

RAISE - NE

Regional Action On Inclusive Education

Final Evaluation

19-02-2020

To The Principal

Sub: Requesting for setting up accessible Schools.

Dear Sir/Madam,

We the members of the childrens Parliament of [redacted] are writing this letter requesting your School to set up accessible infrastructure in your respective Schools, as we believe that all schools should be accessible for accomodating children with disabilities.

We also request you to appoint trained teachers, so that children with different disabilities may learn better and gain more knowledge through different ways of learning.

Thank you for your kind consideration

consider our humble request for the betterment of the children.

Sincerely

Wanayipai Dkhar (W. Dkhar)

Pankaj Agarwalla

Aidaplin (A. Lyndiang)

Subarika J. Syiem

Rcalda (R. Suchiang)

Kapesa (Jacinta)

Moris Taro (M/Taro)

Amika

Baniarap (Baniarap)

Baiahunlang (Baiahunlang)

(Members of the Children's Parliament [redacted]).

The cover photo of this document consists of a photograph of the scenic view of mountains representing the landscape of North East India.

Caption: RAISE – NE

Regional Action on Inclusive Education - Final Evaluation

Overlaying is a letter received from a group of students representing the Children's Parliament.

The letter is addressed to 'The Principal' dated 19-02-2021

Sub: Requesting for setting up accessible Schools

Dear Sir / Madam,

We the members of the Children's Parliament of (text removed for confidentiality reason) are writing this letter requesting your School to set up accessible infrastructure in your respective Schools, as we believe that all Schools should be accessible for accommodating children with disabilities.

We also request you to appoint trained teachers, so children with different disabilities may learn better and gain more knowledge through different ways of learning.

Thank you for your kind consideration regarding this matter. We are hopeful you will consider our humble request for the betterment of the children.

Sincerely,

(Members of the Children's Parliament)

Children's name listed below with their signature

Wansyrpai Dkhar, Pankaj Agarwalla, Aidaplin, Jubarika, Reaslda, Kapesa, Moris Taro,
Amika, Baniarap, Baiahunlang

Note - The consent for this letter is enclosed as an annexure. It is only for use by people involved in the project (internal use only).

CONTENTS

Title page	2
Geographical representation of project area	5
Index, list of abbreviations	6
Executive Summary	9
Introduction and Background	15
Evaluation Methodology	22
Evaluation findings and analysis	27
Overview of the Status Of Partners	28
General Comments	38
Result Area - 1	45
Result Area - 2	52
Result Area – 3	56
Result Area – 4	61
Result Area - 5	70
Conclusion	74
Lessons learnt	75
Recommendations	76
Lessons learnt about the evaluation report	82
Annexures	83

Tables & Figures

Figure 1	Partner Organization & donors
Figure 2	List of stakeholders interviewed
Figure 3	Number of students transitioned to private mainstream schools over the RAISE project period
Table 1	Depicting enrolment of children with disabilities in SSA Schools
Figure 4	Percentage of children with disabilities in SSA Schools
Figure 5	Enrolment Trend of children with disabilities in RAISE Partner SSA Schools
Figure 6	Trends of Girls and Boys with Disabilities in SSA Schools partnered by Mary Rice, Meghalaya
Figure 7	Trends of Girls and Boys with Disabilities in SSA Schools partnered by Shishu Sarothi, Guwahati, Assam

RAISE NE

REGIONAL ACTION ON INCLUSIVE EDUCATION IN NORTH EAST

EVALUATION REPORT

DATE: 1ST SEPTEMBER TO 31ST OCTOBER 2021

EVALUATION TEAM

1. Ms. POONAM NATARAJAN – FOUNDER VIDYA SAGAR.
2. Ms. RADHIKA ALKAZI – FOUNDER ASTHA.
3. Ms. RAJUL PADMANABHAN – COUNSULTANT, FORMER DIRECTOR VIDYA SAGAR.
4. Ms. RADHA RAMESH – DIRECTOR VIDYA SAGAR.
5. Dr. ANUPRIYA CHADHA – COUNSULTANT, FORMER CHIEF CONSULTANT SSA.
6. Ms. SUDHA RAMAMOORTHY – COUNSULTANT, BOARD MEMBER, VIDYA SAGAR.
7. Ms. RICHA BHUTANI – RESEARCHER, PRACTITIONER ASTHA.
8. Ms. KRISHNA KUMARI – COUNSULTANT, SPECIAL EDUCATOR.
9. Mr. RAJIV RAJAN – ACTIVIST, ALUMINI, VIDYA SAGAR FOUNDER EKTHA FOUNDATION.
10. Ms. GOMATHI MANI – COORDINATOR – CBR, VIDYA SAGAR.

FUNDED BY





ABBREVIATIONS

CAA	Citizenship Amendment Act
CBM	Christian Blind Mission
CCI	Centre for Community Initiative
CRE	Continuing Rehabilitation Education
CBR	Community Based Rehabilitation
CwD	Children with Disabilities
CWSN	Children with Special Needs
DRR	Disaster Risk Reduction
DDRC	District Disability Rehabilitation Centre
EENET	Enabling Education Network
EVS	Environmental Studies
FRC	Ferrando Rehabilitation Centre
IE	Inclusive Education
ICT	Information and Communication Technology
IVC	Include Vidya Campaign
INGOs	International Non-government Organization
JSS	Jyoti Sroat School (Bethany)
JVS	Jan Vikas Samiti
KT	Key teacher
KII	Key Informants Interview

LFW	Light for the World International
M&E	Monitoring and Evaluation
M.Ed	Master's in Education
MHRD	Ministry of Human Resource Development
MRC	Mrinaljyoti Rehabilitation Centre
MTR	Mid Term Review
NE	North East (India)
NEP	National Education Policy 2020
NIEPVD	National Institute for the Empowerment of Persons with Visual Disability.
NRC	National Registry of Citizens
NGO	Non-government Organisation
OPD	Organizations of Persons with Disabilities or OPD (also referred to as a Disabled persons' Organization, or DPO).
PCT/PT	Project Coordination Team/ Project team
PD	Project Director (of PCT)
PPP	Public Private Partnership
PRI	Panchayat Raj Institution
PO	Partner organization
RAISE NE	Regional Action On Inclusive Education In North East India

RC	Resource Centre
RPWD	Rights of Persons with Disabilities Act 2016
RTE	Right of Children to Free and compulsory Education Act 2009
SARO	CBM South Asia Regional office
SDP	School Development Plan
SMC	School Management Committee
SPED	Special Education (teachers)
SSA	Samagra Shiksha Abhiyan
TE	Scheme for Teachers Education
TLM	Teaching Learning Material
TOR	Terms of Reference
USP	Unique Selling Proposition
UDL	Universal Design for learning
UNCRPD	The United Nations Convention on the Rights of Persons with Disabilities
WG	Working Group

EXECUTIVE SUMMARY

RAISE - NE Project has completed the five-year period. It is an ambitious and inspiring project to work on quality inclusive education for children in SSA Schools. It spans over 5 States in selected districts, with 15 NGO Partners and 80 SSA Schools, However by the end of the Project there are 4 States, 13 NGO Partners and 72 SSA Schools. The project design includes 5 Result Areas.

The project underwent some major course corrections mid-way and has also had to deal with the major disasters of the pandemic, floods and political upheavals. Despite this Teacher Training has been one of the most transformative elements, there has been a big shift in the attitude of every key teacher and most teachers, said virtually in one voice, “Now we are thinking of all children”.

The Evaluation Team has done desk review of the materials provided, which includes the Log Frame and Reports, and information gathering through Focused Group Discussions, One on One interview and sending questions on Google Forms. The evaluation was done online.

The main outcome of actual numbers of children with disabilities completing the elementary education cycle during the project period, in the 72 SSA Schools cannot be determined due to lack of year wise breakup of data, as the baseline was year 3 and in year 5 schools had closed due to the pandemic. The total numbers for both girls and boys does not show major changes.

Girls and boys with disabilities have transitioned from special schools to mainstream schools, but this has been more in the private schools. Children in the Partner Organizations (PO) have moved from the special section to the mainstream classroom, which is a positive move. Another important outcome has been the requests from government officials and SSA Schools from trained NGO staff to provide expertise and support in inclusion of children with disabilities, especially for training, lesson plans and making of TLM.

Teacher competencies among the partners in inclusive methodologies has been the highlight, however, it needs to continue both among partner staff members and SSA teachers. All have not been able to complete the ICT modules.

While government officials have been responsive at the local levels, at the state levels some interest in the learnings from the RAISE project is there, it needs much more advocacy. The exception being Tripura State, which has launched Saksham, a flagship programme. RCI has not invested in using the RAISE training materials. The awareness among parents of both children with and without disabilities has increased. The highlights have been non-gender typical activities like sports and Inclusive Children's Parliament, where girls participated equally with the boys.

The outcomes in the minimum set of requirements in the PPP model vary on different fronts. The School Management Committees that have a legal mandate to include children with disabilities and their parents, will lead to long term sustainability. Accessibility in SSA Schools is improving as per building code standards. In the Project period drop outs have not been reported. Rehabilitation services and assistive devices were organised for 62 children, however assessment and assistive devices camps were not held by all organizations.

The RAISE Project has strengthened the system for inclusive education, however State action plans have yet to adopt all the approaches and learnings from the project.

Recommendations in Result Areas:

Result Area 1 - Resource Centre:

All Resource Centers continue to function at the same level as during the RAISE project period. Ideally, they should be looking at enhancement and expansion as and when they have the resources for them. A framework was developed to define the Resource Center, it should be revisited for future plans.

Result Area 2 - Teacher Competency:

- The key teachers felt the training should have given more time for reflection and for fieldwork. They would like to understand the government school systems better.
- Capacity building of teachers in the following needs to continue: Curricular adaptations, multi-level teaching and addressing diverse learning styles, classroom organization, use of reasonable accommodations, universal design for learning, digital learning, lesson planning and formative and summative evaluation.
- The training of more teachers to continue.

Result Area 3 - Attitude Change:

- There needs to be State / Region-specific advocacy plans.
- There needs to be a separate person from each organization to work on advocacy and awareness raising.
- An analysis of the State Education Plans and Rules will help to make the Advocacy plan.
- A community survey and analysis of the reasons why the enrolment in schools is low.
- Capacities on the Rights of Persons with Disabilities Act need to be built, so that more and more impairments recognized under the Act are covered.

Result Area 4 - PPP Model:

- Constant and Proper communication between the government and organizations during the planning process.

Result Area 5 - Joint Learning:

- Materials developed must be available to all. The resources should be available on the internet under the creative common license.
- The Manuals developed during the RAISE project should definitely be shared with the Central and the other State governments.

The most important areas in terms of Impact are the training of key teachers and creating materials for Inclusive Lesson Plans and the Basic and Advanced Manuals. Another major

outcome of the training and facilitation has been developing of vital policies like Gender, Child Safeguarding and the Disaster Risk Reduction. This has not only empowered the NGO Partners, but they are able to take it further and train staff in SSA Schools and other organizations. Sign Language being learnt and practiced in so many schools by many students with and without disabilities is unique. Some schools have sign language interpreters also.

The Pillars of Inclusion Index can help for self-assessment and reflection, however, for an evaluation it is not possible to point the weaknesses and strengths within each pillar. One more pillar on empowerment of students will be interesting, as the Children's Parliament has started giving the students a voice and an understanding of collective action.

The Cluster model of INGO - RCT - NGO - SSA Schools is an extremely good idea for collaborations and joint learnings, but the governance of so many different elements became very difficult.

As a collective, it is important to take the materials and learnings to the national and state levels.

There have been many challenges in the five years, like change of leadership at all levels and the need to go back to the drawing board. There has also been attrition of key teachers. This has certainly affected the pace of the work.

The project seems to be on track with reference to the overall and specific objectives; however, enrollment rates still remain low. Besides poverty and other socio economic issues, this also points to the state of education in the country, where there is a preference for private schools.

The Main Recommendations are:

1. Sustainability and Networking:

- International, National and State Level Workshops which includes Governments, Industry Associations, CSR Aggregators, Philanthropies to make the learnings and experiences more visible.

- A 2 page Brief on RAISE for Social Media.
- Network with Mainstream National Education Advocacy Forums to put children with disabilities on their agenda.

2. Collaborations:

- Training by the Lead Partner to be completed as many could not attend due to the pandemic.
- Children's Parliament to continue and be strengthened.
- Advocacy for setting up Parent Networks and involving OPDs must continue.

3. Energising the Community:

- All the students of NGO Partners and SSA Schools should lead a campaign on Disaster Risk Reduction, especially on the appropriate community behaviour for the pandemic, since the possibility of new variants is still there.

4. Consultations:

- A standard practice for consultations should be put in place, since many stakeholders such as parents, students and all staff were not consulted while designing the RAISE project. A bottom - up approach will ensure greater ownership.

5. Introducing a Non - Discrimination Policy:

- With the other policies, after consultation with stakeholders a policy on Non-discrimination should be evolved. This will ensure the dignity and autonomy of vulnerable stakeholders.

INTRODUCTION AND BACKGROUND

The Regional Action on Inclusive Education in North East (RAISE- NE) Project 2016 - 2021 has completed the planned 5-year period and the final evaluation looks at the achievements and challenges of this unique project through the 5 Result Areas. It is a project initiated to complement the programme of Samagra Shiksha Abhiyan on inclusive education that aims to improve the quality of education for children with disabilities in government/government supported schools.

