactive mediums. During 2007-09 there was a programmatic shift in the ABF initiatives towards special education i.e. providing services to people who are differently abled and mainstream them to the larger community.

Article 1 of United Nations Convention on the Rights of Persons with Disabilities describes persons with disabilities as *'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 with others'*²⁶. This global understanding of the term 'disability' highlights the importance of the contexts and environment of the ecosystem which plays a crucial role in determining whether certain groups which are inherently different are able to be part of the larger community. Rather than marginalizing the differently abled section of the population, there is a growing belief that they can play a significant role and be productive members of the community.

Thus there was a shift to include children/young adults with disability to inclusive education programmes through government and non-government structures, targeted measures to promote the right to access and full participation in quality education and lastly respect for rights within learning environment. Keeping with this line of approach, ABF initiated interventions with organizations working in the area of special education. Some examples of inclusive education initiatives are ABF engagement with MBA Foundation, a non-profit organisation working in the area of special education and providing services to adults with intellectual disabilities. The services range from counseling and assessment to providing requisite aids and occupational therapy in the form of pre-vocational, vocational training to enable the beneficiaries to gain skills and contribute financially. The Foundation continued its work along similar guidelines and started work with more NGOs pan-India. Thus supplementary education, remedial education and components of vocational training became key focus areas of interventions.

²⁵Research team met Programme Managers from ABF Education Team - Ms Neelima D'silva Dalvi and Ms Dnyanada Karnad on 18.09.2014

²⁶UNICEF www.unicef.org/ceecis/education_18613.html. Accessed on November 12, 2014

In 2011, a focused and strategic management of ABF engagement led to categorization of the work into four major thematic areas with special education being one of them. The Foundation streamlined its output along the thematic area and other stakeholders such as Anganwadi centres, special schools and organizations working with special needs children were drawn into the ongoing work. The research teams' interaction with education team revealed that currently that 15 % of ABF Fund is being diverted into Education while 85 % goes towards programmes in sustainable livelihoods.

In alignment with Department of Public Enterprises (DPE) guidelines on CSR Initiatives, the main objective of the intervention activities is to promote education, including special education and employment enhancing vocational skills especially among children and differently abled. The two fold focus of the programmatic approach stresses the need to equip the people with disability with life skills to help increase their self-esteem and self-reliance to the maximum extent and simultaneously also provide vocational training with focus on employment/job placement so that these marginalized groups can be mainstreamed into the larger community. The primary stakeholders in this engagement are nonprofit organizations and beneficiaries while the secondary stakeholders are special trainers, educators, parents and governmental bodies such as AWC etc.

- **3.2 ABF – NGO engagement in the sector of education :**

Over the years ABF has engaged with several organizations working in the sector of Education. Some NGOs engaged with ABF working in the area of education are M. Venkatarangaiya Foundation, Lend a Hand India, Nav Bharat Jagriti Kendra, Tropical Research and Development Centre, Godhuli, Pardada Pardadi Educational Society (PPES), Jayaprakash Narayan Memorial Trust, Eklavya Foundation, Society Undertaking Poor People's Onus for Rehabilitation (SUPPORT), Navjeevan Centre, Montfort Community Trust, Agastya International Foundation, SPJ Sadhana School, Shishu Sarothi, Pratibandhi Kalyan Kendra, Noida Deaf Society, Mitra Jyothi, MBA Foundation, ENABLE India and ADAPT.

Currently for the purpose of sectoral study, secondary data on eight organizations has been provided to TISS team. They are ADAPT, ENABLE, MBA Foundation, Mitra Jyothi, NDS, PKK, Shishu Sarathi and SPJ Sadhana. The review and analysis will pertain to these eight organizations working with ABF in the sector of special education.

The CSR Committee and education team :

The CSR Committee is at the top of the organogram, which operates from the Axis Bank. ABF Board of Trustees meets once in three months and project proposals for funding are presented for approval. There is an internal committee among the Board of Trustees which can approve projects within a budget of INR three crore. Mr. K Anil Kumar is the ET-CEO and Ms. Beenoxi Arora, the Vice-President. The team working in the sector of 'Education' is a small knit team with two Programme Managers, each handling seven to eight projects. One Manager handles the portfolio of Events and Education. With the thematic areas of interventions in place, the Foundation has broad inclusion criteria for formalizing engagement with implementing partners.

²⁷Ministry of Corporate Affairs Notification, GoI. New Delhi. Dated 27th February, 2014 (To be published in the Gazette of India, Extraordinary, Part II, Section 3, Sub-Section 1)

Engagement with Implementing Partners :

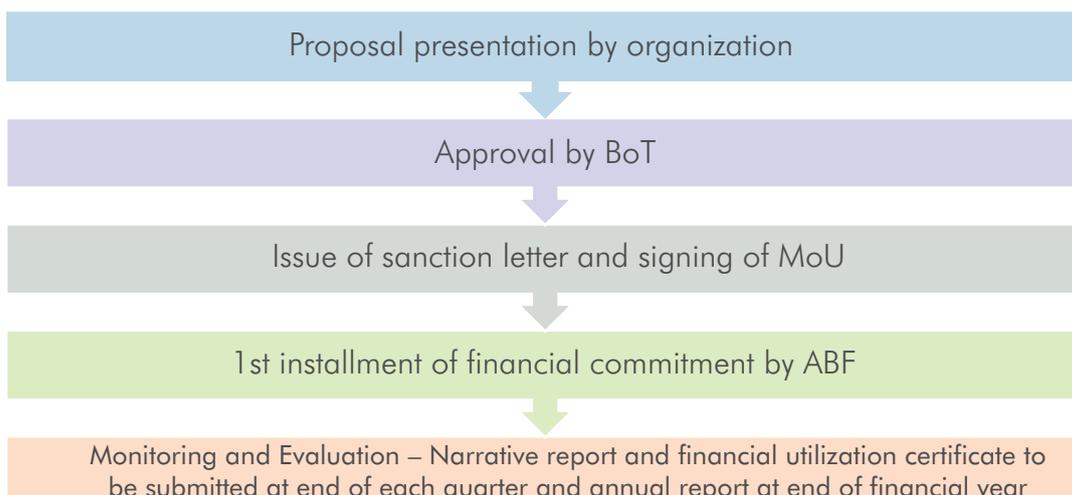
Sourcing of implementing partners mainly happens through referrals from the Axis Bank, existing NGOs, conferences, seminars like DASRA and Samhita etc. Many of the referrals are from 'word of mouth' publicity from implementing partners working with ABF. The Foundation conducts due diligence of the NGO and its proposal and adherence to their broad inclusion criteria paves way for formal engagement with the partner.

The culture of ABF is based on the concept of 'shared values' which is one of the core principle in CSR engagement which works on the assumption that companies must take lead in bringing business and society together. Porter. M and Kramer R.M, 2011 in Harvard Business Review elucidate that business opportunity must reconnect with social progress by creating economic values in a way that also creates value for society by addressing its needs and challenges. Following this line of enquiry, ABF interventions creates space for interface with the other stakeholders in the game such as government institutions, legal entities who play an important role for work in a rights based framework, special educators and trainers and the community of PWDs and their support systems.

ABF believes that education is a powerful tool for inclusion of the differently abled and marginalised people. Since 2006, ABF has been providing financial support to non-profit organisations and work has been undertaken at micro as well as macro levels. Some major interventions have been work with Balwadis for early childhood interventions, special education for people with special needs such as remedial classes and life skill education, need appropriate aid/coaching to mainstream them, vocational training with focus on job linkages to create self-sufficiency and increase their self-esteem.

Process in Project Engagement :

ABF has certain processes in place for contractual engagement with an organization.



Outputs and Outcomes of the engagement with implementing partners :

The deliverables expected from implementing partners are:

- Quantitative targets are set.
- Institutional building/capacity building of smaller organizations enables the implementing partners to pitch in as 'impact investors'.
- Target for information dissemination/teaching aids/materials are set.

Monitoring processes in place :

Review of documents showed that the monitoring and evaluation processes are in place. Financial audit and programmatic audit are the two key instruments used for the monitoring of the ABF - implementing partner engagement. The implementing partners are required to submit a quarterly Narrative report with Financial Utilization certificate. Site visits by PM and quarterly progress reports²⁸ enable tracking the programmatic impact and in case the organizations are unable to meet the set target/deliverables, there is space for review of processes and course corrections to meet targets. Annual report is submitted at the end of the financial year.

The narrative reports are exhaustive and provide information on the purpose of grant and tracks the total number of beneficiaries, centre specific details such as new admissions, drop outs, number of job placements, academic enhancement targets achieved, faculty cum trainers/therapists/social workers and future projects for expansion. Details of activities conducted by the centre is quantified as well as supported by case studies and qualitative parameters. Intense financial monitoring processes are followed with all the implementing partners. ABF positions itself as an 'informed donor' and looks at the correlation of narrative report with the financial spending to track whether the purpose of the grant has been achieved and this is an important indicator for renewal and continued association.

• 3.3 Overview of ABF engagement with implementing partners in special education :

Though the thrust area of special education has been brought out as a dire need to rehabilitate and mainstream the marginalized section, there are a few organizations that have consistently worked in this focus area and have expanded their product services. The following section provides a snapshot of ABF - implementing partner engagement.

Since 2006, ABF has engaged with 4.25 lakh beneficiaries, out of which 1.5 lakh are in the Education vertical. For monitoring purposes, the implementing partner provides the beneficiary with a Unique Beneficiary Identity that acts as the registration of the candidate. This process works to avoid repetitive counting of the beneficiaries registered with ABF. The intervention provides follow up services to registered candidates and also provides space for new candidates to be drawn into the intervention activities.

