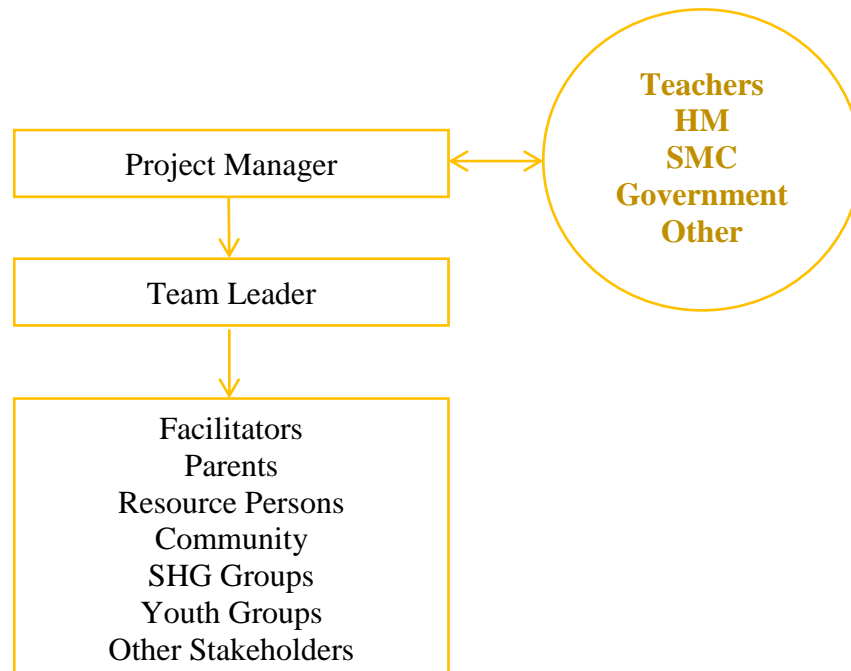


Project Implementation Partners (Institutions involved)

- a) Swabhiman, Bhubaneswar (NGO)
- b) Department of School & Mass Education, Govt. of Odisha / State Project Director (SPD) of SSA- Odisha
- c) Govt. School teachers and Headmaster.
- d) Aditya Birla Capital , Mumbai.
- e) Parents & Community

Project Implementation Team:-



Inclusive Child Resource Centre (ICRC):

is the key component in the entire project implementation plan of project There are 8 - ICRCs played the major role in the holistic development with need based approach and long lasting change in the life of CwDs within the school going age and children crossed the school going age or youths with disabilities living in 136 slums of Bhubaneswar and studying in 72 Govt. schools, in all the phases of this project.

(Inclusive Child Resource Centre (ICRC):Project is being implemented through eight nodal ICRC centers, which serve as multipurpose units and provide a conducive environment for children to be active participants in education and skill development. The space/ room for ICRC is provided by Govt. school department in Govt. schools itself which serves as single window delivery place for all needs of CwDs.)

The First Phase of Project Saksham covered:

1. the baseline assessment along with establishing the ICRCs in fully functional stage. According to our baseline survey in the slums, few children with disabilities enroll in school and most did not complete a full cycle of basic education;
2. One ICRC covered at an average 7-8 feeder schools and 15-20 slums. Eight ICRCs were established and equipped with all requirements for CwDs in this phase. One field facilitator was appointed to ensure all the activities at the center and community level.
3. A team leader - Academic & Curriculum, is appointed for providing regular inputs and monitors each of these ICRC in regular intervals. A team leader Health, one for Access and one for Livelihood were employed. Every ICRC is functioning on daily basis including Sundays with a scheduled activity plan developed during the weekly review meeting. Each of these ICRC addresses the needs of about 40-45 CwDs and YwDs. It operates, evaluates and addresses all concerns and gaps. First phase activities also includes tuition classes, therapeutic classes, hobby enhancement classes, exposure visits, linkage and providing vocational training for ensuring livelihood for YwDs, providing assistive devices and linkage with entitlements.

The second phase of the project plan was

1. building the capacity of teachers on inclusive education based on RTE and
2. ensuring accessible infrastructure by conducting access audits of each targeted school. All other key activities of phase one also continued in more in-depth manner during this 2nd phase.
3. 700 teachers got trained in this phase, which leads to reduce the attitudinal barrier for more than 800 CwDs and more than 7000 non-disabled students studying in the entire Bhubaneswar Block.
4. At the same time the knowledge base of these 700 teachers increased to quite a higher level this has helped to prevent dropouts among CwDs and increase opportunities for a better life.
5. Project Saksham is providing round the year holistic support to children with disabilities living in Bhubaneswar slums to ensure that they complete their education (high school).