The project is ambitious and enormous, 3 INGOs, 5 States, 15 NGO Partners and 80 SSA Schools. The project came together, as each of the INGOs were working on inclusive education and funding different organisations in the North East. Coming together and building an alliance like this, should make a significant impact at all levels, the schools, School Management Committees, SSA, students, families, the communities, government officials working not only in education but, other related areas too, like PRIs, DDRC, health, nutrition, women and children.

There was elaborate planning and the project was launched on 26th February 2016 by the SSA Director. This was done after two years of preparation from 2014 to 2016. The following Committees were formed to implement the plan and design.

- Steering Committee.
- Project Coordination Committee.
- Four Working Groups - Curriculum Development, Assessment, Advocacy and Monitoring and Evaluation.
- Ms.Aloka Guha as Consultant, traveled to all the chosen NGO partners and consulted with the key stakeholders to understand their strengths and weaknesses and make individual plans.

The INGOs supporting the project are: CBM, Light for the World International (LFW), Austria and Jan Vikas Samiti (JVS, supported by Liliane Foundation, the Netherlands) Varanasi, all of whom have major presence in North Eastern States of India.

The project of CBM is supported by 2 member associations namely CBM Australia with 75 % funding and CBM Italy with 25% funding.

The project worked in selected districts of the following 5 States: Assam, Manipur, Meghalaya, Nagaland and Tripura.

The number of NGO Partners varied in each State, they were also diverse in expertise and size.

Lead Partners: Bethany Society and Shishu Sarothi.

Each partner selected 5 SSA Schools, Bethany the lead decided to work with 10 schools, taking the total to 80 schools, However by the end of the Project there are 4 States, 13 NGO Partners and 72 SSA Schools.

Figure 1: Partner Organization & Donors



The Specific Objective of the Project

Improved quality of education for children with disabilities in neighbourhood (government) elementary schools in selected districts of 5 states (Assam, Meghalaya, Tripura, Nagaland, Manipur) in Northeast India through working on 5 Result_Areas:

- **Result Area 1:** *NGO Resource Centers (RC)* - RC strengthened to promote Inclusive Education for children with disabilities.
- **Result Area 2:** *Structured inclusive education* - Training Courses/Programs for teachers further developed and delivered (Teacher Competence).
- **Result Area 3:** *Attitude Change* - Advocacy and awareness initiatives on the right to education of children with disabilities to the government and civil society.
- **Result Area 4:** *Replicable PPP Model* - Government schools supported to become models of inclusive education in public private partnership.
- **Result Area 5:** *Joint learning* - Innovative Approaches and Good Practices of Inclusive Education documented and widely shared.

The objective of the evaluation is:

To review the progress of the RAISE-NE project with respect to the set goals and objectives identified at design, by assessing the progress, quality, effectiveness and current relevance.

Purpose of the evaluation -

The evaluation will review the RAISE. The purpose of the evaluation is to establish and document the **impact and effectiveness** of project interventions to uncover the **major project successes** (overall understanding of inclusion across partners, partner capacity, etc.), what **elements have the potential to be replicated or scaled-up** and render accountability to donors. The evaluation is expected to provide data on the performance, impact, and sustainability of **project interventions**. The findings and recommendations will contribute to a learning process which enables CBM, LFW, JVS, its partners and respective state education departments to **draw lessons** from its experience in order to improve the quality service in promoting inclusive education. Assessing the extent to

which the outcomes of the project have been achieved, determine **relevance, efficiency, effectiveness, disability inclusion and sustainability of the interventions/project** and document new knowledge and important topics for further inquiry, action, lobbying and influence.

The main beneficiaries were:

- Children with disabilities in Government and NGO partner schools
- Families of children in the project area
- Primary school teachers and SSA schools
- Resource teachers in SSA schools
- Special Educators among NGO partners
- Parent's Associations
- Organization of persons with disabilities. or OPD (also referred to as a Disabled persons' organization, or DPO).
- Policy makers, administrators and relevant Governments in Education, Health and Early Childhood
- Children without disabilities.

In 2018 a Mid - Term Review was undertaken as is a general practice in all projects. However, this has become a major milestone in the project. The reviewing team made several recommendations which helped in course correction. This had become necessary as there were many delays according to the timelines and more than that several governance issues and some differences in ideologies were creating difficulties in decision making and moving forward. Senior functionaries in the project had to be replaced and a fresh roadmap laid out.

Some of the observations made in the MTR were as follows:

Overall observations

- There were many positive developments in the areas of key teachers training, development of pedagogy and in terms of their understanding of inclusive education.

- NGO'S reported frustrations in the processes of governance which were restricting rather than enabling, as the partner NGO's were funded by different donors the flow of money was not synchronised
- Reporting systems were unclear as the PCT and the NGO's were reporting to the individual donors rather than to the lead agency.

Result Area 1

Are institutions on track to achieve RC status by the end of the project?

- The project requires a paradigm shift in ideology and work, the complexity of change, diversity of size, resources and experience would make it difficult for all organisations to achieve the RC goals, as set by the project, at the same time.
- An IE rating scale has been developed to guide the organisations.
- Based on a survey, policies for CSG, Gender Equality and DRR have been introduced through training.
- The intersection of gender inequality and disability has not been understood by the partners, while they understood child safeguarding better.
- Proposals for the accessibility, phase-wise were worked out and submitted after a training programme in 2016.
- Greater support needed in M&E and organisation development.

Result Area 2

Has investing in KTs through teacher training been effective in building resource centres

- 29 KT have been selected and trained, 12 have dropped out.
- The training has been valuable and mind changing, though some felt that the content has been too theoretical and strenuous.
- Some KTs have found it difficult to transfer knowledge within their own organisations.
- There are some apprehensions about working with SSA schools.
- The KTs are overburdened as they have to drive change within and outside the organisations.

Result Area 3

Are advocacy initiatives impacting government policies for inclusion of children with disabilities?

- The lead of advocacy is a separate NGO, but there was a lack of clarity of the role of the advocacy officer and whom they are accountable to.
- Lack of clarity of nature of advocacy.
- The advocacy work was slower than planned, and needs stronger capacity and leadership.
- Recruitment of a stronger advocacy officer was recommended.
- Children's parliament had difficulties in including children with intellectual and developmental disabilities
- A draft manual on child rights and for advocacy was made.

Result Area 4

Is the project on target to achieve a replicable PPP model?

- The IVC surveys were conducted in all the five states and based on this selection of SSA schools were made.

Result Area 5

- WG1 and 2 worked intensively to produce manual and curriculum adaptation, however they were working in isolation of each other
- WG 3 had a slow innings.
- WG4 on monitoring and evaluation had not taken off.

Result Area 6

Cluster Approach: Governance and Implementation

Cluster approach brought together diverse organisations with the potential for greater reach, strength and impact. The smooth functioning of the model was restricted

- Recurrent changes in leadership at various levels of the project, insufficient handing over mechanisms led to short institutional memory.
- The approach was sometimes bilateral rather than multilateral.
- Different timing of funding phases.
- Division of funding created administrative and implementation hurdles.

Recommendations

- RAISE NE could have national significance and must leverage its strengths for the future.
- Re-envision to use strengths and diversity of the partners.
- Individual plans can be drawn out keeping the larger aims as non-negotiable.
- Equal emphasis could be given to governance of the project: clarify accountability and capacity.

Evaluation Methodology

Bethany Society, the Lead NGO for the RAISE Project was asked to organise the final evaluation of the project. They wrote to several experts in India in the field of inclusive education.

Poonam Natarajan, Founder Vidya Sagar was keen to study and evaluate this very exciting project. However, since the project was very large across 5 States, 15 NGOs and 80 SSA Schools, she suggested that a team undertake this task. This was readily agreed to and she was asked to put together a team.

Radhika Alkazi, Founder Astha and Board Member, Vidya Sagar had done the Mid - Term Review and had also been asked by Bethany Society to do the final evaluation. She had declined to do the evaluation alone, however, she felt working in a team would be possible and an important learning opportunity. Hence, she was invited to the team.

Vidya Sagar, Radha Ramesh Director and Sudha Ramamoorthy Board Member, who have worked on Inclusive Education for several decades, were requested and a Core Team was formed.

As we all felt we needed to expand the team and have members with diverse expertise in the area of inclusive education, we invited six other professionals, who formed the entire team.

In the Core Team we added, Anupriya Chadha who was the Inclusive Education Coordinator in SSA since 1992 and had recently retired, Rajul Padmanabhan former Director of Vidya Sagar and who has worked in the field for four decades and Rajiv Rajan an activist and person with disability, who has studied in an inclusive school.

To this was added a Support Group, who would help in information gathering. These are: Richa Bhutani, a researcher and practitioner from Astha.

Gomathi Mani, CBR Lead at Vidya Sagar who is also on the SSA Task Force for Govt of Tamil Nādu. Krishna Kumari is a passionate special educator, consultant to mainstream schools for inclusion.

However, ultimately, in the process of the evaluation, both groups worked together and gave the same amount of time.

The Evaluation Team therefore, is an alliance of members from different organisations and with a diversity of strengths and experiences of inclusive education from different settings, just like the RAISE - NE alliance.

All the work was done online. A series of meetings were initially held to reflect on the materials that had been shared and the desk reviews. To understand the objective of the project so that all the members of the team are on the same page. The action plan was based on the TOR. The Project Director and team at Bethany Society spent considerable time to introduce the project, the design, activities and sequence of events. We understood the challenges, ideologies and the enormous work that had been done.

As a collective, the team came up with a robust plan using the following strategies:

For Governance:

- Focused Group Discussions with the following: INGOs, Project Coordination Committee, Three Working Groups, Heads of NGOs.
- One on one interview with MS Aloka Guha as a KII (Key Informants Interview). These were attended by all members of the team.

For Stakeholders:

NGO Partners, SSA Schools, Government officials we use the following:

- One on one interview with Heads of NGOs, Key Teachers and Government officials at district and State levels.
- Focused Group Discussion with the following: students both with and without disabilities, parents of children with and without disability, teachers from the NGO partners and SSA Schools and Headmasters. The sample size was 5 to 10 respondents among each group.
- Google Forms were also sent with a series of questions, as online interviews may take a long time.

- To show students **short awareness videos** regarding disability to ignite their curiosity. Discussions with children were planned, to build rapport and break the barriers before starting the conversation.
- Preparation of **Questionnaires** was done as a collective exercise to bring out the efficiency, effectiveness, relevance, contribution to change, disability inclusion and sustainability. This was done on Google Drive. The team met several times to review, reflect and finalise the questions. Given in annexures.
- It was a completely virtual evaluation because of the pandemic and other political issues. It had to be flexible with timelines, due to connectivity issues. There were translations and sign language interpreters wherever necessary. The local cultures, values and context were considered.

Information Gathering: There were 5 teams, and each team worked with 3 NGO Partners and the ecosystem of 5 SSA Schools with each one. Over three weeks extensive field work was done and a lot of information was gathered.

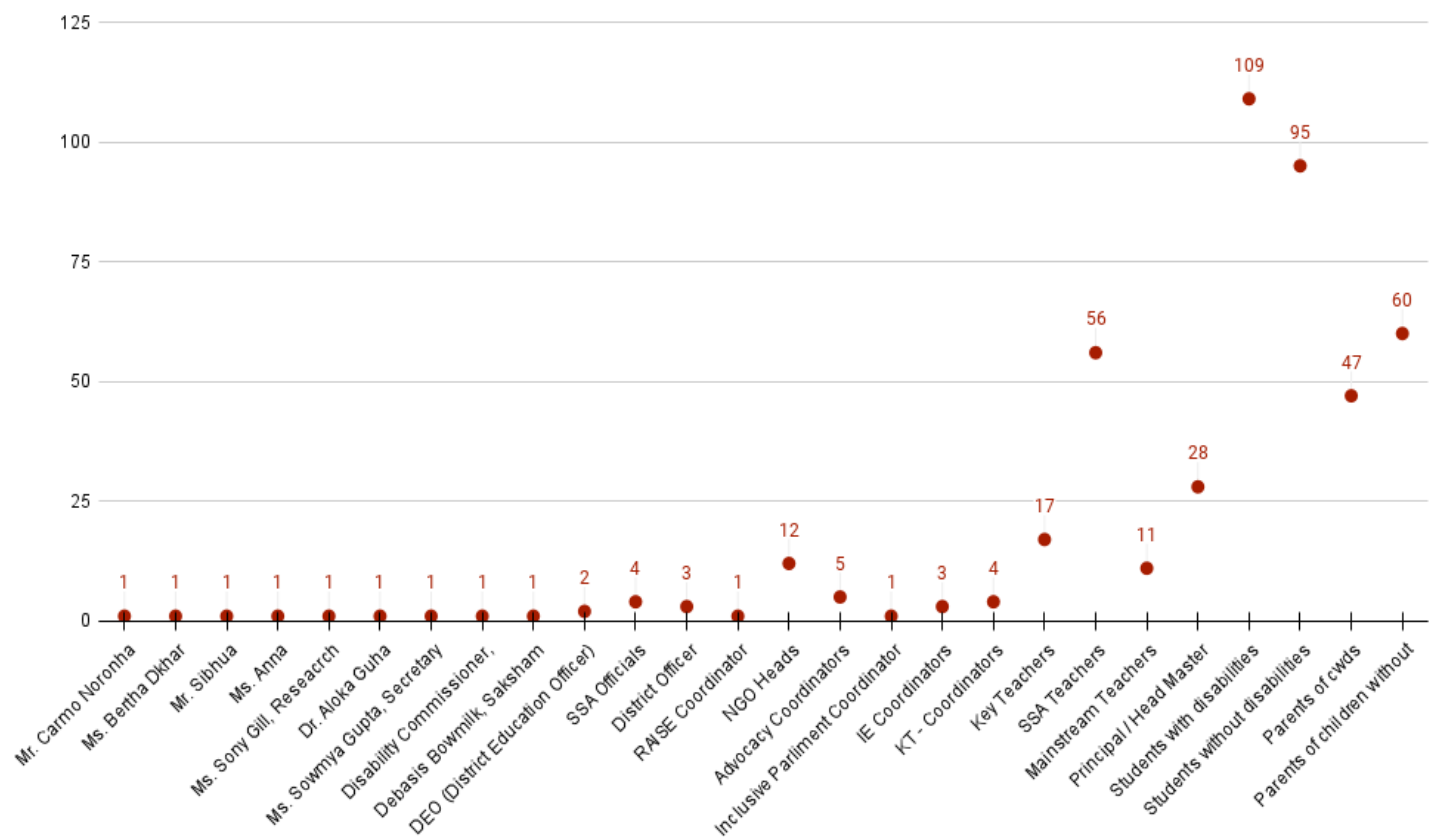
The teams worked on NGOs from the same State, where there was only one partner, they worked with two States which had one partner each. This has helped to produce to write State Reports as well.