²⁸Copy of narrative report and progress report was made available to the team

Brief summation of ABF engagement from September 2013 – February 2014 :

Organisation	Program Objectives	Impact
ADAPT	<ul style="list-style-type: none"> To promote inclusive education through Anganwadis with multiple disability in general and cerebral palsy in particular To train teachers and parents on special needs of children Assist parents in procuring disability certificate and encourage regular follow up of children To provide different types of therapies to children with special needs 	<ul style="list-style-type: none"> Inclusive education is possible Used as best practice in ICDS run Anganwadis 500 beneficiaries annually
Enable India	<ul style="list-style-type: none"> To conduct Holistic Development trainings for visually impaired individuals To build capacity of NGOs in conducting computer training for visually impaired individuals To develop updated content of training such as need based, employability related training, screen reader support and software support for adults, young adults from urban and rural areas 	<ul style="list-style-type: none"> 197 Visually impaired persons underwent training out of which 123 received job placements 197 received computer literacy which will enable them to lead better quality life, better equipped for higher education and be part of productive work force 375 visually impaired students are expected to be trained and 40 ToT to be conducted during 2013-16
MBA Foundation	<ul style="list-style-type: none"> To impart vocational training for PWDs at five centres Continue group activities to promote vocational skill building as well as social skill building 	<ul style="list-style-type: none"> 105 beneficiaries from vocational training to become gainfully employed and increase self-esteem and dignity and improved social skills Pre-vocational training for children of 12 to 17 years to develop eye hand coordination, concentration, attention span and team work Early Intervention programmes Six beneficiaries have been placed for employment in private sector
Mitra Jyothi	<ul style="list-style-type: none"> To identify and increase library membership of VIs To make available accessible material to beneficiaries in their place of education for 	<ul style="list-style-type: none"> In 2010, 82 new members and 3 institutions were added as beneficiaries, recording started in Tamil and Telugu apart from English, Hindi and Kannada,

Organisation	Program Objectives	Impact
	<p>which they plan to increase their advocacy work</p> <ul style="list-style-type: none"> • To conduct 5 capacity building trainings for other organisations and individuals who are likely to start production in DAISY format • Capacity building of library members on consumer rights, health, hygiene, housekeeping and nutrition etc. 	<p>conversion into Braille increased tenfold and 54 SSA teachers were trained in 3 districts of Karnataka</p> <ul style="list-style-type: none"> • MJ has received double and triple rating Quality Certification by DFI for producing quality books in DAISY format in 2012 and 2013. 99 % of beneficiaries have appeared for exams and passed with good marks. In last 3 years 27 members have passed with distinction in various academic exams (10th std. and above, up to post graduation) • Of persons who appeared for professional exams between Oct 2010 to Sept 2013 – 29 members cleared FDA (First division assistant exams), 42 members have cleared SDA (Second division assistant post) and have got government jobs in different departments, 4 members cleared PDO (Panchayat Development Officer) exam, 7 members have cleared KAS (Karnataka Administrative Services) preliminary exams and have appeared for KAS main exams
Noida Deaf Society	<ul style="list-style-type: none"> • To provide vocational training to 2250 hearing impaired youth for 3 years in courses such as Indian Sign Language (ISL), English communication, Keyboarding Skills, MS Office, Desktop Publishing and Graphic Design and Networking and Hardware, Hospitality and Usage of Internet • To provide remedial education to 100 hearing impaired school going children per year to improve their academic performances and retention at school thereby enabling them to pursue higher education or vocational training at NDS 	<ul style="list-style-type: none"> • Outlined objectives are being met during the course of the project. • Six persons with hearing impairment absorbed by Axis Bank.

Organisation	Program Objectives	Impact
PKK	<ul style="list-style-type: none"> • Provide capacity building of children through audiological assessment, arrangement of appropriate aids and ongoing management, language development and training, admission in mainstream schools and remedial education support. Capacity building of parents is also a part of the intervention process • Sensitization of school/community at different levels 	<ul style="list-style-type: none"> • 343 individuals have benefitted in terms of speech development, assistance in hearing aid, ongoing audiological management, language training and parents training • 114 children have been mainstreamed into regular schools in Classes 1st to 10th
Shishu Sarothi	<ul style="list-style-type: none"> • Empowerment of children with disability by providing avenues for holistic development in cognitive, physical and socio - emotional domains leading to developing academic, self-help and functional skills • Advocating and preparing children with disability to be mainstreamed into regular schools • Providing counselling services to parents/guardians of children with disability, children with disability and professionals and other staff members • Building parents capacity and providing them with skills to be actively involved in development of children with disability • Providing alternative mediums such as sports, art, music for enabling holistic development of child with disability • Providing pre-vocational and vocational training to children with disability ensuring that they live with dignity and respect 	<ul style="list-style-type: none"> • 16 children have been mainstreamed to regular schools in the last three years • Encourage children to participate in extracurricular activities such as sports and cultural programs organised at the centres, other organisations and other cities • 135 children have received physiotherapy in last three years 2011-13 • Five teachers trained as special educators
SPJ Sadhana School	<ul style="list-style-type: none"> • To train 131 students in school through 10 special trainers, provide occupational therapy and conduct counselling sessions • To reach to children/youth through therapies under guidance of ABF supported staff • To provide training to special teachers, trainee nurses, other faculty working in the area of special education – local, national and international under the tutelage of ABF supported staff 	<ul style="list-style-type: none"> • 131 students impacted during financial year • The other two objectives are being met during the course of the project.

The review of the quarterly reports highlights that target deliverables are put in place at the start of engagement. The progress and visit reports follow set templates and provide uniform data across the projects. This helps to track whether the targets set have been achieved and course corrections if necessary. For example - the target set for Shishu Sarothi, SPJ Sadhana School, ADAPT, PKK, Enable India and Mitra Jyothi, MBA Foundation are being achieved while NDS is lagging behind the target and course correction has been advised by the education team.

Summation of the ABF engagement in special education and process review are encapsulated below:

- Following the goal of 'Inclusive Education' ABF-NGO engagement is working with specific program objectives – to provide supplementary/bridge education/vocational training to persons living with disabilities and enables these marginalized groups to be a part of inclusive society. The organisations have been instrumental in providing supplementary education/vocational training and job placement of the beneficiaries. The set targets have been met or in the process of being met, with course corrections suggested by ABF core team.
- The programmatic objectives work at multi-stakeholder echelon and work with community based organizations, government entities, legislative machinery, PWDs, trainers/special educators, Anganwadis, special schools, parent groups etc.
- The monitoring mechanisms have been put in place at the onset of the engagement; this ensures regular periodic reporting and space for interface with implementing partners.
- Templates for narrative report and progress report ensures uniformity in reporting structure and mechanisms. There are separate templates for the implementing partners which is detailed and concise template for the core team at ABF.
- Programmatic audit is combined with financial audit to enable assessment and evaluation of an ongoing engagement and provides space for course correction, if necessary.
- Baseline studies would help capture the incremental impact of the ABF interventions over a period of time and a standardization of operational variables across projects would yield rich data for future analytical purposes.
- Third party mid-term review/impact assessment study of ongoing projects can enable ABF to measure their progress of engagement and wider impact on the society.

CHAPTER 4

BRIEF DESCRIPTION OF EIGHT ORGANIZATIONS WITH FOCUS ON THEIR BEST PRACTICES

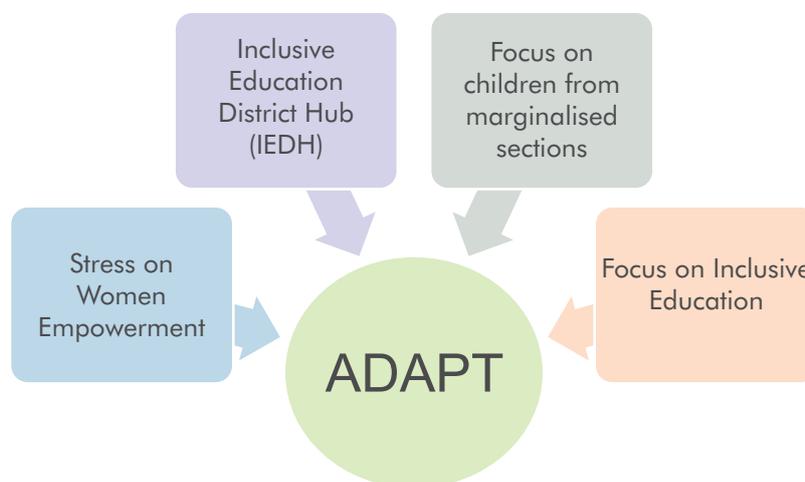
ADAPT²⁹

The Spastic Society of India has been rechristened as ADAPT. The organisation has been working towards education of the disabled in different slums of Mumbai for over three decades now. Dr. Mithu Alur set up this organisation in the year 1972. This non-profit organisation started its work with 3 children and is now serving more than 3000 children and 10,000 families³⁰. The organisation aims at creating an inclusive disability friendly nation.

ADAPT entered a new phase of inclusive education in the year 1999 with the setting up of 6 inclusive preschools in different slum areas of Mumbai. These preschools run in different anganwadis under the framework of government run ICDS programme. The focus is on the children from marginalized sections. Education is provided in an inclusive environment with all the abled and disabled students learning on the same platform. ADAPT's work can be summarized into two broader thematic headings:

1. Preschool training/Anganwadi
2. IEDH Scheme (Inclusive Education District Hub)

• 4.1.1 Best practices at ADAPT :



Focus on children from marginalised sections :

This initiative is unique in the sense that the focus is on disabled children from the marginalised sections. The setting up of preschools has been under an action research project with UNICEF. The project is running since 1999. This initiative is a replication of the government-run Integrated Child Development Scheme (ICDS). ADAPT reaches out to 1,500 households directly and 15,000 households indirectly³¹ through this initiative. The Anganwadi teachers undergo periodic training at ADAPT. The students are given the following services at the Anganwadis - Inclusive preschool education, Therapy, Nutrition, and Extra-curricular activities.

²⁹This section contains information gathered and analyzed from various reports shared by ABF with the research team

³⁰Taken from ADAPT's homepage. <http://www.adaptssi.org/home.html>. Accessed on 06.10.14

³¹Taken from ADAPT's website. <http://www.adaptssi.org/communityservices.html>. Accessed on 11.12.14

ADAPT plays a facilitative role after the child finishes preschool education by helping children to be school ready and their families in seeking admission to the mainstream schools. The organisation has contacts with several schools around Mumbai where the admission applications of the students are submitted. ADAPT also helps the families in preparing and arranging all the documents for admission to schools.

Focus on Inclusive Education :

The organisation aims at bringing inclusivity in the education of children with special needs. At ADAPT run preschools, children with and without special needs learn on the same platform. On an average, 500 students benefit through this preschool project.

Stress on Women Empowerment :

ADAPT has introduced an innovative women empowerment programme called 'Narika Shakti Women's Empowerment Programme'. Mothers of Anganwadi children are trained in skills and their products are put on display at exhibitions held in corporate offices. These women are also given training in soft-skills and computer.