Box – What Teacher’s Say About Our Training “SAMATA”



In the third phase of this project Saksham

1. we are focusing on strengthening the existing institutions like School management committee (SMC),
2. Child cabinet,
3. project implementation team – capacity building
4. youth livelihood
5. SHGs parents of CwDs
6. by increased the representation of CwDs and their parents in these committees and sensitizing them about disability rights and entitlements. This has also increased the demand for the specific needs and services of CwDs and YwDs both inside and outside the schools. In this phase we are also going to take this model of inclusive education to the state Govt. for replicating it throughout the state. Parents groups were strengthened to take up the responsibility of managing the ICRCs and sustained the program.

The overall **activities** during all the three phases at all the ICRCs are Sign Language Interpretation for facilitators and parents, lasses in Odishi dance, Hindustani Classical Vocal and Fine Arts for children, Craft,

Yoga, tuition classes along with speech & physiotherapy sessions, Tab based Digital classes, book reading and story-telling classes.

8 Inclusive Child Resource Centres (ICRCs) Name & Facilitator Name

Utaklagouraba Madhusudan Das

Inclusive Child Resource Centre - 1

BJB College Colony Project UP School, BJB Nagar
Facilitator - Swatishree Maharana

Kabibara Radhanath Ray

Inclusive Child Resource Centre - 2

Government Project UP School, IRC Village, Sector-6, Bhubaneswar
Facilitator - Bhabanisankar Behera

Kabi Samrata Upendra Bhanja

Inclusive Child Resource Centre - 3

Sayad Mamta Ali Nodal High School, Behera Sahi, Nayapalli, Bhubaneswar
Facilitator - Aisworiya Mohanty

Swabhab Kabi Gangadhar Meher

Inclusive Child Resource Centre - 4

OSEB Colony UGUP School, OSEB Colony, Unit-9, Bhubaneswar
Facilitator - Soumya Dhal

Vyasa Kabi Fakir Mohan Senapati

Inclusive Child Resource Centre - 5

Salia Sahi, Bhubaneswar
Facilitator - Kalpana Das

Kabisurya Baladev Rath

Inclusive Child Resource Centre - 6

Jharpada UP School, Jharpada, Bhubaneswar
Facilitator - Debasish Mohapatra

Adikabi Sarala Das

Inclusive Child Resource Centre - 7

Govt. UP School, VSS Nagar, Bhubaneswar
Facilitator - Rojalin Prusty

Utkal Gourab Madhusudan Das

Inclusive Child Resource Centre - 8

Mendhasala, Khordha
Facilitator - Chinmay Pradhan

During these three phases, in the 1st year of the project three separate team leaders were there, along with their team of facilitators are also appointed for three thematic areas Health, Livelihood and Entitlements. In the 2nd year there was only 1 team leader who managed it overall as there was a reduction of pressures of workload. And in 3rd year also this model is continuing smoothly. Weekly, monthly and quarterly review and reporting are conducted to ensure the effectiveness of the implementation.

LFA of the project is attached to this document in **Annexure**

1. What were the expected outputs & outcomes of the project/program?

Below are the expected output & outcome envisaged in the project against each activity:

Strategic Objective 1- Academic Development of children with disabilities in urban poor areas. (Curricular and Co-Curricular Activities)	
Activities	Key Actions/Deliverables
<ol style="list-style-type: none"> 1. Facilitating and engaging Special Teachers, Interpreters & Tutors in target schools. 2. Provision of books in alternate format 3. Provision of TLM (Teaching-Learning Material in alternate format) 4. IEP Development 5. Leisure Activities – Reading, Film Shows, Appreciation of Music, Newspaper Reading, Puppetry and Storytelling. 6. Sports – Indoor (Chess and Carom), Outdoor (Running, Football, Hockey and Archery). 7. Hobby Cultivation - Classical Dance, Classical Music, Classical Instrumental, Fine Art, Digital Art, Photography. 8. Exposure Visits & Picnic 	<ol style="list-style-type: none"> 1. (i) 80% disabled child friendly schools. (ii) 50% sensitized and trained teachers. 2. All children having access to textbooks and storybooks in alternate format. 3. Increased interest in teaching; and increased interest in learning with availability of TLM in alternate format. 4. IEP of all enrolled CwDs. 5. Constructive engagement in free time and developing positive values. 6. Identification of Sporting and Artistic talents of CwDs. 7. (i) Nurture of talent and creation of a pool of budding talents. 8. (ii) Exposure of talented CwDs in various platforms in state. <p>80% of the targeted children with disabilities will complete schooling with added knowledge of one hobby, one extra-curricular activity and one skill – each with the potential to evolve into a livelihood means.</p> <p>No dropouts of enrolled CwDs.</p> <p>At least 50% of all CwDs of Sakhyam project in Class X will pass matriculation (present pass percentage is 10%).</p>

Strategic Objective 2 - Mainstreaming for Social Inclusion.