Each team then entered their information according to the 5 Result Areas on the same Google Forms. Each team took one result area and processed all the information to come up with collective recommendations.

The team met several times to decide on the Major Recommendations. In what we thought was the last meeting, quite predictably, we found the report had become too lengthy and so we went back to the drawing board.

The Evaluation opened out a whole new world to the team members. We had many memorable meetings with the stakeholders.

Figure 2: List of stakeholders interviewed






List of documents reviewed:









- Annual Narrative Report (ANR)
- RAISE NE - Mid-Term Report
- TOR Project End Evaluation
- Project Completion Report (PCR)
- Evaluation Rubrics for Pillars of Inclusion (RCT)
- Logical Framework for Regional Strategy on Innovative and Inclusive Education in North East India (RSIIENE)
- RAISE Theory of Change
- Replicable PPP Model
- RAISE Manifesto
- Raise NE – Basic Manual

- Raise NE - The Manual Advanced (TMA)
- Presentation Resource Centre
- Requirements for a Resource Centre
- Advocacy Tools and Guidelines (Resource Manual for CARE Program Managers)
- Include Vidya Campaign, Manipur
- Executive summary of assessment for IE, NE India
- RAISE Governance Mechanism
- Manual on safety and security of children in Schools
- Appendix 6 – Activity Schedule (Revised)
- Annexures for PCR -
- ANNEXURE (A) SSA students without Disabilities Showing Enrollment,Pass,Detained,Dropouts
- Annexure C – List of Key Teachers
- Annexure D – Meta Chart Depicting Pillars of Inclusion
- Annexure E – RAISE-NE Minimum set of requirements/criteria for Inclusive Education at School Level
- Annexure F -Good Practices and Innovative Practices of Partner Organizations
- ANNEXURE (I) 1 POs Baseline Student with Disabilities Showing Enrollment,Passed,Detained,and Dropouts
- ANNEXURE (G) Children with Disability Transitioning from special school to mainstream school
- Annexure (M) Longitudinal Action Research Project- Brief Report
- Annexure Q –Publication details
- Annexure (K) MRCSE -Aug 20 REPORT OF THREE DAY TRAINING ON ONLINE TRAINING
- Annexure (K) Shishu Sarothi minutes of the meeting on UDL and ICT & Training in Nearpod with Jyoti Sroat School Teachers.

EVALUATION FINDINGS AND ANALYSIS

The Matrix below gives an overview of the progress made by the respective partner NGOs.

	Achieved, positive step towards Inclusive Education
	In the process of achieving
	Need to stop in order to progress towards achieving IE

NGO	Attitude of/ understanding of IE from a POV of Acceptance to the possibility of IE across all classes	Use of TLM UDL and ILP	Student services including sign language interpreter and AAC	Successful partnership with SSA schools for teacher training and student enrollment	Participation in student empowerment activities ICP	Collaboration with the stakeholders, including community member and Government officials and other NGOs	Advocacy And Persons with disabilities in the staff and management positions	Use of ICT	Policies
Montfort Khannapra (CBM)	 The understanding that children with disabilities	 IEP's being used instead of ILP's UDL is	 Sign language interpreters are available for functions. Deaf students depend almost		 There are no children's parliaments formed with the SSA schools	There is no information about this available in the RCT internal assessment, though the			 All policies are in place . It covers safeguarding in the school programs only

	can study in the same classroom as the other children using UDL and ILP isn't there.	not being practiced	totally on 'buddy system' for 'hearing' what is explained during Subject teaching. One of main requirements for the Deaf student is a sign language interpreter in class, that has not been met			POI self assessment mentions that there is 60% collaboration.			and not the overall programs of the Organization.
Monfort Champaknagar (CBM)	✓ 4% of the 2288 students are children with disabilities. This change has come about during the RAISE project.	↻ As per the self assessment UDL is used in some classes for some subjects.	↻ Most Teachers have basic sign language skills They do not have expertise in teaching using sign language.	↻ The data on the number of children in SSA schools reported in Annexure B is NIL .	↻ Is in place and also in the SSA Partner Schools but are not functioning satisfactorily	↻ The school has not really maintained working relationships with other NGOs or other government departments , except for the RAISE NE. They are implementing and monitoring NGO for the Saksham Tripura	There is no mention of this in the RCT internal evaluation	↻ Smart classes are available to all students.	↻ There is practice of encouraging the girl students in different activities. No policy in place

						Project. School work closely with the Head of the Village			
Montfort Centre Tura (CBM)	 There is still a special school section for children with intellectual disabilities	✓	 Hindi braille code is not taught or learnt. Oral Examinations only	✓	✓	Children from SSA schools are part of the Village Children's Parliament	✓	One of the Key teachers, Everine with visual impairment	✓ School has six smart classroom JAWS is used for children with VI CSG Youths from the community use the playgrounds but are aware of all rules which are given verbally or on sign boards placed nearabouts the playgrounds DRR Training was conducted in 2019 by the District Disaster Management Authority Tura
Jyoti Sroat (CBM)	✓	✓	 AAC not in place	✓		✓	✓	✓	✓ JOLLY Phonics ✓ Inclusive Education and social inclusion

									<p>is clearly highlighted and reflected in the Organizations policies and practices</p> <p>Various trainings had been conducted for the school children on the subject by the State Disaster Management Authority (SDMA) and District Disaster Management Authority (DDMA) Children with disabilities contribute by suggesting management measures.</p>
Ferrando Center for Speech and Hearing, Barapa (CBM)i	<p>↻ Not yet ready to admit children with visual impairments There seems to</p>	<p>✓ They use the UDL and ILPs really well.</p>	<p>✓ No AAC</p>	<p>↻ There is no mention of the training that has been conducted for the</p>	<p>↻ Children parliaments haven't started in the SSA schools</p>	<p>↻ The Organization reaches far with its health program and with the opportunities</p>	<p>↻</p>	<p>✓</p>	<p>↻</p>

	be a lack of clarity on how accessibility can lead to evaluation on an equal basis with others. Source RCT internal evaluation report.			SSA teachers as per the RCT internal assessment and the KII.		s, the community is not really involved except for attending programs of rare visits from neighbours. There has been little attempts on both sides for active involvement			
Ferrando Rehabilitation on Society for Disabled (CBM)	✓	↻ ILP and UDL not being used	↻ Sign language interpretation available in classes. No AAC in place	✓	✓ Is happening in collaboration with VHAT	✓ Implementing and monitoring partners of the Saksham Tripura Project of the Government of Tripura	↻	✓	✓ DRR is implemented with the support of the State Disaster Management Authority where 5 committees are in place. The children have received training from the NDRF.
VHAT (CBM)	✓	They are a CBR organisation		✓	✓	✓	✓	The organisation is not	✓

	Transformed a residential school into an inclusive school.	And do not have specific expertise in education		Made BR Ambedkar Higher Secondary School. school premises accessible		Support to access government schemes Instrumental in accessing aids and adaptations Implementing partners for state Tobacco Control Programme They network with 60 NGOs and government organisations to bring in disability inclusion and social inclusion	In most government programs, in the areas of health, welfare of children and women, and others, VHAAT influence the government in the issue of Orders by virtue of its membership to a numerous Committees	an educational institute. They are a CBR organisation	Training with NDRF
CCI (CBM)	✓ 2 Children have been included Mainstream school	✓	↻ Use of AAC in place Textbooks not available yet in	✓	✓	✓ TMI in collaboration with the District Authorities Compiling	✓ The Governing Body has a mandate to have a person with	✓	✓ Staff and Volunteers working in the School sign the code of conduct

	The School uses NCERT and Pratham Textbooks.		Braille for the Visually Impaired			the Accessible Elections Report	disability as a member. Advocacy coordinator is a person with a disability and is a member of the Churachan dpur Legal Aid Clinic Worked with churches to make them accessible		
Alphonsa (LFW/JVS)	✓ 7 students have been included into a mainstream school.	✓ The teachers and KT's use ILP	↻ Use of AAC not in place	✓	✓ Children's Parliament in some of the Partner SSA Schools are strong and already approaching Authorities in the school for basic amenities and even for a change in teachers.	✓ Collaborate on a regular basis with the Commissioner for persons with disabilities. The organization offers support of every kind to most of	↻	↻	↻

						the families in the neighbourhood.			
Mary Rice (LFW)	<p>✓</p> <p>3 students have been included into mainstream schools</p> <p>Age appropriate classes and are using prescribed textbooks.</p>	<p>✓</p> <p>They are proficient in using ILP</p>	<p>↻</p> <p>They are using AVAZ an AAC device.</p> <p>Multisensory room is present</p> <p>Do not have a sign language interpreter</p>	<p>✓</p> <p>Teachers from the SSA schools are keen on practicing skills learnt</p>	<p>✓</p> <p>Letter to the management for better teachers and hygiene within the school premises.</p>	<p>↻</p> <p>Efforts are being made to convert AVAZ into Khasi in collaboration with the Avaz team.</p>	<p>↻</p>	<p>✓</p>	<p>↻</p>
Shishu Sarothi (LFW)	<p>✓</p> <p>14 students have been included into a mainstream school</p>	<p>✓</p> <p>UDL, ILP</p>	<p>↻</p> <p>Use AAC Sensory unit</p> <p>No sign language interpreter.</p>	<p>✓</p> <p>Mothers groups have been formed in the 6 SSA partner school</p>	<p>✓</p> <p>Inclusive Children's Parliament- in the SSA schools - formed in all the schools.</p>	<p>✓</p> <p>Collaboration with NGOs during flood relief and rehabilitation. They extend Early Intervention at the PHC</p> <p>Mothers Group</p>	<p>✓</p> <p>They have a Disability Legislation Unit</p> <p>Lead NGO for RAISE for advocacy</p>	<p>✓</p>	<p>✓</p>

						Awareness about the UNCRPD to the Panchayat heads			
Mrinal Jyoti (JVS)	✓ 44 students have been included in the mainstream school	✓ Use of UDL, ILP, Basic Manual	✓ Counsellor and 8 Sign Language interpreters	✓ TLM workshops have been conducted for SSA teachers They are the Assam State Government NGO partners for teacher training	✓ Children's parliaments managed to make the neighbouring playground accessible to all	✓ Collaboration with the district authorities for accessible elections And Child Labour	↻	✓	✓
Prerona Pratibandhi Sishu Bikash Kendra (JVS)	✓ IE is reflected in the constitution of the Management.	✓ Translated the Basic Manual in Assamese	↻ Contrast colour Ramp Child corner in library Basins at	✓ SSA teachers have visited Prerona for an observati	✓ 5 Children's parliaments were formed in 5 SSA schools and advocated for better	✓ Awareness programme conducted on gender discrimination in schools, community	✓ Separate Advocacy coordinator Access audit conducted	✓	✓ Worked with NDRF and Civil Defense Resources

		ILP and TLM Large print books	<p>different heights</p> <p>Avaz AAC</p> <p>Deaf children communicate by using the AVAZ app or Picture Communication board instead of sign language.</p>	<p>on visit. One of the SSA school Masters is on board with IE</p> <p>Training sessions conducted on UDL for SSA teachers Mathematics lesson plan designing</p> <p>Trained SSA teachers on techniques and tools for assessment.</p>	hygiene in the school	<p>area, religious places and market places by CHILDLINE Dpo's</p> <p>They members of Child welfare committee</p> <p>Collaborate with the WASH programme</p> <p>Training for DIET Faculty.</p>	<p>in SSA schools using Access kit provided by JVS</p> <p>Parents of children with disabilities participate actively in the SMC</p>	person for the District Disaster Management Programme
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GENERAL COMMENTS

This has not been an easy time in India and the world over. There has been the COVID pandemic with a lockdown since March 2020. School education moved into the digital space, which has not been fully available for children from government schools and especially from regions with meager network connectivity. The lockdown created huge unemployment and many people from North East India who work in other parts of the country got laid off and had to return back. Also, the floods and the CAA and NRC agitations led to closure of schools.