Inclusive Education District Hub (IEDH) :

IEDH's main role is identifying linkages with several government programs with a focus on children. The hub identifies these programs which should be carried out at district/block/cluster level and aligns its work with the aims and ideals of the concerned government programme. For example, in case a government-run programme aims at providing assistive appliances to children with special needs, then the hub would identify these children and link them with the concerned department. The Education team at ABF informed the TISS team that the hub also carries out several advocacy works to make the public facilities more disabled-friendly. The hub also establishes contact with several schools in and around slum pockets of the city in order to serve the children with special needs from these schools. The hub then facilitates the linkage of these students to the relevant authorities.

The hub also organizes sensitization and awareness programs about various government initiatives, rights of children with special needs and right to education.

- **4.1.2 Engagement with Axis Bank Foundation :**

The engagement has been titled as '*Quality inclusive education facilities through 6 Anganwadis in the Dharavi and Mahim areas*'. The organisation has a hub called IEDH (Inclusive Education District Hub). They also do a considerable amount of advocacy work and maintain a constant follow-up with the government on making the public services more disabled-friendly and other such areas of concern which needs attention. ADAPT provides assistive appliances to this hub. ABF reached out to 27 students through this hub in the last academic year.

ABF has engaged with six Anganwadis in the year 2010, the year when the engagement started. At present, the engagement is with 3 of them-in Dharavi and Mahim areas. The Anganwadis provide its services to the age group of 3.5 to 5.5 years. The Anganwadis function on the ICDS (Integrated Child Development Scheme) pattern. Through this engagement ABF reached out to 300 children without disability, and 23 with disability in the 2013-14 academic year. ADAPT keeps ABF informed of all the activities undertaken by it in a particular quarter through its quarterly progress reports. The report contains details of the Anganwadi, Hub services and the training activities conducted by the organisation.

• 4.1.3 Key Output/Outcomes :

1.	The engagement is helping CWSNs from the marginalised sections of society. This is noteworthy in the sense that families from these sections in majority of the cases are not in a position to fulfill the special needs which a disabled child requires. ABF directly reached out to 23 children with disability in the last academic year 2013-14.
2.	Pre-school education forms a crucial part in a child's formative years. ABF is directly reaching out to an average of 500 children of this age group each year.
3.	IEDH is helping the CWSNs in seeking assistive appliances. ABF is helping the hub in this initiative.
4.	The hub is also helping CWSNs in seeking admission to schools. It helps their families in compilation of documents and the initial processes required for school admission. ADAPT's prior contacts with schools help in this initiative. ABF, in this way, is helping these children in getting admission to mainstream schools.

Enable India³² Enable India was founded in the year 1999 with a mission 'to empower persons with disability'. Two software engineers Shanti Raghavan and Dipesh Sutariya came together to establish this organisation. It is registered as a charitable trust³³. The organisation serves the needs of persons with multiple disabilities like visually impaired, hearing impaired, physically impaired, intellectually challenged and with developmental delays.

The organisation has a plethora of courses to address the industry needs and cater to various needs and aspirations of persons with disabilities. Some of the courses are as mentioned under³⁴ -

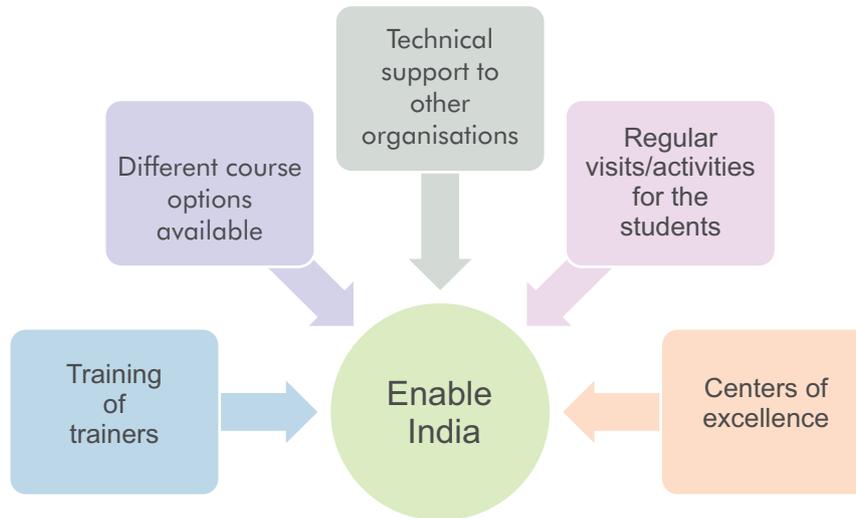
- Career Centric Computer Training for visually impaired (CCCT)
- Need based computer training for visually impaired (NBCT)
- Medical Transcription Course for visually impaired (MTVI)
- Cisco Certified Network Associate program for visually impaired (CCNA)
- Employability for Hearing Impaired - BPO Non-Voice Course
- Employability for Manual/Unskilled jobs
- Life Skills training for visually impaired

³²This section has been compiled after detailed analysis of all the reports shared by ABF with the research team and discussions with the Education team at ABF.

³³Taken from Enable India webpage. About us section. www.enable-india.org. Accessed on 12.12.2014

³⁴Taken from Enable India webpage. Training and Development Section. www.enable-india.org. Accessed on 12.12.14

- 4.2.1 Best practices at Enable India :



Availability of different course options for persons with disability :

The students have several options to choose from based on their area of interest. Some of the courses have been listed above. ABF supports CCCT, need based training, employability training, life skills training, workplace solution etc. There are other skilling courses for the hearing impaired too. The students are also trained in English, mobility, employability, and life skills as part of the curriculum.

Those visually impaired students who cannot attend regular classes have the option of attending workshops. These workshops are organised for a maximum duration of a week, with the sole aim of making the student independent in using computer.

In order to keep the visually impaired candidates abreast with latest technology, Enable India also provides workplace solutions to the visually impaired persons already employed and face difficulties in execution of their role due to technological glitches. This helps the students who find themselves at a loss whenever there is an update in the software.

Visits/Extracurricular activities for the students :

Candidates are taken for on-site visits to acquaint them with workplace situations. During the mid-training phase, a profile of students is prepared in order to better understand their interest areas. This helps in better planning of the next phase and the students can accordingly work on their strength areas. Internship component for the CCCT course students is also in the pipeline.

Regular activities for the disabled are organised during the duration of the course. Students also contribute some hours towards community work. Some of the activities where they participate are-creating awareness among drivers of public modes of transportation regarding the needs of the disabled, repair of pedestrian footpaths, and installation of garbage bins.

Training of Trainers :

The organisation conducts training of trainers (ToTs) for other like-minded organisations, schools, NGOs and individuals so that they can carry forward the mandate of training persons with disabilities. Some students of the CCCT course who have been exceptionally good during the course also participated in the ToTs. These trainings are

usually for a period of 10 days, and the course contains elements of awareness, computer, employability, life skills and a project work.

Support to other organisations :

Enable India is also trying to disseminate its expertise of the field to other organisations. It is helping other institutions across the world to establish computer training centers for the visually impaired.

Center of excellence for computer training for visually impaired :

Enable India has standardized computer courses for visually impaired, constantly publishing trainer manuals, student manuals and practical exercises to provide quality training for visually impaired. Enable India has developed tools such as EYE tool (Educate Yourself Easily for self-learning of computers), Spelling tool (to improve on spellings) which are catalyst for learning. Through Center of excellence Enable India has disseminated content and EYE tool to more than 2000 individuals, beneficiaries including countries like USA, Peru, Nigeria, Gambia, Mauritius, Afghanistan and Nepal. While train the trainer program, institutional partnership, content and self-learning tools help in scaling, Enable India is planning to deploy courses with partners through Center of excellence to centralize monitoring mechanism to sustain the quality of training. Center of excellence has the potential to scale at global level.

• 4.2.2 Engagement with Axis Bank Foundation :

The engagement between ABF and Enable India titled as 'Computer Training Program for Visually Impaired' dates back to August 2007. ABF has partnered with Enable India by supporting its Career Centric Computer Training (CCCT) (now the project title is Holistic Development Training Program for the Visually Impaired) for the visually impaired students and capacity building of trainers. CCCT is an intensive nine-month course, focusing on basic and advanced computer training. The students are given employability training in the software called JAWS (Job Access with Speech). Out of a total of 30-35 students, seven-eight students get placed earning around INR 10,000 monthly. To boost their confidence in mobility, they are frequently taken to shopping malls, and are also asked to withdraw money from ATMs. These students have also written to the public transport authorities to make it disabled-friendly. The ultimate aim is to equip the visually impaired candidates with skills wherein they can lead a life with dignity. ABF team has also supported Enable India by providing support in automation of the course content into soft copies. The Education team at ABF apprised the TISS research team that the students have also devised an attendance system amongst themselves to keep a check on who comes for the classes. They call it the 'Bindi System'. Each student who comes for the class places a bindi on the board. The number of bindis gives them an idea of the total strength that day.

The ongoing grant has been committed for 3 years, November 2013-October 2016. The grant has been committed for the sole motive of 'Holistic Development Training for Visually Impaired'³⁵. The mandate is to train 375 visually impaired students during the three years duration, and train 40 trainers as master trainers.

As part of the engagement, Enable India sends quarterly reports to ABF. The report is a very comprehensive representation of all the activities undertaken in that particular quarter. It contains beneficiary breakup, beneficiary demographics, and list of topics covered during the reporting period, candidates' progress summary, and achievements in that quarter, training imparted during the course, workshops conducted and other details.

³⁵Progress Report Enable India February-April 2014

• 4.2.3 Key Outputs/Outcomes :

1.	197 visually impaired students have already received training as part of this engagement till 2013, out of which 123 have got placed too. Further 97 candidates enrolled themselves for the November 2013-October 2014 batch.
2.	25 trainers received ToT at Enable India till April 2014. This is helping in creation of manpower for better training of persons with disabilities.
3.	Content dissemination by Enable India is helping ABF indirectly to reach out to an average of 200 beneficiaries per year.
4.	Workplace Solutions by Enable India is helping candidates who are already employed and find themselves in an uncomfortable situation whenever there is an update/change in the software. This option is helping students in retaining their jobs.

MBA Foundation³⁶

MBA (Mutually Beneficial Activities) Foundation was registered as a Trust in 2002 to work towards rehabilitation of people living with multiple disabilities. The journey towards building the Foundation was initiated by Ms. Meenakshi B and she was supported in this endeavor by her husband Mr. C.R Balasubramanian. Being a parent of differently abled child, they were able to empathize with the issue faced by similarly placed parent group i.e. "After us, what?"

