

# **Disability-Inclusive Education** **Inclusive, Accessible and Sustainable** **post-COVID-19 world**



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# About Us



**National Centre for  
Accessible Environments**



**Women with  
Disabilities Forum for  
Action**

**28 years of pioneering efforts to  
'Make the World  
Universally Accessible & Inclusive'**



# Achievements



Accessibility audits of **17,717 schools and 16,527 anganwadi centres** and capacity building on home based education, **UNICEF**, 2021



Authored **Accessibility Code for Educational Institutions**, Ministry of Education, **Government of India**, 2021



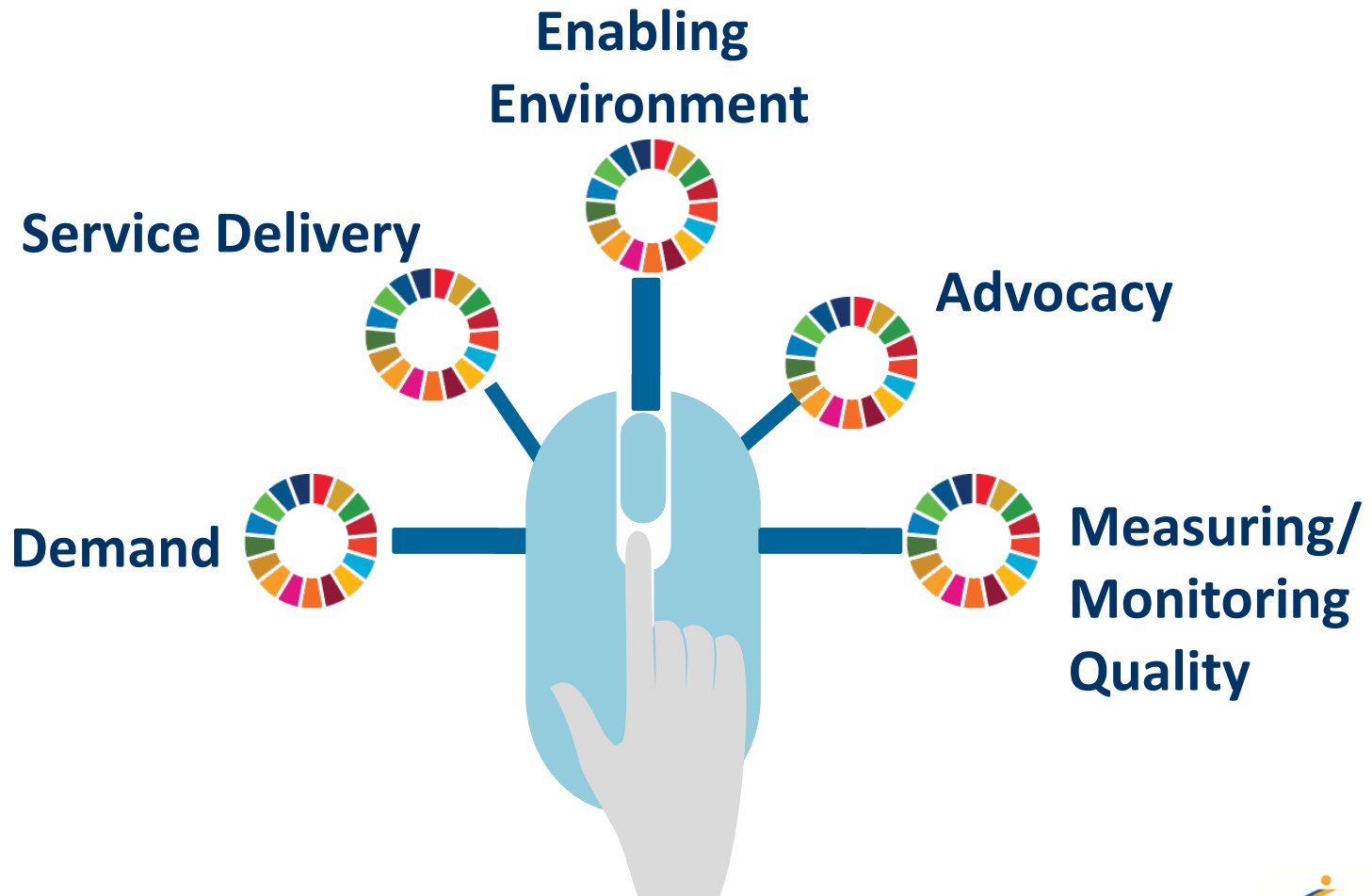
Authored **Global Monitoring Report on Education “Schools Accessibility for Children with Disabilities”**, **UNESCO**, 2019



**Accessible India Campaign**- access audits of 640 schools in 16 cities and 11 provinces , 2016- ongoing



# Samarthyam OPD's Initiative





## Access to Drinking Water

Safety and accessibility compromised. Mani does it every time she drinks water. She has slipped twice and have fractured toe fingers.





## **Absence of handrails makes Rishi dependent on others**

Rishi gives his lunch box every day to his friends as he cannot climb staircase in school. There are no handrails. He has not taken lunch for last three years.....



## Inequality and Discrimination

Soma wants to become a scientist, having low vision and sitting in the last row hampers her blackboard reading.





## Lack of Access Features

Hema has mild Cerebral Palsy. There are high steps and no ramp to the toilet, hence, she cannot access it. She stopped going to school after class II.

She wanted an accessible toilet that she can use 2-3 times a day.




Ramp with handrails will make the toilet accessible.



# Educational Rights





- **Right to Education Act, 2009** provides every child with equal rights and opportunities to access educational services irrespective of child's class, caste, race, gender, geographical origin, and abilities.
- **National Education Policy, 2020** reiterates the need for barrier-free access to children with special needs for providing equitable educational opportunities.

# Leadership of OPDs

-  **South-Asia Perspective** – Rights and evidence based
-  **Reaffirming the collective commitment** to build inclusive, accessible and sustainable post COVID-19 world for children with disabilities and all of society
-  **Creating a fair and inclusive distribution of services and power** (demanding gender parity breaking patriarchy) in tackling the COVID-19 pandemic

# Coordination & Partnership

between OPDs/CSOs, the government and other actors

-  **'Shadow pandemic' effect**
-  **Proactive advocacy for identification** of children with disabilities
-  **Institutional guarantees**
-  **Build Back Better & Inclusive:** Accessibility Audits of educational institutions with child friendly designs





# Awareness & Sensitization

- **Comprehensive accessibility** - addressing attitudinal, physical, communication, and institutional barriers.
- **Twin track approach**- identifying disability specific actions combined with universal design learning approaches.





# Inclusive, Accessible & Sustainable

## Intervention

OPDs, Local Government and Community together identifying gaps to service delivery and developing joint solutions for **inclusive education**

## Outcomes

**Space for ongoing advocacy, networking created and expanded**

## Impact

Policy Implementation at national level improved  
**Local accountability mechanism established**

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**National Centre for Accessible Environments**

Organisation in Special Consultative Status with the  
United Nations Economic and Social Council since 2015

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**India**