Result Area on Teacher Competency has created the most impact. There is a pool of expertise in the field of inclusive education, teachers able to teach a diverse range of students in the classroom. Two Key Teachers from each NGO Partner got trained and have been the core of the project. They have been extremely positive about the quality of training. There has been attrition and they became overburdened in the number of roles and responsibilities. At the end of the project, according to the Project Completion Report there is a pool of 20 professionals (from Key Teachers, Teachers of Partner Organizations, Coordination Team, 4 M.Ed. trained, 1 trained in Sign Language) capable of building capacity within their own organizations and in SSA schools and systems for promoting quality inclusive education. Debashish Bhowmik, a Key Teacher who is also a trained teacher and a special educator, says, "I am what I am because of RAISE." He found this training the most comprehensive

All Partner Organizations have capacity for conducting Access Audits, and are an important resource for the entire region.

There were also some exciting events like the Inclusive Children's Parliament, Inclusive Sports and IVC which helped to create awareness and lower attitudinal barriers about disability.

A Comprehensive Inclusive Education Curriculum has been developed along with a great deal of materials in the form of Basic and Advanced Manuals and exemplars of innovative lesson

plans. There is a need to create a cadre of master trainers both from the NGOs and the government.

The project in spite of all these conditions has moved forward but the work that was needed to be done with our specific objective, to improve the quality of education in neighborhood schools remains an unfinished task.

The main outcome indicator of girls and boys with disabilities completing their elementary education cycle in neighborhood (government) schools and passing their exam at the end of 8th grade cannot be arrived at, as data is not available separately for baseline Year 3 and for Year 5 for the 72 schools. It is available for the project period as a whole. However, mainstream school teachers are now getting back to the NGO Partners for help with TLM and with other questions on classroom transactions.

Another important impact has been the INGO's trainings and facilitations of the NGOs to draw out their own policies on Gender, Child Safeguarding and DRR. This has given them a ware withal to both setup the systems in their own organization and train other educational institutions. The process has sensitized many organization heads and staff.

The Best practice in the project across all partners has been teaching and practicing sign language. Across the board teachers and children learn sign language; a few NGO Partners even have school assemblies in sign language. However, there has been a concern about including children with hearing impairment in the higher classes. This may be because all Indian Sign Languages are very nascent and the vocabulary is not robust enough. Also, in some schools like Montfort Guwahati they use the 'Buddy System' for HI children. There is a concern of it taking a toll on the children without disabilities.

For the overall objective it is too soon to assess whether there has been improved outcomes of children, by the RAISE project because of the following reasons:

- The project duration is only 5 years.
- It was planned that the key teachers start interacting with the children and teachers in the SSA Schools in Y3.
- External factors like the Pandemic, CAA agitations, floods and elections also took away vital

time.

Most of the stakeholders interviewed clearly understood that inclusive education is the Right of the child to the extent that they were willing to explore different ways in which children can be included. The project is on track to achieving greater enrolment and retention of children with disabilities. At present a marked difference in the enrolment of children with disabilities is not seen because of socio economic reasons. People from low resourced settings do not always see the relevance of education, because many times it does not change their lives.

From the lens of disability inclusion, there were not enough people with disabilities in decision making and senior posts in the different partner organizations. The log frame states in Result 3 output, campaigns designed and implemented in partnership with DPOs and / or Parents Associations. Both groups should be included and not a choice. The alumni of the NGO Partners have not been included to participate or take leadership roles. Students with intellectual and developmental disabilities have not got included completely in some of the NGO partner schools; they are in special sections and many times in home based education settings, where they do not get the opportunity of full time schooling.

The School Management Committees have included parents of children with disabilities; however, they need more training to participate effectively. In some schools, there may be no child with disabilities, so a parent may not be included in the SMC. Heads of OPDs can also be invited as members of the SMC.

The cluster model of INGOs - RCT - NGOs - SSA Schools was an exciting idea for collaborations, however administration and governance was a challenge. There are some excellent outcomes in terms of training and materials. The cluster as a collective, should share these in international and national fora, it will add to the understanding of inclusive education.

The Pillars of Inclusion is an Inclusive Education Rating Scale for the Resource Centers. There are 11 Pillars and each one has 4 to 5 subsections. This is presented by two Meta Charts in the Project Completion Report. One is a Self-Assessment by each NGO Partner and the other is an Internal Assessment by the Raise Coordination Team.

This gives some indication as to where each NGO Partner is according to the evaluation rubrics. However, since it is an aggregate of the subsections in each Pillar, it does not point out the exact area of weakness and strength within the Pillar. A break-up of each subsection as a pie diagram in each pillar will be a good representation.

It does not indicate the journey of each organization over the five years as it has not been done at different points of time.

Some suggestions:

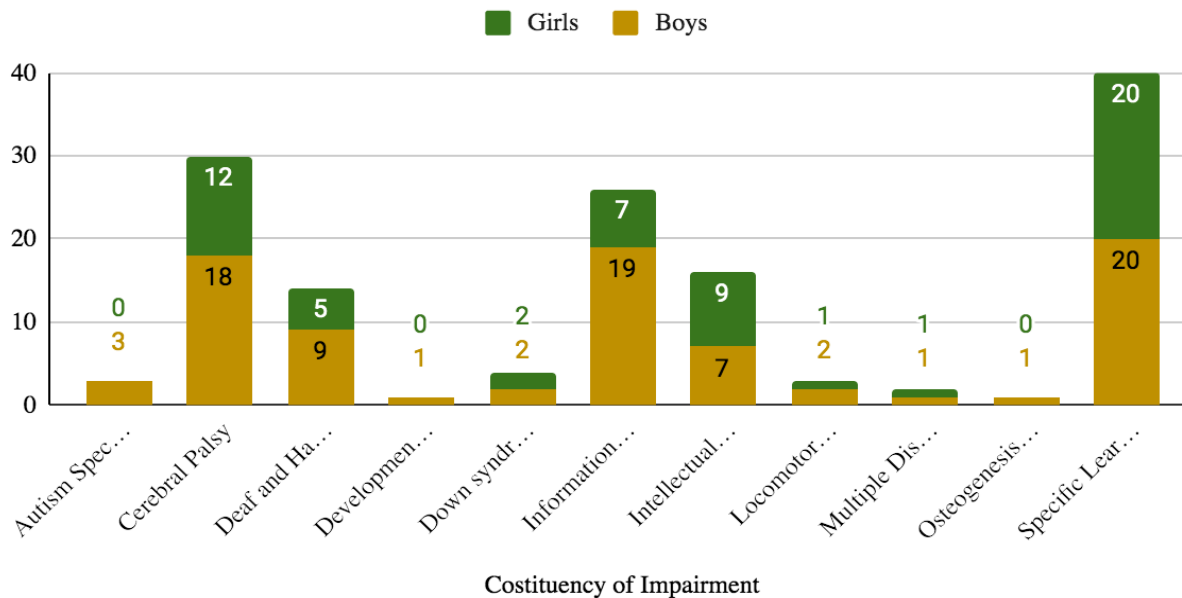
1. One more Pillar on Empowerment of the primary stakeholders, the students, will make it more holistic. This can point to their ability to voice their needs and advocate for themselves in the classroom.
2. In the Policy Pillar two other policies can be added:
 - a. Policy on Non-discrimination as this will lead to ensuring dignity and equity.
 - b. A Procurement Policy for all products, focusing on accessibility. This will help all stakeholders to think of student and teacher needs in the classroom, from the lens of universal design.

The table below shows the number of students who have transitioned to private schools from our NGO Partners by disability. The figures are higher than enrollments in SSA Schools, indicating the preference of families. It also mirrors the state of education in government schools across the country. The numbers are very low for children with developmental disabilities, multiple disabilities and osteogenesis imperfecta.

The relevance of the RAISE Project to improve quality education in SSA Schools is extremely important.

Figure 3 -

Number Students Transitioned to Private Mainstream Schools Over the RAISE Project Period



Source: Source: RAISE NE Project Completion Report

Refer to: Annexure G

Outcome of the focus on Girl children with and without disabilities:

The Gender Equality Policy was an important element in the RAISE Project. It is stated in the Project Completion Report, that a few partner organisations have a policy on gender in place. The midterm review (2018) reports a requirement of specific understanding of gender inequality and its interaction with disability, both at the level of the staff or children and adults who come for education.

At the end of this evaluation it was found that almost all the organisations had a gender policy in place. Though it was not always a written one, however, in practice there is an understanding of gender inequality and efforts are made to proactively correct the gender bias.

- Responsibilities are shared equally between boys and girls in the schools and hostels.

- Girls are encouraged to take up leadership roles.
- Girls are encouraged to participate in what were traditionally regarded as boys' games.
- Awareness programmes are conducted on gender discrimination in schools , community , religious places and market place by CHILDLINE and Prerona.
- Parents meeting conducted by Prerona focuses on gender equality - in terms of fees payment and procurement of uniforms and other learning materials.
- CBR teams of the organisations conduct awareness programmes on gender sensitivity and gender equality.
- Gender equality training is given in the block, community and to parents.
- In one organisation the poultry unit is managed by girl students.

There has been a marked move forward in the area of gender equality. Though one organisation felt that to them each child is the same. Organisations have gone into the community to spread awareness on the need for gender equality. However, there has been no proactive move to enroll the girl child with disabilities from the community for complete gender equity; this is a step organisations need to take in the future.

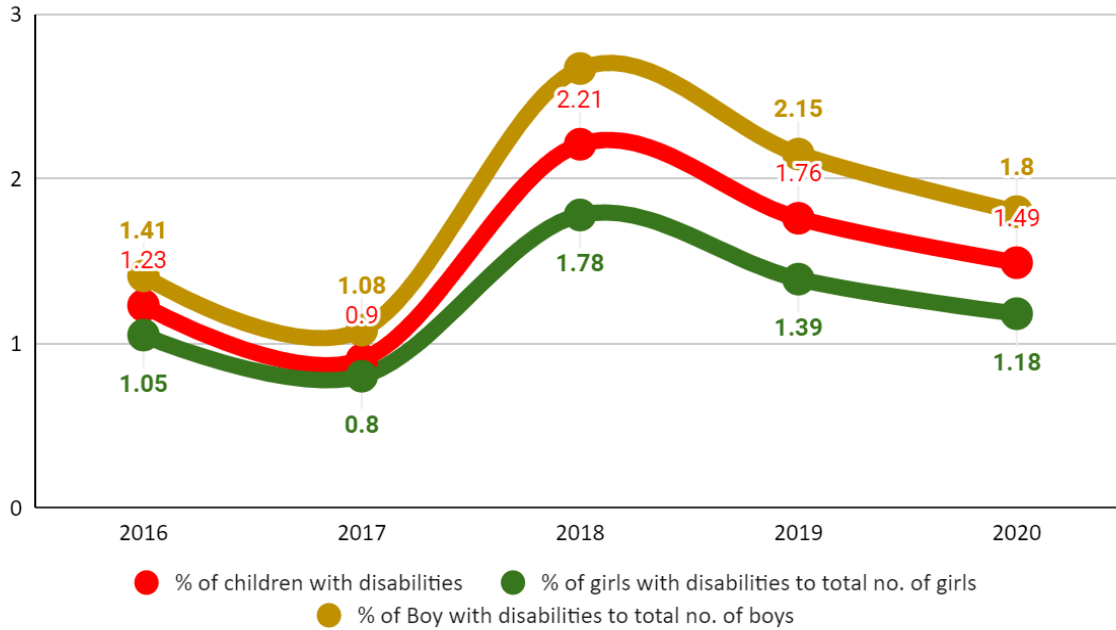
While we see that the enrolment of total number girls is higher than that of the boys in SSA schools, the graphs shows that percentage of enrolment of girls with disabilities is lower than boys with disabilities.

Table 1 - Depicting Enrolment of children with disabilities in SSA Schools

Year/ Children	Children w/o Disabilitie s (Boys)	Children w/o Disabilitie s (Girls)	Boys with disabilities	Girls with disabilitie s	Total Children	Total No. of Children with disabilities	% of children with disabilities	% of girls with disabilitie s to total no. of girls	% of Boy with disabilities to total no. of boys
2016	4033	4294	58	46	8431	104	1.23	1.05	1.41
2017	4009	4286	44	36	8375	80	0.9	0.8	1.08
2018	3675	3968	101	72	7816	173	2.21	1.78	2.67
2019	3853	4311	85	61	8310	146	1.76	1.39	2.15
2020	4400	4590	81	55	9126	136	1.49	1.18	1.8

Figure 4 -

% of Children with Disabilities in SSA schools



Source: RAISE NE Project Completion Report

Refer to: Annexure B - All State Report RAISE NE

Prerona is one of the organisations managing the Childline, they have been able to introduce child safeguarding policy and gender policy within the organisations they have been interacting through the Childline.

RESULT AREA 1

NGO Resource Centre

"Inclusion is unity" the remark made by a 9-year-old student

"We know about the RPWD Act and the RTE Act. But here in our state there is very little access.

And that makes us dependent."

- Students of Jyothi Sroat School

"Of course, we believe in inclusive schools. Our right to study in schools is there. But it's not enough. It's up to the government to see that the resources to study is there also".