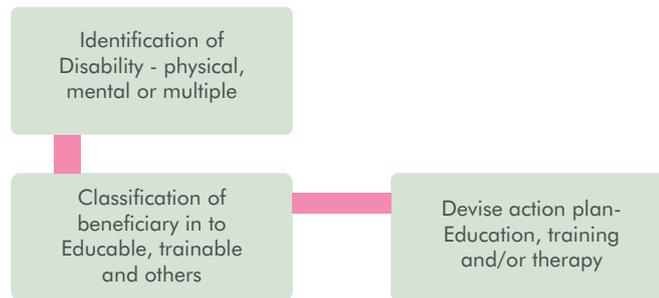
The vision of MBA Foundation seeking to provide an informed response to the above posed question is "Every disabled person has access to all required facilities for Rehabilitation". The strategic objective of the organization is to provide integrated care services for Persons with Disabilities in community based satellite centres. Currently two centres operating in Chembur and Thane provide day care facilities while the centres at Gorai and Powai provide residential life care in addition to Day care facilities. An Integrated rehabilitation center is currently under construction at Airoli.

The organization works with multiple disabilities i.e. physical (hearing/speech, visual, orthopedic, muscular dystrophy, polio, cerebral palsy), mental (learning disabilities, A.D.H.D, dyslexia, mental retardation, Downs syndrome) or Multiple disabilities (combination of physical and mental, trauma cases and AUTISM). The professional team working at the centres includes clinical psychologist, social worker, occupational therapist and special educator.

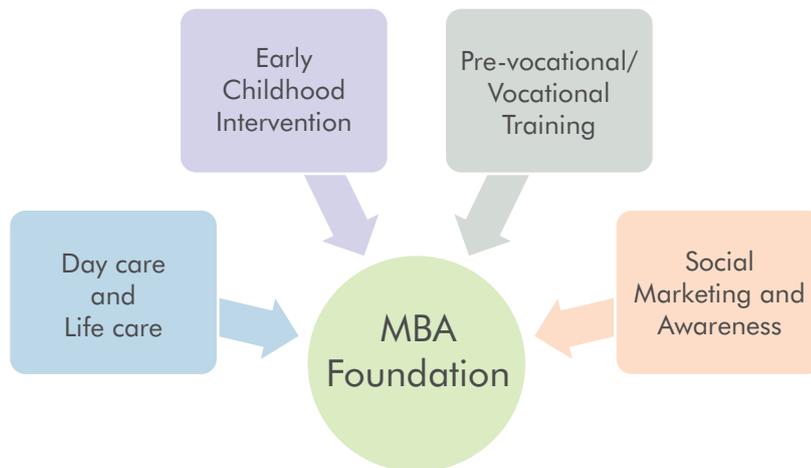
A life with Self Esteem and Dignity for the disabled
Mission statement of MBA

³⁶All information shared in this section has been gathered from a visit to the Centre on 23.09.2014. The researcher had the opportunity to meet Mrs. Meenakshi B, Mr. C.R. Balasubramanian and Ms. Jayashree Patil as part of the process.

What and How MBA works :



• 4.3.1 Best practices at MBA Foundation :



Services provided by organization :

The four satellite centers provide a range of services –

- Early childhood intervention for children with disabilities (6-10 years) – includes diagnosis and assessment, occupational and speech therapy, parental counseling, remedial education and integration into mainstream education.
- Pre-vocational training and education (10-17 years) – includes functional academics, pre-vocational skills such as preparatory training for skill development, attention span enhancement, outdoor activities such as bank handling, clock reading etc.
- Vocational training (16 years and above) – includes arts and craft items, food items, packaging of cleaning items, stationery items, candle making, back office work, tailoring, embroidery and knitting, coaching for NIOS (National Institute for Open Schooling), extracurricular activities, personality enhancement programs etc.
- Social marketing of the Foundation's products add value to the ongoing initiatives and helps develop self-sustainability among the beneficiaries.



Beneficiary at the centre

- **4.3.2 Engagement with Axis Bank Foundation :**

ABF and MBA Foundation started work in 2007. The multipronged support included providing vocational training programme to Persons with Disability in the age group 11-18 years across the four centers. Activities such as candle making, fancy paper bags, sweets, squashes and communication and documentation services such as photocopying, spiral binding, data entry were taught to the beneficiaries. Pre-vocational training for 12-17 year olds had been introduced as a new initiative and target was set to reach out to 117 beneficiaries. Counseling and therapeutic interventions to improve eye hand coordination, mobility, flexibility etc was also provided. Besides working with the primary stakeholders, the organisation also works with secondary stake holders e.g. provisions of counseling services for parents, collaborative work with other non-profit organisations such as Self Esteem Foundation for Disabled (SEFD) which in turn has 15 NGOs registered with them etc.

- **4.3.3 Key Output/Outcomes :**

1.	The vocational training initiative has led to the creation of livelihood options for the people living with special needs. ABF has reached out to 105 beneficiaries through vocational training. The beneficiaries are able to earn supplementary income and there has been reported increase in self - esteem and improved life skills.
2.	Day care and residential life care centers contribute in providing a safe environment for the beneficiaries. Working with parent groups, institutions further enable the transference of this concept of 'inclusion' and mainstreaming them into the larger community.
3.	6 beneficiaries have been placed for job in private sector in back office work.
4.	ABF supported staff also impart capacity building to the organization staff. ToT for the professional staff help in escalation of quality services for the CWSNs.
5.	Social marketing of the products made by the beneficiaries play a dual role – income supplementation and awareness generation at the macro level.

Mitra Jyothi

Mitra Jyothi³⁷ registered as a Trust in 1990 works with visually impaired persons and provides support so that they can be a part of mainstream society. Ms. Madhu Singhal, Founder of the organization believes that “Disability is not the end of the world. It can drive you to achieve great

success and inspire others.”The basic premise is that all persons with disability have the potential to become independent and self-sufficient and given the right opportunity can achieve their goals and play useful role in the society. The organization is expanding the scope of its work to include other disabilities also.

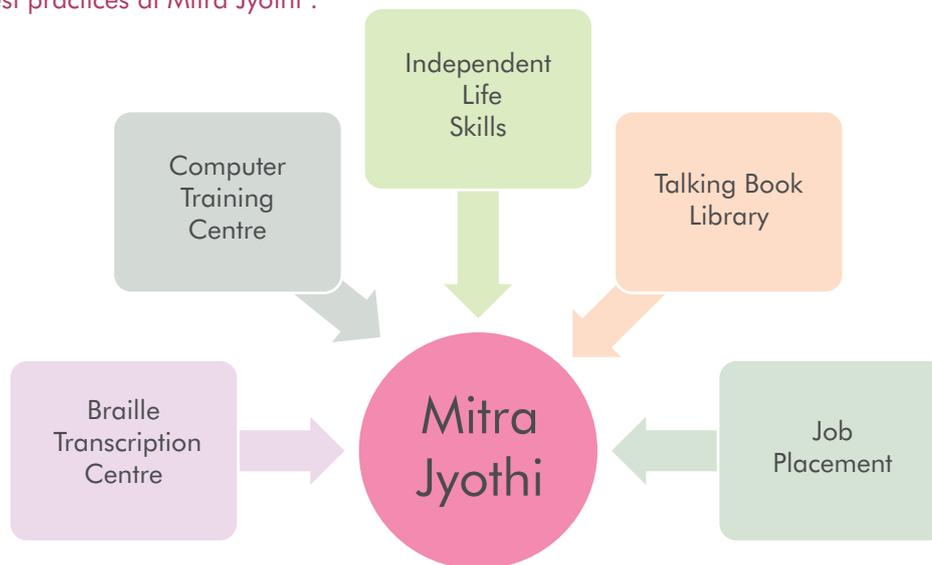
The organization is a member of DAISY (Digital Accessible Information System) Forum of India i.e. DFI which is involved in production of books and reading materials in accessible format for visually challenged people. The organization has reached out to 1800 individuals and 47 institutions.

“Assist visually impaired adults and their families lead independent and dignified lives through education, training, counseling, communication and technology”

Mission statement of MJ

³⁷Based on secondary literature, reports shared by ABF and Mitra Jyothi's homepage www.mitrajyothi.org

- 4.4.1 Best practices at Mitra Jyothi :



Services provided by the organization are :

- Talking Book Library – Audio cassettes and CDs of printed material. Books are read by team of volunteers and professionals and recorded on tapes and CDs for visually impaired people.
- Computer Training Centre – established in 2005 provides 3 months English training and 6 months computer training in CCCT Basic (Career Centric Computer Training) to visually impaired and low vision students. Also provides ToT for special educators.
- Independent Life Skills – residential training program for visually challenged women where they are taught life skills.
- Braille Transcription Center
- Job placement – job placement according to the skill set

- 4.4.2. Engagement with Axis Bank Foundation :

The ABF- Mitra Jyothi endeavor was formalized in 2010 with the broad objective of providing printed material into accessible formats material for the visually impaired persons i.e. access to literature and inclusion through knowledge dissemination. Financial support was specifically provided for expansion of Digital Talking Book Library (DTBL) that includes audio, braille, large fonts etc. Organizing workshops, trainings are ongoing activities for creating impact at macro level such as free eye camps and awareness programme, First Aid and safety training, Personality Development workshops, safe and independent mobility, Short term Web Resource training etc.

• 4.4.3 Key Output/Outcomes :

1.	The engagement is helping in access to publication and information dissemination through audio recordings to visually impaired persons. Social inclusion of persons who are at risk of marginalization or are already marginalized due to their disabilities is an indicator of equitable society. ABF has reached out to 82 members and 3 institutions.
2.	ToT of SSA teachers has reached out to 54 teachers in 3 districts of Karnataka.
3.	MJ has provided job assistance to visually impaired persons in government sector – 42 people have cleared government exams and have got job postings.
4.	Keeping abreast with technological advancement, organization's work through technology Help Desk, DAISY forum provides space for the visually impaired to be mainstreamed and not remain an 'isolated section'.

Noida Deaf Society Noida Deaf Society (NDS)³⁸ was founded by Ruma Roka in the year 2005. What started with 5 students and a small flat, is now a family of over 300 students every year. The project area is in Noida, UP. The main aim of the organisation is to mainstream the hearing impaired youth³⁹. The organisation works in two thematic areas in order to achieve its aim- Vocational training and Remedial Education. In the field of vocational training, students have several computer-based options to choose from. The NIIT institute has accredited the MS office and DTP training being run by NDS. They are also trained for competitive examinations at NDS.

