



GiftAbleD Integrated & Inclusive Education Concept Paper

Brief about GiftAbleD:

GiftAbleD Foundation was formed in 2013 as a Public Charitable Trust. GiftAbleD is a thought that we all can live with dignity and earn our livelihood. People with Disability may not fit into typical societal norms or silos due to their physical limitation. However, that should not be considered a reason to portray them fit only for charity. They can and will contribute towards building a just, sensitive and healthy society. To start looking at their Abilities – They are GiftAbleD!!!

GiftAbleD strives to create an ecosystem of like-minded individuals and collectively build a disabled-friendly society. We aim to empower individuals with disabilities across crucial aspects of their life, and have designed several services with this aim in mind.

Vision: *To foster a culture that values Inclusion, while creating opportunities and transforming lives of People with Disabilities so that they can live with dignity and self-esteem through Impact Programs.*

Project Goal: GiftAbleD Integrated & Inclusive Education Programme is to enable every child with disability to access quality education.

Project Objectives:

1. To provide an opportunity for children with disability to study and be a part of the society through integrated and inclusive education,
2. To ensure retention of existing disabled students and to improve enrolment of out of school disabled children,
3. To enhance the capacities of teachers to teach children with disabilities through training and necessary support,
4. To create awareness in the parent groups, communities on the importance of their participation in their child's education,
5. To introduce online learning for children with mobility issues through partners and e-volunteers,
6. To build a strong and sustainable relationship with the government and other local institutions for infrastructural requirements and development schemes,
7. To implement best practices from time-to-time to create higher impact in the system

Justification for Integrated and Inclusive Education for Children with disability:

Children with disabilities in the country are still a marginalized group more so if they are from the lower economic strata of the society and living in the rural areas. About 30% of the disabled children with mild to moderate forms of disabilities have benefited due to the successful campaigns of inclusion. They get schooling in some form. Another 30% of the urban children with disabilities are able to access education through special schools. The other 40% with moderate to severe disabilities either get very little or no education at all. Those who do get admissions in the mainstream schools, the system does not move beyond admissions. The learning levels are dismal for children with disability, especially so for children with global developmental delays (GDD). The system of education also does not have an effective model of integration and inclusion to follow as far as learning is concerned. The prevailing situation in the field of education for children with disability has prompted GiftAbleD to develop multiple models to ensure education for all.

GiftAbleD Integrated & Inclusive Education Concept Paper

GiftAbleD Approach to Integrated and Inclusive education:

GiftAbleD methodology is to make integrated and inclusive classrooms across government, government aided and low-cost private schools through scalable and replicable models using digital and offline techniques.

An **integrated** classroom is a setting where students with disabilities learn alongside peers without disabilities. **Inclusion** is the actual merging of special education and regular education with the belief that all children are different, will learn differently, and should have full access to the same curriculum

GiftAbleD has identified organisations who have developed child friendly, state board curriculum e-lessons which contextualizes world class pedagogic practices into everyday classroom teaching. These e-lessons use images, videos, activities, strategies to convert the classrooms into active learning spaces. They also provide teaching ideas to effectively execute these lessons in classrooms. These instructions ensure that teachers receive contextual professional training to help deliver excellent lessons in the classrooms. GiftAbleD with the help of special educators and sign language experts will further customize these curriculum to suit children with disability.

Phase 1:

1. Customize grade 1-4 state board curriculum based on the special educator's review and feedback
2. Break down the existing e-curriculum and develop bridge courses for children who dropped out of school
3. Incorporate sign language videos into the curriculum slides for children with speech and hearing impairment
4. Incorporate screen reader technology for children with visual impairment
5. In the pilot phase, introduce the above in selected primary schools across Mysore, Bangalore and parts of North Karnataka
6. Simultaneously develop a database of children with disability based on the following parameters:
 - a. Mild to Moderate (children who can access schools)
 - b. Moderate to Severe (children who cannot access schools)
 - c. VI and HI (Children who can access schools)
 - d. Children with disability who have dropped out of school for lack of suitable educational opportunities
7. Ensure a., c., and d. are enrolled into age appropriate primary grades
8. For children with moderate to severe disability, connect with e-volunteers either one-on-one or in groups based on the numbers
9. Provide remedial classes
10. Provision of appropriate assistive technology for children with moderate to severe disabilities.
11. Connect to NIOS and SWAYAM MOOCS option for children to complete their 10th and 12th grades who cannot access schools
12. Conduct sensitization workshops for teachers and parents

GiftAbleD Integrated & Inclusive Education Concept Paper

13. Network with like-minded NGOs, resource groups, technology partners, special educators, volunteers and policy makers for replicating the program.
14. Rehabilitation and therapies through surgeries, aids and appliances if required
15. Assess children through baseline, mid and end lines through regular monitoring applications

Our Working Philosophy

- School reform is a process, not an event. Therefore it takes time, patience and diligence on the part of all stakeholders.
- Change involves mutual adaptation. Hence keeping communication channels open to ensure frequent and open minded dialogues and discussions with all concerned is important.
- Change is not likely to go forward precisely as planned. Periodic reflections and mid-course corrective measures will be required.
- The goal of our capacity enhancement programme is not to indoctrinate or train teachers to behave in prescribed ways but to equip them to reflect and reason out their teaching and children's learning.