"Plus, there are no jobs for us in our state after our education. And travelling out is a big problem. Transport here is a problem."

- Jyothi Sroat School children aged 14-17

"But inclusive learning will bring about a change slowly. We live in a community with each other after all. So, we should study together also. Only then will change come"

- Student with visual impairment Jyothi Sroat School

Introduction

The Resource Centers as envisioned by the Raise Project were the 15 NGO Partners in the 5 states. Bethany Society in Meghalaya and Shishu Sarothi in Assam were the leads for Education and Advocacy respectively. Resource Centers are the most important pillars to promote and sustain Inclusive Education.

The Resource Center is dynamic and evolves as per the needs of stakeholders as and when required. It is a space where courses are developed, training conducted, support for policies to be put into place; a space for networking. A space where new products, aids and adaptations, and reading material is made available. Interestingly, Shishu Sarothi mentioned that a physical space is not necessary for a Resource Center. If there is a strong network among organisations, the information and knowledge can be accessed from anywhere.

The Resource Centers have become a hub for Inclusive Education. This was indicated by the activities/ workshops that are, conducted for planning and evaluation. Also, TLM and lesson plans are documented and made accessible and available to all stakeholders.

Trainings

The expertise of the staff manning the resource centers was strengthened through training during the period of 2016–2018. 6 Inclusive Education modules were finalised by end 2018 and 28 key teachers from the 15 NGOs / Resource Centers were trained in the 6 modules as per the result framework.

One of the main challenges has been the attrition of the key teachers, though the numbers have remained constant the group is not the same as initially started. From the original only 12 teachers remain. This happened throughout the project and the NGO Partners had to equip the newly appointed key teachers. The key teachers are responsible for further training the SSA teachers.

However, the proactive approach and enthusiasm for wanting more such trainings, leading to attitudinal changes, during the interviews with key teachers, speaks of the effectiveness of the training. They viewed themselves as Resource people who promoted Inclusive Education.

Attitudinal changes towards diversity and variability in the classroom is one of the outcomes of the success of the training. In Montfort School Tura, there has been a healthy exchange of expertise and support between special educators and the mainstream school teachers.

Resources

Most of the Resource Centers have resource materials like UDL lesson plans, copies of the Manuals and training materials. However there were some organizations that went a step further. Montfort Centre Tura has low cost teaching aids made by the teacher trainees. They also have learning kits which can be used by children with intellectual disabilities. The school had collaborated with NIEPVD and acquired free text books in Braille. More importantly they had developed 6 Smart classrooms fully equipped with Audio Visual Aids

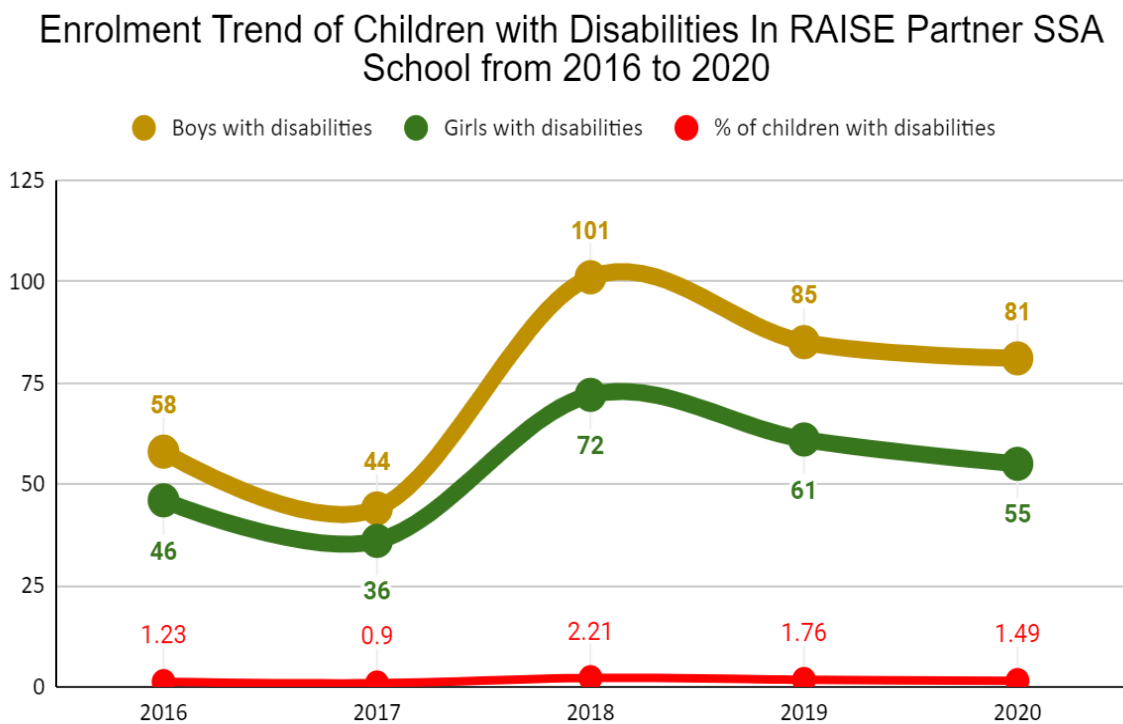
Similarly Jyoti Stroath School had UDL lesson plans and other resources in place in their Resource Centre.

Prerona Pratibandi Shishu Bikas Kendra has done a path breaking job of becoming an effective Resource Centre. (Please refer to the box) .

Enrolment

The numbers in the PCR mentions a steady rise in the enrolment of children in mainstream schools,

Figure 5 -



Source RAISE NE Project Completion Report

Refer to: Annexure B - All State Report RAISE NE

However, though the numbers have increased , the percentage has remained more or less the same. A key teacher from Montfort Education Centre stated that there were no children with disabilities in the SSA schools they were supporting. In the SSA Schools selected there were 17 schools, where there were no children with disabilities, however NGO Partners felt they could be encouraged to admit children with disabilities. Another reason could be that there was a special school close by, to the SSA school so parents preferred to go to the special school. It could also be the lockdown that was imposed during the pandemic.

Indicators for the success of the Resource Centers

One of the indicators demonstrating the success of the Resource Center, was that the special schools that were looking at a single disability, were now addressing cross disability. This is a huge move as historically they had been known for their expertise in one disability. For them to address cross disability issues required them to learn new skills. They are using UDL to address the needs of children.

Parents of children with disabilities access the Resource Centers for

- assessments,
- support in acquiring aids
- support in the area of special education.

Challenges

However, there were some challenges and areas that some of the Resource Centers could not meet. They should also become a hub for advocacy and more planned activities for increased awareness in their geographical areas. Three RCs that fulfilled this requirement. It is hoped that the others will also take on this role in the future.

The RC should also become a place to network.

- Though parents come to these centers for support, educating and empowering the

parents did not seem part of the agenda. Some parents interviewed from SSA school stated this. It was obvious that the parents were aware of inclusive education but they did not know too many details about it.

- More efforts to empower families and adults with disabilities to advocate for quality education which will ensure sustainability.
- To make the Resource Centers more relevant, an effort should be made to ensure that children with high support needs can access regular education. There was no indicator to suggest that this happens.
- The Resource Centers should have changed their focus during the Covid pandemic. Montfort Schools did this and supported families with food and essential materials. Most of the organisations tried virtual learning but this was difficult given the poor network in that area. As a Resource Center, it is very important to change priorities according to the immediate needs of people with disabilities and their families, particularly in a disaster like the pandemic.

The Resource Centers are effective and meet their goals. This was obvious in the interviews. The pandemic slowed down the process of implementing the learnings. As per the feedback, once things get back to normal the resource centers will make a concerted effort to implement what they have learnt. All the teachers had no doubt about the efficiency of Inclusive Education and they relied on the RCs to make it possible.

Another change that indicated the process of Inclusive Education was the camaraderie shared with the key teachers and the mainstream SSA teachers. One of the Key teachers from Jyothi Sroat who had left the center and the project came back for the interview and was as enthusiastic as the other key teachers.

During the project period, as per the outcomes 32 girls and 52 boys transitioned from special schools to mainstream schools and in Montfort School children with sensory disabilities were able to move from the special center to the mainstream classrooms.

PRERONA PRATIBANDI SISHU BIKASH KENDRA

Prerona has emerged as a very good Resource Center. They have acquired and disseminated expertise in areas that would facilitate not only inclusive education but also in areas of awareness and advocacy, parent empowerment, education and more. They have networked with organizations working in areas of child rights, disability, health, education, gender and many more. They have evolved and acquired many diverse skills and dimensions to meet the needs of their various stakeholders. It is truly dynamic in nature and would be a good role model to emulate.

- UDL lesson plans and training manuals have been translated into Assamese and made available to the teachers.
- Large print books have been developed and made available to the stakeholders.
- Established high tech audio visual classes with accessible instructional course material.
- Designed and developed interesting stickers for offices and public places to spread awareness.
- One of the few organizations working with AAC. They have acquired high tech communication boards and Avaz software. They have collaborated with the Avaz team and translated the Avaz software into Assamese. However they have not yet introduced sign language and the children with hearing impairment are using AAC methods and materials.
- Conducted training for parents of children in SSA schools.
- Conducted short term courses for teachers to upgrade their skills. Sent the teachers out for exposure visits and for training courses.
- Conducted trainings in areas of sex education for their adolescent students.
- The Director MS Saira Banu and Coordinator Advocacy Mr Jamaal Husain are invited as resource people to other organisations in the North East.
- Perorna also runs the Childline facility.

RESULT AREA 2

IE Training Programmes

“I was trained to teach visually impaired children and with my limited experience I earlier found it difficult to communicate and teach children with hearing impairment. After receiving the training on Sign Language under the RAISE Project I am now able to communicate with the deaf children confidently, effectively and comfortably.”

Key Teacher, Montfort School, Guwahati, Assam

Teacher Competency in Delivering of Inclusive Methodology

- ***Training has been the biggest highlights and success of the RAISE project.*** The training of the key teachers was extremely intensive in inclusive methodologies.
- The teachers appreciated that they were trained by very knowledgeable faculty who gave them the latest research on various disability groups and a different way of approaching and teaching the child.
- The training helped them in adopting new ideas, skills and technologies in a real classroom setting consisting of a heterogeneous group of children. For the key teachers there was no conflict between the earlier disability wise training they got and the later UDL philosophy. Both were necessary and indeed complementary.
- The pandemic was a catalyst for the lead agency to research and train teachers in different apps to take online classes. This was a big learning that has happened. Some of this learning has percolated to parents who had to learn how to teach their children. Use of ICT in the classroom gave students ample opportunity to participate and interact with teachers, It also facilitated concept understanding.

Development of a very comprehensive module covering all pertinent aspects related to inclusive pedagogy.

- The modules certainly equipped the Key teachers with the knowledge and competencies to handle diversity in regular classrooms.
- The basic module covers summative and formative assessments, learning plan, principles of IE, seeing diversity from disability lens.
- The advance module covers the aspects of ensuring equity for Socio Economically Disadvantaged Groups, developing inclusive and caring school spaces and culture, positive behaviour intervention and support, communication for all.
- Capacities of the partner organisations were built and strengthened on the concept and implementation of inclusive education. They learnt to work more effectively with the SSA schools.
- Key Teachers reported that the manuals and the training was very beneficial. Since there is a dearth of such material on IE at the national level, this material should definitely be shared with the Central and other State Governments. Various training programmes are being held under the Samagra Shiksha on IE for different stakeholders and the modules under RAISE can serve as a very useful resource.

Observations

- The 2 year Special B. Ed was not approved by RCI. Hence, it was replaced by the 6 months Advance Certificate Course in Inclusive Education (Cross Disability).
- 41 RCI registered teachers completed this Course. The RCI approved General Foundation Course has been running in the NE region. The course is offered by 3 study centers viz; Bethany Society, Shillong; Montfort Centre for Education, Tura; FerrandoSpeech and Hearing Centre, Barapani affiliated to the North Eastern Hill University Shillong.
- 300 Government sponsored Mainstream teachers and others from private schools and aspiring teachers were trained during RAISE period.
- 568 teachers (out of the total 1500 RCI recognised teachers as stated in the Log Frame participating in the CRE sessions of the programme by Y5) completed the 14 CRE courses. The CRE courses were offered by Shishu Sarothi, Guwahati; Mary Rice Centre, Shillong; Montfort Centre for Education, Tura, Bethany Society, Shillong. The four centers had applied to RCI for

conducting more programs. In most cases, the applications were not considered as RCI was persistent, that only its prescribed topics should be selected. Most of the RCI Courses have disability focus, not contributing to enhance understanding and implementation of Inclusive Education.

- The RAISE Basic Manual was introduced to the partner organization teachers in January 2020 at a 2 day workshop, RAISE NE the Advance Manual was designed for training Master Trainers. However, the Advance Manual was completed only towards the end of 2020 and training on this had not been possible.
- The plan is for the Manual to be given to partner organizations, and those interested would undertake the training.