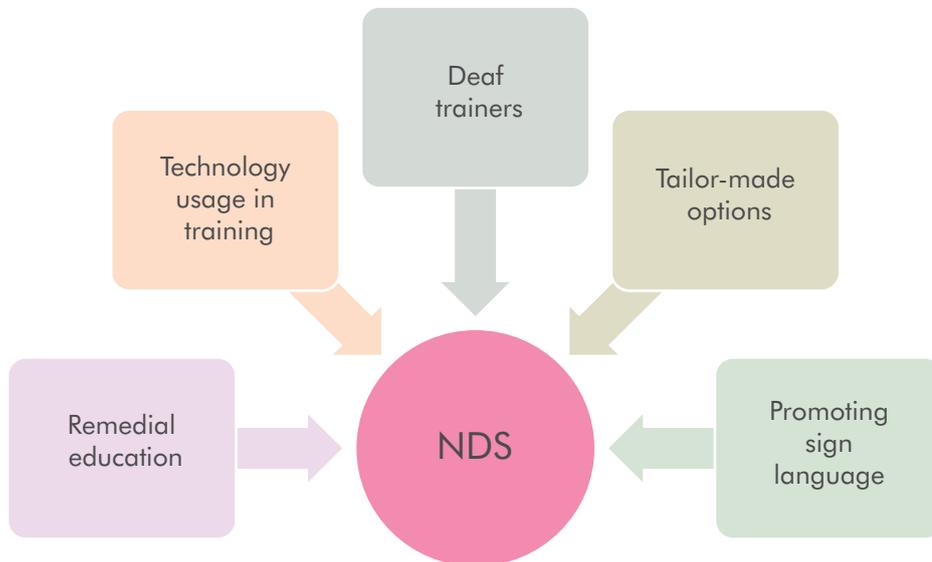
Under the thematic area of Remedial Education, NDS focuses on the children of age group 14-20 years. The lessons are imparted using smart classes so that the learning is effective. It is mainly to enhance their learning at schools. NDS also works in the primary education of the hearing impaired children in the age group of 5-12 years. All the students are trained in Indian Sign Language⁴⁰.

³⁸Progress Reports by NDS/Visit reports by ABF

³⁹NDS's webpage. About us Section. Accessed on 17.12.2014

⁴⁰Ibid. What we do section

- 4.5.1 Best Practices at Noida Deaf Society :



Use of technology :

Visual aids and interactive multimedia is the common teaching tool used by the trainers. The best part about the training process is that it is taken by hearing impaired teachers who teach the students in Indian Sign Language. Students in Remedial Education are taught using smart classes.

Tailor-made course options :

NDS has taken care of the requirements of the hearing-impaired and the job avenues for them. Apart from options of training in Hardware and Networking, DTP and Graphic Design, MS Office and Internet, students at NDS attend lessons in general knowledge, English communication skills, life skills and work ethics. They also have the option of preparing for competitive examinations and filling up OMR in admission forms and answer sheets.



Beneficiaries engaged in the activity

Remedial Education Program :

Students are given supplementary education to cope with their school curriculum. Classes are of very short duration- 1-2 hours a day. Subjects like Hindi, English, EVS, Mathematics and Indian sign language are taught to the students. Many students who joined this programme have moved on to vocational training courses at NDS.



Candidates engaged in classroom activity

- **4.5.2 Engagement with Axis Bank Foundation :**

Noida Deaf Society and ABF have entered into an engagement to provide vocational training to hearing impaired youth, and remedial education to the hearing impaired school children. The project was initiated in April 2009. The current engagement period is from April 2012-March 2015. The mandate is to reach out to 2,250 beneficiaries in the Vocational Training courses, and 100 students per annum in Remedial Education. The courses at NDS that are supported by ABF are English Literacy, Keyboarding Skills, Indian Sign Language, MS Office, Internet Browsing, etc. ABF has also helped NDS in the curriculum development for DTP and Graphic Design⁴¹.

As part of the initial engagement, the concerned Program Manager from ABF visits three to four times per annum and NDS sends quarterly progress reports to ABF. These reports are detailed description of all the activities undertaken by the organisation during that quarter. It also contains details of training in Indian Sign Language, English Communication, Keyboarding Skills, MS Office, Computer Networking and Hardware, DTP and Graphic Design and Remedial Education. The report contains figures of the total beneficiaries trained and accolades received in that specific quarter.

- **4.5.3 Key Outputs/Outcomes :**

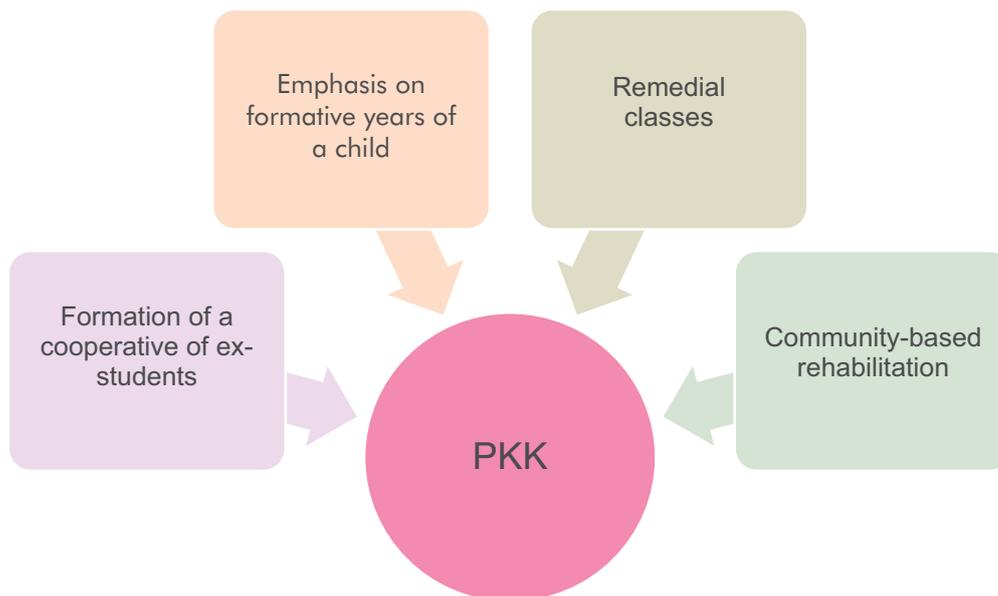
1.	Through this engagement, ABF was a factor in providing vocational training to 773 hearing impaired students during April 2012-March 2014.
2.	A total of 168 students received remedial education because of the engagement.
3.	174 students have been placed with different organisations during April 2012-March 2014. Axis Bank has also employed some students from NDS.
4.	NDS is contemplating on starting centers at other locations. ABF support can be considered to be an indirect factor behind this fact.

⁴¹Taken from ABF's webpage. <http://www.axisbankfoundation.org/partner/northern-india.asp>. Accessed on 17.12.2014

Pratibandhi Kalyan Kendra Pratibandhi Kalyan Kendra (PKK) started from a school in Bandel with six children in the year 1974. PKK has now expanded its services to 2 states-West Bengal and Odisha, and the family has now grown to a size of more than 1,500⁴². It has been registered under the West Bengal Societies Registration Act 1961, Directorate of Mass Education and other such councils.

Pratibandhi Kalyan Kendra is working for children with special needs especially children with hearing impairment and children with mental retardation. The organisation has a clinic and guidance center where tests and audiological assessments are carried out. There is a psychology clinic too where psychological assessments are carried out to address mental health problems. CRY (Child Rights and You) has been supporting the activities of the clinic and guidance programme since 1998⁴³. PKK has facilitated the formation of a cooperative of adult deaf persons and a parent's organisation.

- **4.6.1 Best practices at Pratibandhi Kalyan Kendra :**



⁴²Taken from Pratibandhi Kalyan Kendra webpage. www.pkkindia.org. Accessed on 12.12.2014

⁴³Ibid. Accessed on 12.12.2014



Candidate at the centre

Emphasis on formative years of a child :

PKK's major focus is on early years of disability. The agenda is to identify and provide intervention in the early years. The focus is on developing speech rather than training the students in Indian Sign Language.

Remedial Classes :

The organisation is providing special education to the students who have been marginalised owing to their disability, or their economic condition or due to late detection. The students are provided remedial classes in order to mainstream them in regular schools. Students from playgroup level to college going students attend these classes in order to perform at par with their classmates.

Formation of a cooperative of ex-students/parents' organisation :

The idea to form an association of alumni students led to the formation of a cooperative society of alumni students of PKK. As a result Hooghly Badhir Mudran Samabay Samity Ltd was established in 1987. The alumni students work in the printing and stitching unit of the society. The society is in a way generating profit as well as employment opportunities for the students from PKK⁴⁴.

PKK has also facilitated the formation of a parents' group to generate awareness about the needs of their children⁴⁵. The formation of SHGs has also been facilitated by the organisation. The groups have one or more persons with disability. The idea is to substantiate their income.

Community-based rehabilitation :

PKK has realized that the rural population could not always access urban facilities. Thus, the organization started working towards making its services accessible to remote rural areas by identifying community health workers, training them in early identification of disability, basic management and home based care and provide them (identified beneficiaries) referral linkages to other institutions.

⁴⁴Taken from PKK homepage. Organizational Support section. Accessed on 12.12.2014

⁴⁵ Ibid

- **4.6.2 Engagement with Axis Bank Foundation :**

The engagement between Pratibandhi Kalyan Kendra and ABF has been named as 'Dhwani Vani'. This collaboration started in November 2007, and is continuing till date. The current grant has been committed for 3 years-November 2013 to October 2016. The target is to reach out to 750 beneficiaries in this 3-year duration. The purpose of the engagement is to '*promote inclusive education by providing dedicated intervention and enabling children with hearing impairment parents and community members*'.⁴⁶ The project supports children residing in and around rural areas of Hooghly district in West Bengal.

The Education team at ABF informed that the organisation tries to intervene in the early phases itself. The main aim is to mainstream such students into schools. Remedial education classes are conducted once a week, but not like a regular school. Field workers reach out to students who cannot come to the center owing to distance factor. PKK also provides hearing-aids to students and trains their families to maintain those appliances. As part of the engagement, the team at ABF pays visits to the centers and PKK also sends quarterly progress reports to ABF.