Activities	Key Actions/Deliverables
<ol style="list-style-type: none"> 1. Provision and mobilization of Assistive Devices. Provision of Mobility and Communication Aids 2. Provision of Writing Aids and Audio Aids, and Reading Aids 3. Provision of Adjustable Furniture (Like tables, chairs etc.) 4. Provision of Infrastructural & Transport Support 5. Accessible classroom 6. Accessible toilet 7. Escort allowance or a van 8. Proper lighting & Signage 9. Self Defense and Health Support – Physiotherapy, OT, Speech Therapy, Yoga, Pranayam, Exercises, Health Check ups, Dental Care and martial arts training. 	<ol style="list-style-type: none"> 1. (i) Visibility of students in schools and public places. (ii) All CwDs in Sakhyam project with required assistive and educational support devices. 2. (i) Greater attendance in classes. (ii) Increased interest in learning. 3. Better performance in classroom. 4. Increased participation in various school activities, thematic camps etc. 5. Ramps in all schools in project area with right gradient and handrails. 6. Accessible toilets in all schools in Sakhyam project areas that have children with mobility and visual impairments. 7. Greater attendance at school. 8. Well-lit classrooms. Signage in all schools in Sakhyam project area. <p>The results of the project (5,6,7 & 8) will also include elevation of 60% of targeted SSA schools to fully inclusive schools with “real” inclusive approach to education and environment for all children.</p> <ol style="list-style-type: none"> 9. Children with better health and wellness. 10. Greater exposure to the city where the live.

Strategic Objective 3 – Livelihood Foundation and Enhancement

Activities	Key Actions/Deliverables
Skill Development - Tailoring, Repair and Maintenance of Two-Wheelers, Plumbing, Mobile Repairing, TV Repairing, Photo Binding & Framing, Organic Gardening & Farming, Flower Decoration and Arrangements, Hospitality Industry, Retail Industry.	<ol style="list-style-type: none"> 1. 50% of the school dropout CwDs in Project Sakhyam area trained and provided with self-employment kits or employed. 2. 75% school going CwDs develop a skill.

Strategic Objective 4 – Children as Active Citizens

Activities	Key Actions/Deliverables
<ol style="list-style-type: none"> 1. Spoken English 2. Hindi Reading & Writing 3. Literary Activities (Debates, Essay, Quizzing etc.) 4. Moral Education 5. Child Clubs – Formation and Strengthening 	<ol style="list-style-type: none"> 1. (i) 25% of CwDs with a command over English speaking. (ii) Another 25% of CwDs Basic English speaking expertise. (iii) 10% of CwDs with correct English writing ability. 2. 10% of CwDs participating in various inter-school events. 3. Moral education to all children. Learning prayers (in one's own religious path).

6. Inclusive Child Resource Centre	4. Establishment of Inclusive Child Resource Centers with multifarious activities for all children in the locality.
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Strategic Objective 5 – Making Duty Bearers more Responsive and Accountable to children with disabilities.	
Activities	Key Actions/Deliverables
<ol style="list-style-type: none"> 1. Study on CRPD compliant budgetary allocation for education of children with disabilities 2. Advocacy <ol style="list-style-type: none"> i) Engagement with SMC ii) Engagement with Parents iii) Engagement with ULBs iv) Engagement with IEDs, DPCs 3. Quarterly Publication with achievements and key advocacy issues. 	<ol style="list-style-type: none"> 1. Publication and sharing of research findings with government, media and NGOs. 2. <ol style="list-style-type: none"> (i) 50% SMC to be responsive to needs of CwDs. (ii) Inclusion of parents of CwDs in 50% SMCs. (ii) Involvement of parents in school issues to ensure more activities and facilities for CwDs in school. (iii) ULBs to be sensitive to needs of PwDs in public construction and repair work. (iv) IEDs, DEOs and DPCs with greater empathy and sensitivity to disability issues in education. (iv) In total 50% government school staff and education related duty bearers of the targeted schools would be empowered towards inclusive education. 3. Publication of “Sakhyam” newsletter. Distribution to 3000 government officers & NGOs related to disability, education and children.

Monitoring and Evaluation:

2. Provide the quantitative and qualitative/ indicators that were used in assessing the program’s progress?

Indicators used in assessing the program’s progress. The following quantitative and qualitative indicators were used in assessing the program’s progress.