Key Findings

- The key teachers felt the training should have given more time for reflection and for fieldwork. They would like to understand the government school systems better.
- Capacity building of teachers in the following needs to continue: Curricular adaptations, multi-level teaching and addressing diverse learning styles, classroom organization, use of reasonable accommodations, universal design for learning, digital learning, lesson planning and formative and summative evaluation.
- The training of more teachers to continue.
- The overall impact of RAISE training has been attitudinal change, increase in referrals of CwDs for assessment.
- The training by the KTs has led to improved competency of SSA teachers in lesson planning and how to use TLMs.
- Parents felt that the teachers were very supportive and they helped CwDs participate in various programs.
- The peers of the school also facilitated inclusion of CwDs in co-curricular activities. The parents saw an improvement in their children's confidence due to social inclusion.

Suggestions

- The partner organisations should continue their support and collaboration with SSA schools. In line with the ***New Education Policy, 2020***, the focus should now be on developing a strong base of foundational learning aimed at promoting better overall learning, development, and well-being.
- ***Reasonable accommodations*** as a concept would now have to be implemented inside the classrooms, especially in the context of the 21 disabilities that the RPWD Act, 2016 is covering. Since a major chunk of the budget under Samagra Shiksha sanctioned to the States is on ***Quality Improvement***, the various learning enhancement programmes taken up by the States should address the issue of managing diversity in classrooms.
- However, it was felt by the Team that collaboration between organizations could have been better. There was not much convergence with the national institutes or other regional institutions. This aspect certainly needs strengthening.
- Many SSA teachers and parents reported that technical support by the partner organizations to SSA schools should continue beyond RAISE. It has started the process of training teachers. This trend should continue and more teachers, both working in special and in mainstream schools should continue to be trained on the modules developed.

VOICES FROM THE FIELD

We have learnt a lot through training. CWSN can be educated in regular school. Training has created awareness on IE. I personally have learnt that the ability of every child is different and how to use that ability in a class for effective classroom management.

Bhobhan Nahardeka, Nahakatiya LP school, Joypur block, District- Dibrugarh.

Peer learning has always helped CwDs. Earlier one child Tanushree with CP had communication & mobility challenges, When she joined she was not able to walk independently and speech was unclear. Then the class mates involved her in all the activities, in and outside the classroom. Gradually her speech improved .as non disabled children were communicating with her.

Niru Devi Bhuyan Pragjyotipur, Teacher, L P School Tengakhat Block Dist- Dibrugarh

Even after training on lesson planning, we face problems as children are more and teachers less.

Padma Thapa- Madhya Zaloni LP School, Tengakhat block Dist Dibrugarh

Earlier the centre was running a special school, but during the project period it was functioning as a reverse inclusion type school. The school got permission to run regular elementary school from govt. of Assam.

Biplop, Key teacher trained under RAISE under Mrinaljyoti

RESULT AREA 3

Attitude Change

Introduction

Advocacy and Awareness initiatives on the right to education of children with disabilities for the government and civil society had an independent Lead. Shishu Sarothi from Guwahati was in charge. They are well known at the national level for their work on advocacy.

Activities that led to achieving increased participation of girls and boys with disabilities in extracurricular activities including non-gender typical activities. Increased understanding of parents, teachers, community and Asha and Aanganwadi Workers, of their role in inclusive education.

- Inclusive Children's Parliament, this is through the Nine is Mine Campaign. It was carried out by all the NGO Partners with enthusiasm and commitment and taken to their respective SSA Partners. Over the 5 year 90 Inclusive Children's Parliaments were formed. This has given children a voice to think collectively about common concerns and advocate for changes within their schools, immediate circle of government officials and the community. This is evident by the number of letters groups of children have written. At the next level it has given them the opportunity to interact with children, by participating at a national and international level. Also it enabled students to realise their potential and 120 of them emerged as champions. They have advocated for accessibility, cleanliness and skilled human resource.
- Include Vidya Campaign is CBM's national level campaign to complement the government's flagship education programme, Samagra Shiksha Abhiyan to achieve its goal of " Education For All". In the RAISE Project through IVC various awareness programmes were undertaken by all the partners, like District Ring the Bell Campaign, District Observance of Sibling Day, Rallies to spread awareness and celebrate diversity within the community. It helped organisations to build rapport with the local, district and state administration.

The Include Vidya Campaign has also done baseline surveys of government schools to assess all the parameters of inclusive education. This is mainly on access and attitude, it is much needed as relevant data is not available in the country. For example, the earlier Education Secretary of Government of Tripura, MS Saumya Gupta stated that for Saksham Tripura which is a flagship project to give impetus to inclusive education, they used the survey data for mapping the schools.

The IVC survey reports should be available in the public domain.

- Inclusive Sports and Indigenous games has been a successful way of ensuring community participation and lending itself as an effective tool for raising community awareness about children with disabilities and the possibilities of inclusion. People relate to it positively because it is part of their culture and non-threatening.
- The project is about creating awareness and expertise on good quality education and accessing it. The COVID 19 pandemic created a need for communities to come together and find collective answers. This is an opportunity to create an understanding of inclusion and interdependency in the community.
- The Asha and Aanganwadi workers are highly overworked, however they can be supported with parent groups to help new parents of children with disabilities to understand the issues.
- Collaborating to leverage the expertise of the NGO state partners was a strategy that worked well. For example in Tripura the three NGO partners collaborated with VHAT doing the advocacy and other two partners working on the education aspects. In Assam Shishu Sarothi and Mrinal Jyoti collaborated in a similar manner.

Increased investments in school readiness programmes by SSA.

- The School Management Committees have been trained and most have parents with disabilities on it. In some committees, parents do not contribute, perhaps they need time with sustained support and more training to understand their role as an SMC member.

- Heads of SSA Schools play an important role in creating a conducive environment for children with high support needs. There should be a training module for headmasters on perspective building, differentiated curricula and Inclusive Plan using UDL.
- Relevant training modules should be made for government officials at all levels.
- In the SSA Schools, due to the amendment in the RTE Act, the at-risk children or the most vulnerable children are placed under Home Based Education. There is no provision for all day schooling, mid-day meals, text books, therapy or any reasonable accommodations. The students are enrolled and the teacher visits the home in intervals. This is inadequate and discriminatory. Advocacy around this is essential for the children to be included in the system.
- The initial planning should have taken into account, plans and RTE rules for each State, so that a State level Advocacy Plan could have been made for required systemic changes. The Block Resource Centers, DIETs and other resources have not been adequately used. The BRCs can be involved in making TLMs and Master Trainers from DIETs can also be involved in training.
- The ground level realities in each State have been ignored, for example, the problems of proxy teachers or children having to live in hostels as the schools are far away from where they live. For inclusive education to work these and similar issues have to be addressed. The systemic change required is with reference to the number of schools and distribution of schools. Then children can live with their families and this will automatically make it possible for children with disabilities to access schools. Only then will the communities get involved. It takes a village to raise a child, not a hostel.

Building of alliances with other NGOs, Advocacy Groups, Campaigns and Quasi- Judicial Bodies.

Jyoti Sroat School and Mrinal Jyoti School have been able to collaborate effectively with different NGOs and OPDs to acquire knowledge in UNCRPD, RPDA 2016 and other policies. (Refer to Annexure C)

Source – Field work data collection

Suggestions -

- The Advocacy outcomes have been uneven across the NGO Partners. The organisations with a separate Advocacy Coordinator have been more effective at the ground level. To achieve better results, there should be budgeting for the salary of a Coordinator.
- A specific training module was made for the Coordinator, but was not published or used because of a change of leadership.
- Activity 3.2 in the Log Frame is about training parents of children with and without disabilities and OPDs in the area of selected SSA Partner Schools and link up with the SMCs. As per the RCT internal assessments, Project Completion Report and the Key Informant Interviews, it was found that very few organizations had worked with OPDs.
- Most of the activities carried out came under Awareness. There has been training on Advocacy, but meager advocacy is seen on the ground. Having clarity that awareness raising is only a part of advocacy may have helped to plan activities differently.

Challenges –

The midway change in leadership derailed the efficiency of the advocacy plan, there was a bit of a learning curve, which is reflected in the fact that the work remained in the awareness raising stage, rather than full-fledged advocacy. This led to the lead partners stating that they felt more like “implementers than ideators of the advocacy”

We would have had a series of meetings and workshops with the community leaders, schools and government officials.

Ketaki Bardolai, Executive Director Shishu Saroti,

RESULT AREA 4

PUBLIC PRIVATE PARTNERSHIP

One of the objectives of the RAISE Project was to strengthen components of inclusive education in SSA schools through partnership with the concerned NGOs. In pursuance of the said objective RAISE-NE Minimum set of requirements/criteria for Inclusive Education at School Level has been developed. Each organization partnered with three to nine SSA schools. In the initial stage of the project, 78 SSA schools were part of the project. However, by the end of 2019, six schools associated with Cherry Blossom Society, Nagaland discontinued, dropping the number of SSA schools under the project to 72.

In 2020, 13 Partner Organizations were requested to assess their Partner SSA Schools using the template. They were advised to conduct assessment primarily on an observation basis and resorting to discussions with the management, teachers and students, only when absolutely necessary.

The actual technical support started in 2018 only and technicalities of teaching and learning in the classroom started in 2019. The NGOs believed that the project would have been more effective had there been better planning. Two to three years is too short a time for any authentic and credible achievement. Most partner organizations have committed themselves to pursue this partnership in their own capacities when the Project ends. However, The Public Private Partnership seems to have varying effects on various fronts. While collaboration is happening at various levels, sustained planning together over the project period of RAISE has not been evident.

- This partnership seems to have a differential impact on enrolment rates of children with disabilities in SSA schools. Some SSA schools experienced an increase in enrolment rate while some did not witness any change in enrollment. Despite the intervention of the NGOs many of the SSA schools reported zero enrollments of children with disabilities throughout the project period. There are schools that have reported more than 10 children with disabilities enrolled in them. For example, the limited data we received from Sacred Heart Tezpur reflects that only two partner SSA schools have more than 10 children with disabilities while the others have 2-3 children enrolled in their school since 2018.

Figure 6 –

Trend of Girls and Boys with Disabilities in SSA Schools Partnered by Mary Rice, Meghalaya

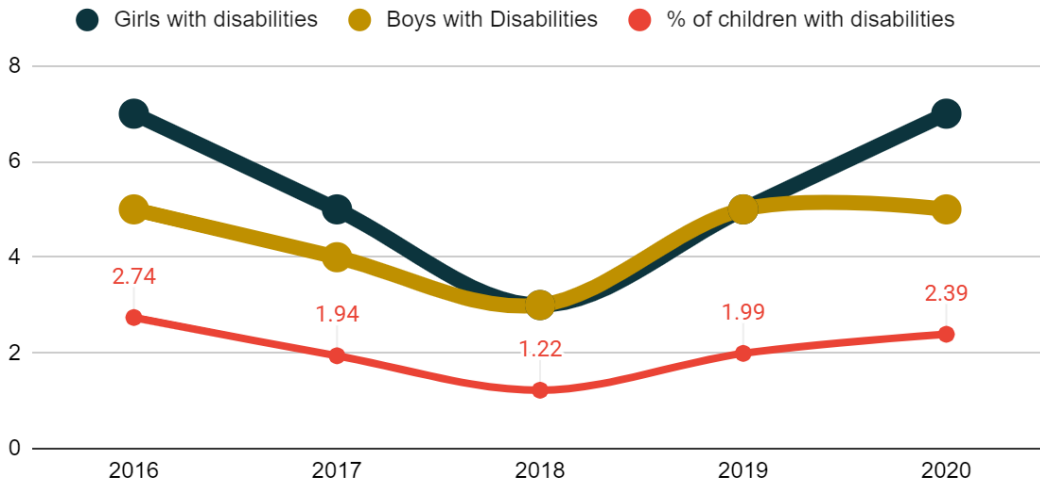
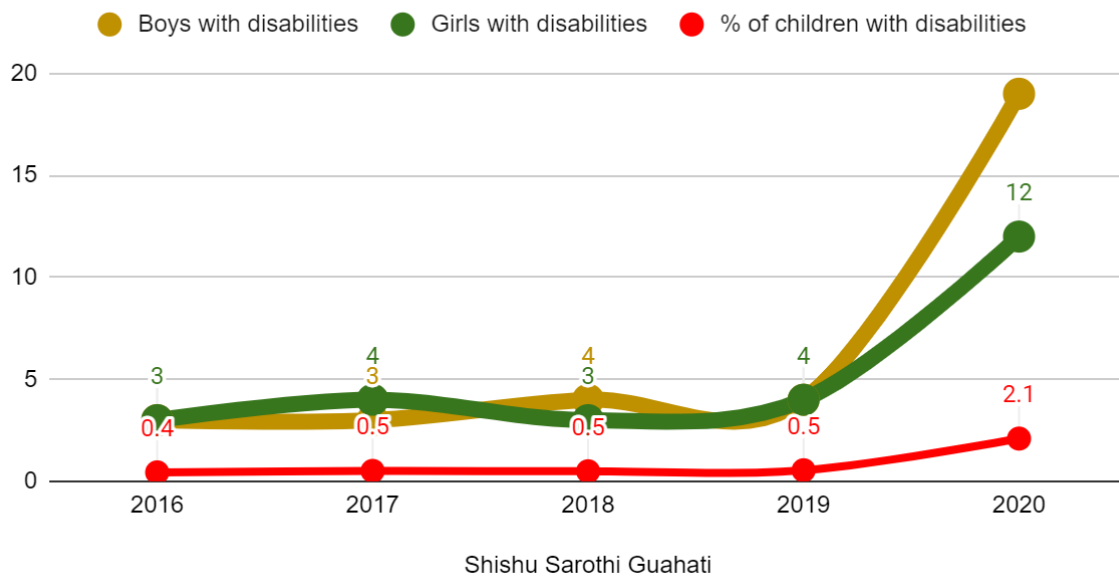


Figure 7 –

Trend of Girls and Boys with Disabilities in SSA Schools Partnered by Shishu Sarothi, Guwahati, Assam



Source: RAISE NE Project Completion Report

Refer to: Annexure B - All State Report RAISE NE

- However, the partnership seems to have prevented drop-out of the children with disabilities with very few cases of drop-outs being reported.
- In terms of diversification, the gender-wise enrollment rate in SSA schools suggests that the partnership seems to have minimal impact and geographical variations are visible. The number of girls with disabilities (273) enrolled in partner SSA schools is far below the number of boys with disabilities (356) in the partner SSA schools.
- There has been some attitudinal change among the SSA teachers towards children with disabilities and inclusive education. The school seems to be more welcoming, accepting and providing support to the children with disabilities even after passing out from the school.
- Strengthened the relationship between the organization and system to an extent that the system reached out to them for matters related to inclusive education and capacity building of teachers.