- **4.6.3 Key Outputs/Outcomes :**

1.	ABF has reached out to 194 beneficiaries from playgroup to college level directly till January 2014.
2.	ABF is playing a facilitative role in the mainstreaming of children with hearing impairment to regular schools. The remedial class is also helping students to be at par with their classmates.
3.	The engagement is also letting ABF reach to the families of the students. PKK has facilitated the formation of a parent's group and SHGs. ABF is indirectly also helping their families to substantiate their sources of income
4.	Through the cooperative society of deaf persons, ABF is playing a facilitative role in the income generating activities of ex-students of PKK.

Shishu Sarothi Shishu Sarothi (SS) was registered as a non-profit voluntary organisation in 1987 for working towards rehabilitation and training for people with multiple disabilities with geographic coverage focus on North - Eastern region of India.

The organisation works on a 'rights based approach' for an inclusive barrier free environment where these sections of population who are marginalised are able to be mainstreamed and able to exert their constitutional rights as citizens of India.

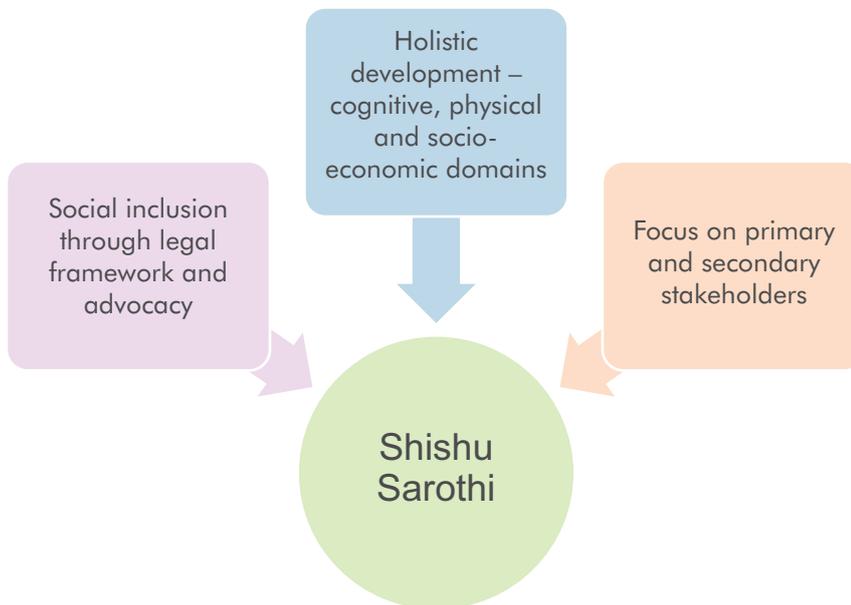
The core objectives of the organisation are accordingly contoured to work at micro level (with beneficiaries, families, special trainers and staff) and at macro level (legislative entities, policy makers, knowledge dissemination through research forums etc.)

"An inclusive society where people with disabilities will have equal opportunities and can participate freely and live with dignity and respect"

Mission statement of
ShishuSarothi

⁴⁶Progress Report PKK November 2013-January 2014

• 4.7.1 Best practices at Shishu Sarothi :



The services provided by the organisation are:

- Training programme approved by Rehabilitation Council of India, Gol to create a pool of trained rehabilitated professionals.
- Day Care Centres for special education (CSE) to provide child specific programmes through all round education and therapeutic inputs to children through a regular curriculum.
- Diagnostic Clinic and Outdoor Service Department (OSD) to provide home management programmes, early interventions, counselling and physiotherapy.
- Disability Law Unit for advocacy of rights of persons with disability through litigation, policy changes and sensitization programmes.
- Vocational training for disabled youths – in catering and other hotel service business.



Candidates at the centre

- 4.7.2 Engagement with Axis Bank Foundation :

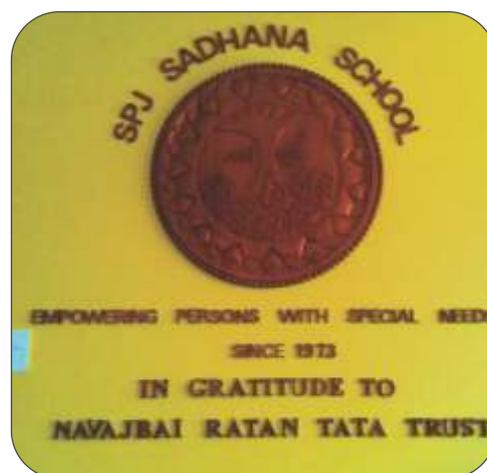
The ABF - Shishu Sarothi joint work was formalized in August 2010 to provide avenues for holistic development in cognitive, physical and socio - economic domains with the larger mandate for inclusion of the differently abled persons in the larger community. The focus was on development of academic and functional skills. Financial assistance was provided to upgrade the existing facilities for special education, incorporation of recreational facilities like sports and other extracurricular activities for therapeutic use for approximately 125 mentally challenged children in Guwahati. Thus a holistic support based services is provided to these children so that they can function as productive members in the mainstream society.

Formation of play group, special teaching unit, leisure learning unit, functional academic unit, computer literacy through ICT lab and providing pre-vocational and vocational training are some of the main activities supported by the grant. The organization also works with other stakeholders such as parents/guardian groups for counseling, ToT for trainers, special educators and at a macro level towards capacity building and formation of support systems for these children.

- 4.7.3 Key Outputs/Outcomes :

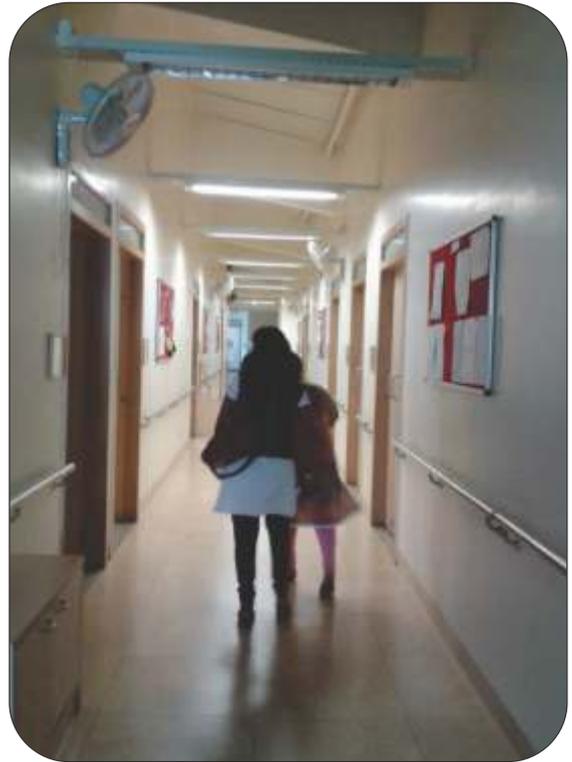
1.	The SS-ABF engagement has contributed to working at a macro level on a 'rights based' approach and interface with legal framework can enable the marginalized section to exercise their rights and be one with the larger inclusive society.
2.	Recognition of 'holistic' development of these children through academics and extracurricular activities provides opportunity for all round development of the beneficiaries. 19 students have joined across the sections. 16 children have been mainstreamed into regular schools in 2011 – 2014. 1 student has completed SSC and is preparing for HSC in regular schools.
3.	135 children have received physiotherapy in 2011-13.
4.	Five teachers have been trained as special educators.

SPJ Sadhana School⁴⁷ : SPJ Sadhana School, an ISO 9001:2008 certified school, running in the premises of Sophia College campus has received many laurels for the quality of its work since 1973, the year of its inception. The key persons behind the idea were Sister (Sr.) Rita Pinto and Dr (Sr.) A. Verghese. Sr. E. Gaitonde is the Principal of the school at present and has been in the service for the last 20 years, while Dr. Radhike Khanna is the Vice-Principal.



⁴⁷All information shared in this section has been gathered from a visit to the school on 08.10.2014. The researcher had the opportunity to meet Sr. Gaitonde and Dr. Khanna as part of the process.

The school with a motto of 'Empowering persons with special needs', has been catering to multiply - handicapped mentally-challenged students to make them productive members of the society. In the year 1991, the school started an innovative concept of imparting skills to these students through a five-year polytechnic course. During the five-year course duration the students are extensively trained for first three years, after which they intern with some organisation working in the field of their specialized vocation. Sr. Gaitonde emphasized that the school is catering to a group which is very low-functioning in the beginning, who are molded towards a vocation where their area of interest and expertise lies. The identification of a vocation best suited to him/her is done by specialized trainers of the institution. This process takes time, sometimes extending up to three - four years, and at times a year is also enough to identify one's interest area. At SPJ Sadhana, training in four avenues is provided-Visual Arts and Crafts, Office Procedures, Hospitality and Catering, General Vocation (Work World Skills) for the multiply - handicapped students. After the training period is over, the students go for placements at concerned organizations. Sr. Gaitonde informed that this year, three of their students fetched internship opportunity with Deloitte. Sister opined that long working hours can be very cruel on these special children, so trainers accompany them in the beginning to their internship organizations and remain with them till they get acclimatized to their workplaces. Trainers also give orientation to the other employees at the workplace. Sister was of the viewpoint that it is high time that people, in general, should recognise these children as 'gifted', and not treat them differently.



Corridors of SPJ Sadhana School

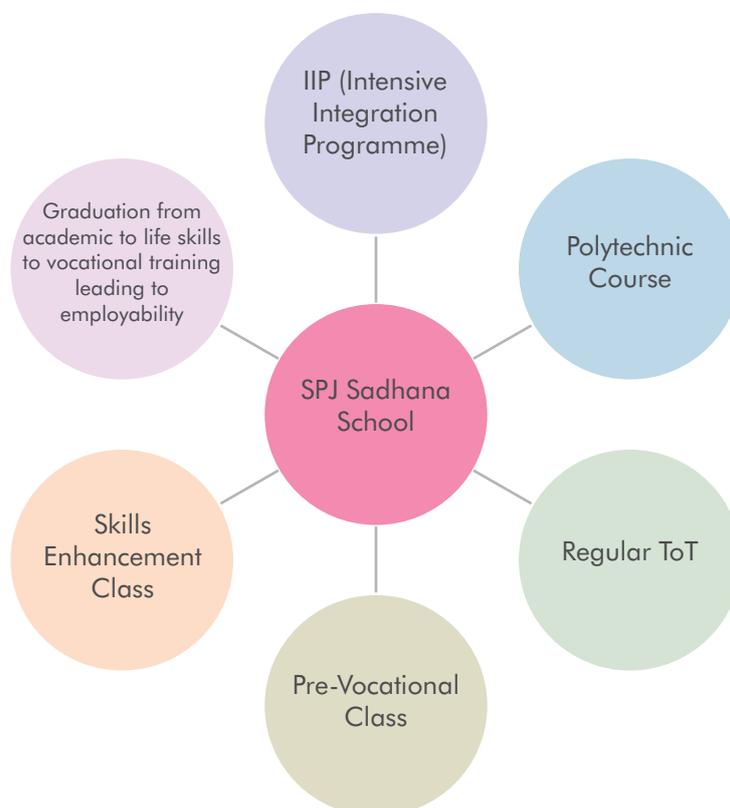
The training in skills begins after the student reaches 15-16 years of age and the Polytechnic Course has been designed for the students of 16-21 years age group. Many a times, the trainers have to start from basics, as the students do not even know basic toilet skills at this age.

Students are enrolled in the school at the age of five. For this age group, the school is like any other school. The students graduate from first to second grade, second to third, and so on. After this junior education phase, the students enter pre-vocational phase (age group- 13-16 years) in which the interest area of the student is identified and gradually the student enters polytechnic course phase and gets trained for five more years in a particular vocation. Sister Gaitonde said that technology has brought wonders in their lives, and that this generation has been aptly called as 'electronic generation'. These special students are very quick learners of technology and work fantastically on the tablets.

"Out of the 3 students who interned at Deloitte, 1 was offered a full-time position"
- Sister Gaitonde

Currently, there are 130 students in the Special School of which 55 students are in the Polytechnic Course. The students from polytechnic course graduate every five years. In March 2015, the fifth batch passed out from the Institute. It is noteworthy here that admissions happen to Polytechnic classes only at the end of five years. Training persons with special needs also requires a very high teacher-student ratio. Being a non-residential school, there are instances where parents from foreign countries have also relocated to Mumbai in order to get their wards enrolled at the school. Sister informed the research team about a parent from Nairobi, two-three families from Middle-east, Kuwait and Abu Dhabi who had to relocate because this is the only school offering training opportunities to the students. Sister confirmed that this is the only school offering Polytechnic Course to special children in the world. The school timings are from 9:30am-3:30pm. Sr. Gaitonde pointed out that no matter how high these students reach, the saddest part is that nobody wants to befriend them. People consider these gifted persons as 'different' and 'not worthy of friendship'. As a result, students have a very poor social life. They are perpetually in touch with their trainers at the school and often visit the school after graduating from the school. They have a great gratitude for their teachers. Sister tried to form buddy groups for the students, but this didn't work out. All things apart, some of the ex-students are also supporting their families. Out of three Deloitte interns, one was offered a full-time position. Sister Gaitonde informed about an ex-student who was working with a company which was taken over by a French firm. However, the company retained the student, and offered him a position where he would be getting 1% of the quarterly profit apart from the monthly salary which he is entitled to.

- 4.8.1 Best practices at SPJ Sadhana School



IIP (Intensive Integration Programme) :

This programme is organised for the students during their holidays where they are taken on excursions. Students are also taken on exposure visits to shopping malls, railway stations, bus-stands, ATMs, cinema halls, and supermarkets as part of their curriculum. The training for these visits start well in advance. Trainers make the students familiar with the history, art and culture and cuisine of the place. Students are taken to several places across the country, and through different modes of transportation. This is done to acquaint the students to all the means of transportation. During these visits, their day to day practices like bedding, toilet, and eating habits are also monitored. The students at the pre-vocational stage are taken for these visits usually for two days and two nights. But, the students at polytechnic stage are taken on excursions for seven days. During these visits, trainers make it a point to create awareness in whichever means of transport they travel. At times, co-passengers have also asked and appreciated the trainers for their work. They are amused on seeing these students doing their work confidently and travelling without any hassles. Sister Gaitonde mentioned that during these visits, for example if the students go by flight, they are pre-trained on how to take their boarding passes, go for a security check and wait for their turn. These exposure visits boost their confidence. This also adds to their knowledge. Hospitality and Catering students get a first-hand experience of the local cuisine of the place, while art students learn art and culture of the place by visiting local museums and art galleries. Thus, these visits are not just excursions to a place, rather a 'study of the area'.

Polytechnic Course :

SPJ Sadhana School is unique in the sense that it is the only institution offering 'Polytechnic Course' to the specially-abled students. Sister Gaitonde confirmed this by mentioning that in world conferences like International Association for Special Education (IASE), where participants from many countries participate, SPJ Sadhana is the only school offering Polytechnic Course to the specially-abled students.

Regular ToT :

The sector requires quality investment in terms of trainers and a regular training of trainers. Sister Gaitonde and Dr Khanna emphasized on the importance of regular ToT and capacity building activities, and also confirmed that at SPJ Sadhana it is frequently organised. Dr Khanna opined that she has conducted ToT sessions not only for the trainers at SPJ Sadhana, but also for trainers engaged with other organisations. Quality trainers form the crux in this field, as training a specially-abled child requires special attention and expertise. Dr Khanna confirmed that she has time and again requested the funders with a similar appeal, as capacity building of trainers and their salary as per the industry trends form a major portion of investment.

Pre-Vocational class :

The Pre-Vocational classes are mainly organized to enhance pre-vocational skills like cognitive skills, team spirit, communication skills, singing skills, acting with dialogue delivery, dance (motor skills). At this stage, the interest areas of the students are identified and the process may span over a period of three to four years.

Skills Enhancement Class :

The Skills Enhancement classes are organized for children whose functioning fall between the categories of severe and profound. The classes involve a lot of activities that can include training the children on team spirit, sense of direction, orientation in space, gross motor skills and enhance experiential learning.

The School focuses on a holistic development of children. It works from academic to life-skills to vocational training leading to employability.

- **4.8.2 Engagement with Axis Bank Foundation :**

Sister Gaitonde threw some insight on how the engagement was shaped with Axis Bank Foundation. SPJ Sadhana School appealed to the Foundation for funds. Mr. Subramanian from ABF visited the school before entering into the agreement. Mr. Subramanian spent three days at the school to understand the pedagogy followed at the school. Sr Gaitonde and Dr Khanna reaffirmed that ABF has now become the greatest propagator of the vision of the school. There are 49 staff and 35 volunteers in the school at present, and ABF is supporting the salaries of 12 trainers. The engagement started with the commitment of supporting the salaries of eight staff, but now it has gone up to 12.

Sr. Gaitonde, on this unique partnership, said that training persons with special needs requires huge commitment from the trained staff. So, it is very crucial and essential to retain the experienced staff. Sister opined that after getting experience from SPJ Sadhana, other schools and organizations easily hire them owing to the high quality of their staff. The school also invests a lot on regular training of trainers to get them updated with the latest skills in this area. The investment is not only in financial terms, but also investment of time and energy. Regular capacity building of staff is essential to be of best service of students. The same reporting format is followed in this engagement too. SPJ Sadhana sends quarterly reports to ABF. The report contains the progress report of all the trainers whose salary is supported by ABF. The engagement has been titled as 'Creating pathways to opportunities for the Mentally Challenged'. The detailed break-up of 12 trainers who are directly benefitting from the engagement are- ten special trainers, one occupational therapist and one counselor. The progress report contains details of all the activities undertaken at SPJ Sadhana School in that quarter, including the awards and accolades won that quarter.

- 4.8.3 Key Output/Outcomes :

1.	The initiative has led to the creation of livelihood options for the children with special needs (CWSN).
2.	The initiative has helped SPJ Sadhana School retain its experienced trainers.
3.	ABF is indirectly reaching out to 130 students from the Special School, of which 55 are in the Polytechnic Course.
4.	ABF supported staff also impart trainings to special trainers, and other professionals in the field of special education. This is helping in dissemination of knowledge and expertise to other organisations which would indirectly help in creating better services for the CWSNs.
5.	The sports training that the children undergo, have led them to win several accolades for the school. The children have won in table tennis, aquatic games and have also participated in camps for regional and national level games.
6.	The pre-vocational and skills enhancement classes conducted by the organization equips CWSNs with life-skills and prepares them for vocational training.
7.	SPJ Sadhana School promotes placement of its children. The school facilitates internship at different organisations like The Lalit Hotel, Deloitte and many others. The children from previous batches have secured jobs at Deloitte and Om Creations.

- 4.9 SWOT analysis of ABF-NGO interventions :

Strengths

- Due diligence followed in Implementing Partner selection.
- Templates for Monitoring and Evaluation process are in place-Narrative reports, Progress reports, and Visit reports. Process management in place ensures uniformity in the reporting format and evaluation.
- Rigorous programmatic audit combined with financial audit ensures smooth progress of intervention and allows for course correction, if necessary.
- The holistic approach to intervention enables work towards an integrated and all round development of the beneficiaries. Physical, mental, academic and skill development initiatives taken up by the NGOs.
- Interventions /Work at micro and macro level
- The concept of 'shared partnership' provides space for shared interaction and knowledge dissemination between ABF and the Implementing Partner. Observations from field visits shows trust and mutual respect between the two players.
- The brand name of ABF adds value to joint engagement in specific thematic areas and CBOs/NGOs working at micro and macro level can escalate the quality and scope of their work.

Weaknesses

- Absence of baseline data makes quantification of impact of intervention with implementing partners a challenging task.
- A third-party mid-term review and impact assessment has not been conducted for projects in thematic area of 'inclusive education'. This leaves a gap in course correction of strategic planning and continued assistance with the projects.

Opportunities

- The thematic area of Inclusive Education provides ample opportunity for intervention with marginalized section and education is one of the key tool for mainstreaming and inclusive society.
- Working with primary and secondary stakeholders can open up space for intervention at micro and macro levels. Capacity building can contribute to national-level resource centers within this vertical.
- Supporting advocacy based initiatives has immense potential for social change at the level of policy making.
- Employment of PWDs in Axis Bank can set a precedent and act as a role model for other financial institutions.

Threats

- Slow phasing out of projects in the sector of education and moving towards livelihood projects can leave a gap in the thematic area of inclusive education where there is a need for targeted interventions to mainstream the large section of marginalized groups who otherwise would remain hidden.