Workshops/meetings with School Management Committee and Headmasters on Inclusive education and rights and entitlements of CwDs.

School Management Committees have legal mandates so having children and parents in SMCs can lead to long term sustainability of inclusion. Organizations have reported to have sensitized the headmasters and the SMCs of their SSA schools on matters related to inclusive education, rights and entitlements of children with disabilities. Some Principals continue to provide support to the pass-out as well as drop-out children to have access to rights and rehabilitation services.

This private public partnership seems to have an impact on the composition of the SMCs. Some of the SSA schools for example, in Assam have reported to have provided opportunities to the parents of children with disabilities to be the part of SMCs and school development plan.

School Assessment on Qualitative baseline of access, attitudes and quality of learning (including gender assessment)

Public private partnership has led to the strengthening of the physical infrastructure and teaching resources in some schools. In terms of physical infrastructure not all partner SSA schools were able to develop and provide much needed infrastructural support for children with disabilities especially in areas of difficult terrains. Lack of funds, small size of the schools has made it difficult to provide the physical infrastructure in some cases.

ICT could not be used and promoted especially in remote areas, schools having children of Low Income Groups. Constant network issues and electricity issues made it difficult to use it.

Constant interaction with the SSA school teachers and NGOs has brought about attitudinal changes among the stakeholders.

Training of teachers on Inclusive Education/teaching /CCE (etc.) from selected SSA partner schools

The Partnership between the Organizations and the SSA Schools has led to the capacity building of SSA teachers through training and workshops. The organizations held training sessions in some of the SSA schools they are associated with under the project. **Each organization trained at least 10 SSA teachers with the maximum number of SSA teachers being trained by an organization is 45.**

Training and workshops were held in schools on- TLMs, Gender Policy, Child Safeguarding and Disaster Risk Management. Training was also held on SMART Lesson Plans, Mental Health and so forth.

However, the interactions with the various stakeholders reaffirm major gaps in the planning process of the program that aimed to have proactive engagement with the schools in the last two years of the project. This deprived the key teachers as well as the SSA teachers to understand the ground challenges, the remedies to counter those challenges and the effectiveness of these training sessions.

Systematic training using the RAISE NE Manual Basic could not be achieved since this training for partner organizations, key teachers and teachers itself, scheduled for 2020 could not take place due to pandemic.

External Factors like elections, NRC protest, and pandemic further prevented the effective engagements with the SSA teachers.

Organizing camps for proper identification, assessment and professional intervention for children who are enrolled in inclusive schools (with SSA funds).

The expertise available with the organizations would have been instrumental for the proper identification, assessment and professional interventions with children with disabilities. Activity 4.4 focused on the organizing camps for the above endeavor. However, barring few organizations, camps for the said purposes were not organized for children with disabilities enrolled in inclusive school under

the project. For example, Shishu Sarothi in Guwahati, Assam conducted 3 such camps in collaboration with SSA while Montfort School in Guwahati, Assam conducted 5 such camps in their partner SSA schools. For others, it was a missed opportunity to benefit from such collaboration.

However, the key teachers of the NGOs played a proactive role in ensuring the inclusion of enrolled children (in their partner school) in any such camps.

Meeting with District authorities and SMCs to facilitate/ encourage provision of appropriate and adequate teaching and learning material (TLM), communication skills, assistive devices and physical infrastructure adaptations for accessibility, safety and dignity.

The RAISE project seems to have strengthened the relationship between the organization and the system. Many of these organizations are now being consulted on the issues related to inclusive education in their districts and state. Some of the key teachers of these organizations are now involved as resource persons in the capacity development program conducted by the SSA.

There is general understanding developed in the system that the support given by these organizations to the SSA schools have led to awareness and better understanding of inclusive education.

Partner Organizations did try at their level best to source Braille Books, Inclusive Teaching aids, Trainings in sign language and other communication aids for their partner SSA schools from other sources.

However, there were some organizations that did not maintain the required communication and meetings with SSA officials both at the district and state level.

Collaboration with teachers to ensure participation of children with disabilities in co-curricular activities, creative expression and work experience

The constant interaction between the SSA teachers and organizations seems to have nurtured the understanding that children with disabilities can study and participate like any other children when there is a support system available for them to cater to their educational needs. Much of this attitudinal change can be attributed to the inclusive activities like “Ring the Bell”, inclusive sports, and outings/exposure visits that have been organized by the organizations in collaboration with the SSA schools. Activities in creative expressions were taken up in collective competitions involving Performing Arts, Visual art and Art work and others. It brought awareness to students with no disabilities about the

strengths and limitations of those with impairments and brought out the caring and compassionate nature inherent in all children. **This is a good practice that can be replicated in other projects on inclusive education.**

Organising Screening Camps and Camps for Assistive Devices

This public private partnership facilitated screening camps and camps for assistive devices to be held. Provision of mobility and learning aids and appliances were given to children in SSA Schools by Partner Organizations that channelized such devices from the various national institutes in the country, CSR ventures and from other philanthropic civil societies. **62 children with disabilities** referred to and accessing rehabilitation services after assessment in SSA camps since the mid-term review.

SUGGESTIONS:-

- Frequent and constant training sessions needed to be organized to sensitize the principals and SMC members. The trainings of principals are required as they are the harbingers of the inclusion and change
- Training of the Key Resource Teacher and the SSA School Teachers should have been implemented simultaneously.
- More proactive and larger intervention and engagements by bureaucracy in terms of passing orders for compulsory attendance in such meetings would have been a catalyst in further strengthening such capacity building and professional development of the SSA teachers.
- Constant communication between the various stakeholders and their participation in the planning and implementation process would have strengthened this participation.
- Online mode of training and learning process needs to be replicated especially in times of pandemic.
- There is an urgent need to inculcate the understanding among the SSA school as well as the system that physical infrastructure required for the accessibility of children with disabilities goes beyond rails and ramps. A regular exposure of the SSA teachers to the RC/organization can be a way forward to develop this understanding.
- Constant dialogue between the organization and the system including school would enable the schools and the system to adopt the universally designed infrastructure and adaptations to overcome the issue of building physical infrastructure in difficult areas.

VOICES FROM THE FIELD

Headmasters of SSA Schools in Tripura:

Though they had children with special needs even before the RAISE project, they are extremely grateful for the RAISE training, as now the staff is very well trained and they do not refuse any child with disabilities. Mr Bishnupada said they found it difficult with an 11-year-old girl with high support needs, as she could not indicate for toileting and also had difficulty in sitting and walking. However, now with training and physiotherapy, she has learnt basic skills and he will be able to ask her to attend regularly. 8 students are attending regularly. Two students with low vision completed school and passed out.

Mr Bishnupada, Headmaster B. R. Ambedkar Higher Secondary School, Dhukli, West Tripura.

Story of Binit Roy -

Binit Roy is 16-year-old, studying in the tenth grade at Dr.BR Ambedkar High School, Dhukli, Agartala. He was very young when he lost his leg. His mother works as a domestic helper and his father works as a daily wager.

Binit is good at swimming. Because the landscape in Tripura has large lakes and ponds, everyone in Tripura learns to swim, and anyone can practice for free at the sports academy school. He is a national level swimmer (Gold medalist).

He was enrolled in School but could not attend on a regular basis because he lives about a kilometer and a half away from the School. His classmates and friends would carry him to School or take him on the bicycle. On days when he did not attend school, his schoolwork would be sent home. He has always had close friends who would pay him visits, hang out with him; Rajib and Rakesh are his closest friends.

*He received a prosthetic leg from Ferrando Rehabilitation Centre's prosthesis unit as part of the RAISE project, which was followed up with therapy sessions, to help his gait in walking. **After receiving the prosthesis, he began attending school on a regular basis.** . In fact, when it rained, his friends would all huddle under one umbrella and walk home together.*

*He participated in the Children National Parliament in Delhi, which is a federation of neighborhood children parliaments, that address local, state, national and international issues. This concept was facilitated by **NINEISMINE** which created a forum for children to speak, and Children Parliament is an inclusive and democratic body- of the children, for the children and by the children.*

Binit Roy took part in a science exhibition and designed an accessible dustbin for schools, winning third place at the district level. The State Project Director was very impressed with Binit's achievements.



[The picture has an accessible wooden dustbin with a handle and a wheel which is painted with red and green]

RESULT AREA 5

Joint Learning

The joint learnings comprise of ICT, appropriate modules and manuals, research in education of inclusive modules, documentation and networking.

ICT

- Use of ICT to facilitate teaching learning process (collaboration with existing ICT)
- There have been collaborations with various ICT platforms like Nearpod, Wakelet, Edmodo, Jam Board, Padlet, Socrative, GO Formative and BYJU'S etc. Collaborating with mainstream ICT teaching platforms is a big step towards spreading awareness about IE, but at the same time one is not sure how effectively it will be used by the NGO partners and primary stakeholders of the RAISE programme due to threadbare network coverage in the NE.
- Modification and adaptations may need to be put into place, to make it accessible for all children for effective use for learning. The teachers and parents found it difficult to learn certain aspects of the apps, which has limited its effectiveness as a teaching and learning tool.

Development of Appropriate and Innovative Modules and Manuals

- The central concept is moving away from the traditional goal of teacher centered training, towards facilitating students to become expert learners. This was done through two different ideologies, they meshed well to make positive changes in the classroom.
- Manuals have been created and being used by the partner NGOs and some of the SSA schools have a hard copy in their library. In some of the Partner NGOs the training on the use of the Basic manual is in process. The central idea of children becoming expert learners is reflected in the manual. All the teachers interviewed mentioned that they would like to have the manuals in the local language, the manual as of now is available in Assamese, it has been translated by Prerona, and is being used to train teachers.
- Scaffolding formative assessments was part of the different types of assessments a teacher got trained in, it is a good skill to have and when implemented it supports students to find

strategies to problem solve and move forward.

- Most teachers reported the most useful part was lesson plans with differentiated instruction and with SMART goals.
- During the training, some of the existing material on child centered learning, like the video series, "An Inclusive Day" was effectively used, through networking with EENET. This has been used extensively by all partners to train SSA teachers.
- The pandemic led to the innovative idea of blended learning, both online learning and in person learning complementing each other.
- Teacher training should lead by example, the key teachers in their interviews expressed that the training would have been easier to emulate and less stressful if it had followed UDL.
- Manuals to be prepared keeping in consideration the local context must be in easy, lucid language. The language to integrate more diagrams and pictorial representations.

Research

Bethany Society Meghalaya has undertaken a Longitudinal Action Research Project, (LARP). This is a Study of Academic Achievement of Primary School Children (Classes 1 to 5) in an Inclusive Setting. The subjects chosen are English Language, Mathematics and Environmental Studies (EVS).

- Pre and post-test learning outcomes were developed, using the NCERT norms for the first two subjects and EVS was conducted through the project methods.
- For the study, tools and a scoring key were developed.
- For Math and EVS the mother tongue was used while English language was stressed in the English outcomes.
- There was flexibility in all aspects: multiple means of representation of task, engagement action and expression of students in their responses.
- After analysis of the pretest, topics for teacher training were identified and carried out, the interventions were need based.
- After one year of classroom instruction, the post test was done. The results of each child with and without disabilities were analysed.
- The comparison of performance of children with and without disabilities showed insignificant differences.

In conclusion:

If children are given the supports and scaffolds during assessment that they need during instruction, they perform at par with their non-disabled peers.

Shishu Sarothi, Guwahati, is planning a research project post RAISE. They are planning to develop a compendium of lesson plans in Assamese using UDL. This is going to be action-based research where they will work out lesson plans with the SSA school teachers, implement them, and then with the learning outcomes decide on which lesson plans to document.

There has been an internal change in every NGO. This process of how each NGOs transformed, be it, from a school for single disability to cross disability inclusive school or from a special school to an inclusive school (reverse integration) or from a mainstream school catering only to non-disabled children to an inclusive school, needs to be documented and researched.

The online interviews and desk reviews showed that parents of children without disabilities were reluctant to send their children to educational institutions which were traditionally special schools. Perhaps the practice of reverse integration needs to be relooked.