CHAPTER 5

IMPACT OF ABF'S ENGAGEMENT IN SPECIAL EDUCATION AND MODEL FOR INCLUSIVE EDUCATION AND RECOMMENDATIONS AT SCHOOL AND COMMUNITY LEVELS

The impact of ABF interventions has been captured through case studies which showcases qualitative changes in the way of life of the beneficiaries. The outputs and outcomes of the interventions at the individual and societal level are also presented to highlight the work carried out in the area of special education.

- **5.1 Case studies to highlight qualitative changes in the lives of the beneficiaries :**

Case study 1 - Noida Deaf Society

Ms. Geeta Hasiya, a deaf girl from Hisar in Haryana is an Officer at the Axis Bank Service Branch in New Delhi. Geeta is the youngest in her family and is hearing impaired as is her elder brother. Her mother who was a teacher realizing the poor condition of special education in India, learned sign language and made it her life's mission to teach deaf children. When Geeta was 12 years old, she lost her mother to cancer. She went to a boarding school in Delhi where she completed her Class 8th and moved back to Hisar since there were no schools for the deaf. She did her graduation from Open University with help from her brother and sister-in-law. She came to know about Noida Deaf Society (NDS), one of Axis Bank Foundation's partners who work in the space of Hearing Impairment. The sudden death of her father left her devastated, but her brother insisted that she move to Noida and study at NDS.

Geeta joined NDS and completed courses in MS Office, English Communication, and Keyboarding Skills. After completion of job screening process, she was offered job in Axis Bank. She is a role model to all the girls at NDS and her dedication and motivation is held exemplary. Today she is very happy that she can support herself and is grateful to her brother for being with her through thick and thin.

Geeta and Ms. Ruma Roka, Founder and Gen. Secretary of NDS were invited by America India Foundation to speak about NDS's cause at their Annual Galas held in Washington, New York and Chicago. Ms. Ruma spoke about the deaf community in India, the dismal quality of education, the non- acceptance of Sign Language as a medium of communication and the lack of employment opportunities for the deaf.

Case study 2 - Mitra Jyothi

Mr. Girish S hails from Aluru , Koodluga Taluk , Bellary district. He is from a very poor economic background where his parents were engaged in firewood business. During his school days, his father lost his vision and his mother expired. Gowda became a member of MJ's audio library in 2007. With assistance from the resource centre since intermediate level, he has secured 85% in 12thstd, 84% in BA, 74% in MA. All the study materials were provided by MitraJyothi. Girish says that timely recording of books with updated syllabus is an advantage. He is an awardee of "Pratibha Puraskar" by ABVP for securing good marks in 10th and 12thstd. Currently he is working as first divisional assistant at Zilla Panchayat Office, Chitradurga. His future plan is to be a professor in Kannada.

Case study 3 - Pratibandhi Kalyan Kendra (PKK)

Master Rajjak's father works as a tailor and he was brought to PKK at the age of four. The family had visited the National Institute of Hearing Handicapped at Kolkata, where the profound degree of hearing loss of the child was detected and confirmed. Since Rajjak was not getting significant input from his hearing aid, he was fitted with a pair of appropriate digital hearing aid. A part of the cost was mobilized by the parent and the balance was supported by PKK.

Rajjak started attending the training sessions at the clinic section with his mother since September 2013. Initially they faced language problems, but gradually they picked up and could understand Bengali language.

Since the time of enrollment, Rajjak has attained significant development in the areas of listening, understanding, speaking, reading and writing. Now he can imitate uttering 2-3 word sentences, identify and count 1-10, read and identify 'swaravarnas' (vowels) in Hindi, copy two lettered words, identify colours, pictures of fruits, body parts, objects needed for bathing, eating and dressing, follow action rhymes, draw and colour.

His mother is very enthusiastic and never misses any class or parents' training session at PKK. His class teacher visited Rajjak's small one room house and made a note of the language cum activity corner in the house as advised by PKK for his training.

Case study 4 - Enable India

"I have decided never to give up".

Melwyn was a manager at a hotel in Mumbai and the bread winner of his family. Two years back, he lost his vision in a near death road accident in Mumbai that left him blind and absolutely dependent on his family for all his needs. As days went by, his frustration increased as he struggled to deal with his disability. The first year was spent with his multiple surgeries. During this process his friends and family were very supportive. In spite of the support Melwyn received from his family and friends he was very agitated and disturbed as he felt very incapable. It was at this time that he came across information about the training and rehabilitation process at Enable India. His determination to get rehabilitated, learn computers and live an independent life got him to approach Enable India.

When he came to Enable India, he required assistance from his wife for mobility. Gradually the mobility training helped him to use a cane as a solution to move independently. The intervention and periodical counseling helped him open up. His wife was also involved in the counseling sessions and this helped the couple to work out a plan that helped in his rehabilitation. The life skills sessions helped him to introspect and work on his pent up anger. He slowly started managing his emotions and this helped him become a favorite amongst his peers. The volunteer activities helped him accept his disability and he learnt to be comfortable with his disability through the exposure, and interact with the sighted world as before. The activities also helped him make a lot of friends and he started losing his inhibitions and fear that he had within, after his accident. With the acceptance of his disability he started to use solutions to get his work done by asking for help and finding alternate ways to do a given work. The Social Integration Project given to Melwyn proved to be a breakthrough as he was now able to do all his daily living activities by himself as well as prove to his family members that he was no longer dependent.

Melwyn is undergoing his Career Centric Computer Training at Enable India where he has started to understand his disability through the life skills training provided. He has started to use computers with the help of screen reader in his computer sessions. Most importantly, he has started to accept himself and is taking small steps towards his progress.

- 5.2 Output and outcome of ABF Education sector interventions at individual and societal level :

Individual level

From 2006-2013, ABF interventions have impacted 4.25 lakh beneficiaries, out of which 1.5 lakh (35%) belong to education sector.

Multi-pronged approach is adopted whereby the beneficiaries are provided with diagnostic and assessment services (PKK, ADAPT), appropriate support aids and client centric counselling services (MBA, PKK, ADAPT), remedial classes to facilitate for mainstreaming education (NDS, ADAPT, PKK), vocational training (SPJ Sadhana School, MBA), job placement (MJ, Enable India, SPJ Sadhana School, NDS).

The beneficiaries after rehabilitation are able to contribute to the family income. Few are working in formal sector and have a definite career path. This results in increased self confidence and self esteem opening up avenues for living 'life with dignity'.

Life skill training enables the beneficiaries to become more self sufficient and become part of an inclusive society.

Societal level

The ABF-Implementing Partner engagement is instrumental in creating an ecosystem for Inclusive Education (ADAPT, PKK, SS). Few organisations are instrumental in capacity building of other groups such as parents (PKK, SS), likeminded organisations (Enable India, SS). ADAPT and SPJ conducts regular ToT to ensure training quality.

MJ, Enable India has escalated to becoming national level resource centres. ADAPT is working to liaison with government programme at District level for inclusive education through Anganwadis. SS and ADAPT have adopted 'rights based approach' for working towards advocacy issues for these marginalised groups.

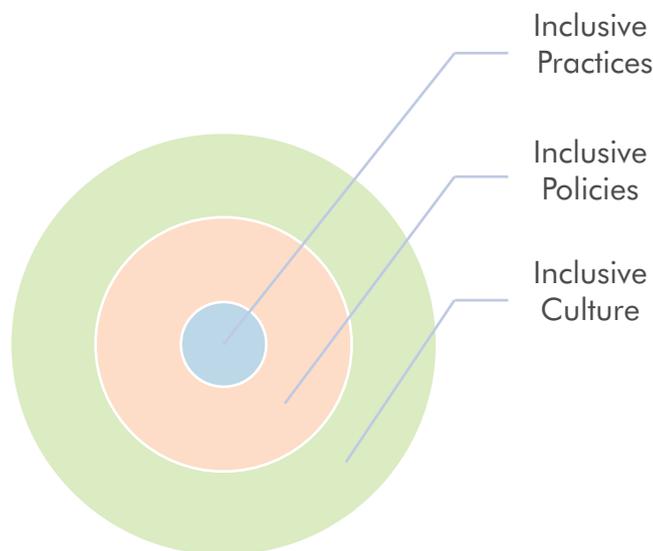
Inclusive education entails an inclusive culture and policies in the community. Through the target specific tailor made interventions, these organisations are working to create sensitization towards the special needs of certain marginalised groups. The persons with special needs do not remain as 'hidden pockets' but are provided opportunity to become productive members of an inclusive society.

- 5.3 Model for Inclusive Education :

“...inclusive education is not an alternative but inevitability, if the dream of providing basic education to all children is to ever become a reality” (Examples of inclusive education UNICEF)

The good/best practices followed by ABF-NGO engagement as a part of the study reiterates that an inclusive education approach would encompass inclusive schooling, teacher development initiatives, support specific needs of children with special needs, and larger community-based programs. The concept of inclusive education is still in stages of metamorphosis and needs space for evolution to reach out to larger section of the population which is not able to attend formal schooling.

The following section attempts to deconstruct and demystify the concept of inclusive education for the purpose of creating a 'good practice' model.



Inclusive Community Model (Booth et. al 2001)⁴⁸



A bottom-up approach based on stakeholder partnership, community buy-in, will reach out to children with special needs in remote and rural areas. Access and equity form a crucial component in reaching out to CWSNs and mainstreaming them into education system.

⁴⁸Booth, T. et al. (2001). Index to Measure the Impact of Inclusive Education. CSIE, UK.

The following practice adherence will enable an Inclusive Education culture-

School-level

- ToT for teachers, and special workshops for professionals working with CWSNs
- Sensitisation programme / Workshops for school administration, teachers and students
- Child-friendly curriculum/Appropriate teacher-student ratio
- Appropriate teaching pedagogy and evaluation system
- Disable-friendly physical infrastructure (ramps, accessible toilets etc.) in place
- Support team in place-physiotherapist, occupational therapist, clinical psychologist, counsellor
- Assistant teachers/Shiksha Mitra for doing liasioning work between schools and community

Community-level

- Awareness generation based on KAB (Knowledge-Attitude-Behavior) practices model, workshops and interface with community
- Community mobilisation and sourcing strategies in place
- Work in partnership with Anganwadi and Balwadi, training of grass-root level workers
- Home/Community-based rehabilitation programme for Inclusive Education
- Disable-friendly physical infrastructure (ramps, accessible toilets etc.) in place
- Early childhood care and education
- Support groups-peer, parent support groups
- Development of national-level resource centres
- Integrated education with early identification, functional and formal assessment of target groups with appropriate educational placement, aids, support services
- NGO / CBO promotion and formal partnership



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