Documentation and Dissemination of Information on IE

- There has not been dissemination of information IE and the programme in accessible formats (booklet on RTE for Children with disabilities and existing court decisions on RTE). However, students with visual impairment from Jyoti Sroat School knew about the RTE and were very articulate about what their rights were and what they wanted from the government.
- For the key teachers there was no conflict between the earlier disability wise training they got and the later UDL philosophy. Both were necessary and indeed complementary they felt.
- The resources created under the RAISE Programme, like the Basic and Advanced Manuals, the Lesson Plan Exemplars, IVC Survey Reports, should be available on the internet under the creative commons license.
- There was not enough collaboration with other education networks in the state, regional and at national level.

An initial literature survey and a study of best practices across the country could have made the development of these joint learnings more relevant and efficient.

Contribution to Change and Sustainability

- The manuals are innovative, their actual implementation in the classrooms is yet to be seen and reasonable accommodation as a concept explored more in detail.
- Since a major chunk of the budget under Samagra Shiksha sanctioned to the States is on Quality Improvement, the various learning enhancement programmes taken up by the States should address the issue of managing diversity in classroom.

CONCLUSIONS

After meeting with all the stakeholders, sometimes one on one and some in groups, it was found that many positive changes have happened, especially in the understanding of inclusive education and inclusion. The thinking and planning will now be for all children and many good practices have been set up, important systemic changes have happened within NGO Partners. There is now a move away from labels to looking at all children as learners, in fact become expert learners. These concepts and strategies should reach all the SSA Schools, where further learnings will happen on the “how” for government schools. All the partners are keen to make this happen. As Carmo Naroná the Project Director said, “The foot has gone into the door and the door has opened.” So, let’s walk in and ensure that all children have a good quality inclusive education. In the future the training model, the modules and all learnings should reach every SSA School.

LESSONS LEARNT

- Children's Parliament is an effective awareness generation and self-advocacy tool for all children and the community at large.
- Training is a critical component of knowledge, capacity building and change among key stakeholders, including government employees.
- Universal Design for Learning integrated with a basic understanding of how children learn, collaborative teaching, and inclusive lesson planning are examples of best practices in IE.
- For inclusion to happen, networking and collaboration between stakeholders is critical at every level
- A resource center can play a key role in facilitating inclusion of children with various disabilities in regular schools.
- For inclusive education of children with disabilities to be a success, the larger issues of education, specific to that state, also need to be addressed.

RECOMMENDATIONS

The RAISE Project over the five years has set the stage for inclusive education, in the districts they have worked in. Training of key teachers and other teachers has been effective and stakeholders feel confident that all children can study together.

RAISE as a project may have ended but the task remains unfinished due to various external factors like the pandemic, CAA agitations, floods, migrants of NE India who were stuck across the country during the pandemic and few internal factors. The schools were closed and all the government institutions were engaged in relief work, this impeded the NGO's from reaching out to the schools and the government officials.

Main Recommendations:

1. Sustainability and Networking

- The achievements of the RAISE Project, especially the materials and manuals developed and the best practices should be shared in a series of international, national and state level workshops. The workshops should also include influencers such as:
 - Industry Associations like CII, FICCI, Assocham, Nasscom. Their disability cells should be included.
 - CSR Aggregators like Sattva, Dasra, The Nudge
 - CSR Foundations like ICICI, Tata Trust, The Banking Sector.
 - Philanthropies like Azim Premji Foundation, HCL Technologies.
- The Workshops should result in a two page briefing paper, which can be widely circulated in the social media. Providing visibility to potential donors will help build up relationships for further funding.
- Leveraging the State Governments to fund and also scale up the project. The INGOs can

facilitate this, especially focusing on organisations that need help.

- Network with mainstream education advocacy forums. This will make alliances expand their advocacy to include education of children with disabilities.

2. Collaboration

Some of the areas of Collaboration could be as follows:

- The lead organisation should continue the training programme and share knowledge as their workshops during the pandemic could not be attended by all.
- Collaboration in the area of advocacy is essential, by forming more parent groups and involving more disability groups.
- There is a general acceptance of the philosophy of inclusion, for this to sustain and to be seen as a Right and for it to become a way of life the larger community needs to be involved and have ownership to it. Leveraging each other's strengths to build partnerships like in the case of Tripura, where the partners collaborated to use each other's resources and expertise.
- The Children's Parliament has reached the SSA Schools in most of the districts and has been an important activity in hearing the voices of the students. This must continue.

3. Impact

The Samagra Shiksha Abhiyan is a major stakeholder.

For long term impact:

- Advocate to SSA to train their master trainers on the same training programmes as the key teachers. These can be reorganised to make them shorter.
- Advocate with SSA to make all special educators regular employees, this will ensure long term outcomes. In SAKSHAM Tripura, the Education Secretary has suggested such a change.
- Advocate with SSA to introduce the Child Safeguarding and Gender Policies across the country.

4. Energising the community:

The Covid 19 Pandemic is an important and appropriate universal experience for awareness raising. Lessons learnt from this world wide disaster must be reinforced in the schools, parents groups, OPDs and the general community.. This can be done through making collective plans for a campaign by using modalities like street plays, poster competitions and the media. Children should lead the campaign especially in light of the new variant and for the need of communities to continue Covid appropriate practices,

This will bring an understanding of inclusion and interdependency.

5. A more Consultative and Bottom -up Approach

- All the Heads of the INGOs and NGOs met, a lot of experts were called from across the country, 2 years were spent on preparation but ultimately the decisions taken were top-down.
- The Advocacy Lead felt that they were implementers rather than ideators. This did not allow any change along the way like during training, advocacy and awareness raising, especially with external factors which were affecting the running of the programmes. Course correction must be possible in the future. It should be built into the project design.

6 Introducing a Non- discrimination Policy

- A non-discrimination policy should be included, like the other three policies. This will need consultation with all the stakeholders and should be signed by all the stakeholders. This can still be done for future collaborations.

This will be a natural movement forward from the Child Safeguarding, Gender and Disaster Risk Reduction Policies. The students with disabilities in the region experience multiple marginalisations. These are the following:

- Poverty: India's population is highly skewed between the super-rich, the middle class and the poor. Students in SSA Schools come from extremely low resourced families and that needs to be addressed in the policies we frame.
- Scheduled Tribes and Castes: There are many tribal children within the stakeholders and they

need certain equity measures to be made ready as equal participating citizens as adults.

- Home Based Education: Children with high support needs are ending up in home based education not as an option they have taken after getting adequate information. The school simply decides this for them, which is discriminatory.
- A Non- discrimination Policy will address the different lines discrimination and bring into the work the factors of dignity, equity and autonomy. This will help in the discourse on inclusive education. Disability is a development issue and this policy should help in placing children with disabilities in that framework.

Result Area 1 - Resource Centre:

- All Resource Centers continue to function at the same level as during the RAISE project period. Ideally, they should be looking at enhancement and expansion as and when they have the resources for them. A framework was developed to define the Resource Center, it should be revisited for future plans.

Result Area 2 - Teacher Competency:

For Future trainings of teachers in partner organisations and SSA Schools

- Teachers must be allowed time for reflection and internalization of concepts learnt, including classroom practice.
- Key Teachers might need more exposure to the government education system as one of the main objectives is to improve the quality of inclusion in government school.
- Include Early Childhood Care and Education in the light of the New Education Policy 2020.
- Teachers should be continuously exposed to the concepts of curricular adaptations, multi-level teaching and addressing diverse learning styles, classroom organization, use of reasonable accommodations, universal design of learning, digital learning, lesson planning and formative and summative evaluation.
- The focus should now be on aspects like inclusive pedagogy, learning processes, effective teaching techniques, capacity building of more teachers and parents through the modules developed by RAISE and learning outcomes.

Result Area 3 - Attitude Change

- State specific advocacy plans should be developed, which reflect the larger issues in education in that particular state and community.
- There should be funds raised for the advocacy plan and appointment of an Advocacy Coordinator.
- A separate training should be designed on advocacy. Materials should be made available in accessible formats and languages - on Rights, Schemes available, how to train teachers and how to advocate.
- Modules for all functionaries of the SSA system - Head Masters, officials at district and state levels. Also for collaboration with the Public Works Department, Health-Nutrition, Women & Child, Panchayati Raj.
- Analysis of the State Education Plans and rules for partnering with SSA to keep it in the RTE context and for effective advocacy with the government officials will make the process more efficient.
- Literature study, community survey and analysis of the reasons why the enrolment in schools is low. Following which a comprehensive strategy involving the children, families, community and the relevant government official should be arrived at. This should be implemented together with the people concerned.
- Capacities on the Rights to Persons with Disabilities Act need to be built, so that more and more impairments recognised under the Act are covered.

“Parents of non-disabled peers will accept their children studying with disabled children, without fear that the quality of education goes down”, should have been one of the outcomes of the project rather than an assumption

Result Area - 4:

- Constant and proper communication between the state and the organizations is a must to make a program like RAISE more effective.
- During the annual planning process, organizations must engage the officials to plan for various activities to make the program effective. The bureaucratic involvement will facilitate changes in the SSA teacher’s role to incorporate the RAISE mandate.

- More awareness and training on the identification of the children with disabilities should be there for making the data on the enrolment more reliable.

Result Area - 5: Joint Learning

- Documentation and dissemination of information on Inclusive Education and the programme in accessible formats, like the booklet on RTE Act for Children with disabilities and existing court decisions on RTE Act.
- All the materials created by the Working Group-1 and by Working Group -2 on UDL are intertwined and needed together by special educators. They should be available to teachers across the country. The resources should be available on the internet under the creative common license.
- Nearly all the Key Teachers that the team interacted with, reported the manuals and the training to be very beneficial. The manuals developed during the RAISE project should definitely be shared with the Central and the other State Governments so that they can be used during the various training programmes conducted by the SSA.
- The concept of reasonable accommodation has to be explored more in detail, which would further implement IE in the classroom.
- Since a major chunk of the budget under Samagra Shiksha Abhiyan is sanctioned to the States on Quality Improvement, the RAISE programme should proactively try and collaborate with the State government to ensure that their modules and manuals are used during the various learning enhancement programmes taken up by the States.

LESSONS LEARNED ABOUT THE EVALUATION PROCESS

Worked well

- Team Work: Each member of the team brought diverse and rich experiences, which worked very well. It was possible to meet a large range of stakeholders.
- Briefing by Carmo Naroná and Bertha: They spent a lot of time, about 9 hours over 3 different sessions, taking the team through the whole project. They explained the design, each aspect and roles and responsibilities in detail.
- As a team we evolved a creative design of the evaluation, using several different methods. We used Google Forms to get some information from the KII (Key Informants Interview) like Heads of NGOs, Key Teachers, MS Aloka Guha and Headmasters. We did one-on-one interviews and Focused Group Discussions. We chose short two to three minutes films on disability to show students to make rapport and get their understanding.
- The entire team feels it has been a wonderful learning opportunity.

What did not work well -

- Online Evaluation has some advantages, as we can reach many students and parents in their homes. However, the main drawbacks are poor connectivity and nothing can replace an actual visit to the schools and physical meetings.
- Delay in finalising the MOU and related decisions.
- The Evaluation Plan was not shared with the INGOs prior to starting the evaluation as an oversight.

ANNEXURE

Questionnaires

<https://drive.google.com/drive/u/1/folders/1Xx9B6omvAgrO9g7wFZcKn-uT3zvirZzn>

Evaluation of Training Manual

<https://docs.google.com/document/d/1STYV2eNSer4Bq3XzdKnTMq3aYBYGfKmL/edit>

State Reports

<https://drive.google.com/drive/folders/1TqwrlaW2-JdOOqVGpyDh1zibYXQOh5Jl>

Evaluation Team

https://drive.google.com/drive/u/1/folders/19_o7YSJ2QqvGi4ATt2AFmtsE-NMtTzpk

Management Response Tool

https://docs.google.com/document/d/1xIHPtRmi_a6izNnMB037mqxfX2I43N4AltXJIMvcsGg/edit

ANNEXURE A - Children with Disability Transitioning from special school to mainstream school

<https://docs.google.com/spreadsheets/d/1kLCKftRr1E6r5OFX3haJF1JRY0QDtKK/edit#gid=1560588227>

Annexure B - All State Report RAISE NE

<https://docs.google.com/spreadsheets/d/1jtQkSSpuo3nxv6NfEouRE41xpMwyb6F/edit#gid=234470059>

Annexure C - Collaboration & Alliances

<https://docs.google.com/spreadsheets/d/1k6T7hqVAndBPL31Sft521b-HZVeDgGO3nQU5pm4dupA/edit#gid=1531756805>

Annexure D – Mid Term Report

Annexure E - Consent Form - attached below

STUDENT CONSENT FORM

We the Members of the Children's Parliament of Ferrando Speech and Hearing Centre hereby give our Consent to our letter Sent to the Principals of SSA Schools, written as members of the Inclusive Children's Parliament, for it to be used as part of the Cover page for the final Evaluation of the RAISE Project.

Members of the Children's Parliament:

Wansyrpai Dkhar

W.Dkhar.

X Pankaj Agarwalla

Aidaplin Lynshiang

A. Lynshiang

Jubarika Syiem

J.Syiem

Realda Suchiang

Rialda
Kapesa

Kapesa

Moris Taro

M.Taro

Amika

A. Kharbuki

Baniarap Mawlong

Mawlong.

Baiahunlang Wahlang

Bnahlong