Strategic Output-1: Academic Development of the Child (Curricular and Co-Curricular Activities)

Quantitative Indicators	Qualitative Indicators
<ol style="list-style-type: none">1. Details of CWDs enrolment/retentions in the schools.2. To prevent discrimination or admission denial cases identified3. Special Teachers, Interpreters & Tutors & Sign language interpreter are facilitated and engaged in target schools.4. Developing TLM (Teaching-Learning Material in alternate format) are developed5. Kinds of IEP develop6. Participation in various of Leisure Activities, hobby, exposure visit, games, personality development activity etc	<ol style="list-style-type: none">1. Achieve substantial academic development of CWDs in the operational areas (boys & girls). (Matric or HSC Pass Certificate with all enrolled CW2. Prevention of school dropouts, ensure retention of 100% of targeted CWDs to complete their 10th examination.3. 80% of the targeted children with disabilities will complete schooling with added knowledge of one hobby, one extra-curricular activity and one skill – each with the potential to evolve into a livelihood means.4. 50% dropouts in age group 14-18 will be trained on skill development and supported for self-employment.5. % of targeted CWDs in the age group of 6 – 14 years are able to achieve the minimum levels of learning (MLL) in their respective subjects in their respective classes (boys and girls).6. % of targeted schools in the operational areas scoring sufficiently on SSA’s School Quality Index.7. % of eligible CWDs covered under different developmental/welfare schemes of government.

Strategic Output-2: Mainstreaming for Social Inclusion.

Quantitative Indicators	Qualitative Indicators
<ol style="list-style-type: none"> 1. Number and types of Assistive Devices, mobility and communication aid, writing aids, audio aids, reading aids mobilized and distributed. 2. Number and types of Adjustable Furniture (Like tables, chairs etc.) provided 3. Number of school classrooms& toiles are made accessible. 4. Resource support provided to for Physiotherapy, OT, Speech Therapy, Yoga, Pranayam, Exercises, Health Check ups, Dental Care and martial arts training. 5. Number of CWDs got various therapy, counselling support etc. 	<ol style="list-style-type: none"> 1. Regular school going 2. Increased participation in co-curricular activities. 3. Participation in interschool competitions 4. Winning accolades and prizes in various competitions 5. Giving opinions about various student activities 6. Asking for books in alternate format 7. Participation in sports

Strategic Output 3: Livelihood Foundation and Enhancement

Quantitative Indicators	Qualitative Indicators
<ol style="list-style-type: none"> 1. Identification of market needs and availability of opportunities for livelihood generation& providing skill training as per market need and individual aptitude. 2. Number of CWDs got the training under the different trades... (trade wise numbers) 3. Number of Self Employment Kits for 14+ age group (school dropouts) distributed. 4. Number of CWDs trained & started earning (self-employed & working in organisation) 	<ol style="list-style-type: none"> 1. Greater self esteem 2. Aspirational 3. Wanting to earn more 4. Moving beyond hometown 5. Exploring opportunities

Strategic Output 4: Children as Active Citizens.

Quantitative Indicators	Qualitative Indicators
<ol style="list-style-type: none"> 1. Number and types of activities organized for Hobby Cultivation and confidence building 2. Number of classes on Spoken English/ Literature activity (debate, essay, quiz etc.) are organised 3. Number of Child Clubs formed 4. Number of advocacy issues raised by CWDs 5. Number of advocacy issues action has been taken 6. Extent of achievement of Child Club in terms of peer mobilisation and bringing out of school CWDs into the fold of education system and to the Child Club 7. Types and no of activities done by Child Clubs 8. Number of Inclusive Child Resource Centres established 9. Types of materials, services available at Inclusive Child Resource Centres 10. Details of special programmes organized in the centers. 	<ol style="list-style-type: none"> 1. English eloquence 2. Acting in cinema 3. Quizzing 4. Bhagwat Gita Chanting 5. Yoga presentations

Strategic Objective 5: Making Duty Bearers more Responsive and Accountable to children with disabilities.

Quantitative Indicators	Qualitative Indicators
<ol style="list-style-type: none"> 1. Preparation of Study report on “CRPD- Compliant budgetary allocation for education of children with disabilities” 2. Number of interface meetings of stakeholders organised, and type of stakeholders participated in the meeting 3. Processes of each interface meeting 4. Outcome of the interface meetings 5. Number of Sensitization programme for teachers, parents, SMC members and community members 6. Number of teachers/community members/parents/SMC members sensitized. 7. Number of recommendations has been received in favour of CWDs against the advocacy issues raised 8. Number of advocacy issues raised by SMCs and parents in favour of CWDs 9. Number of recommendations has been issued by ULBs in favour of CWDs 10. Number of actions has been taken by IEDs and DPCs in favour of CWDs 	<ol style="list-style-type: none"> 1. Empathetic teacher 2. Aware teachers 3. Teachers with curiosity to understand disabilities 4. Eager to provide support 5. Open to discussions

Framework

Project	Indicator	Baseline What is the value during inception?	Target What is the target value?	Evaluation What is the present value?	Data Sources How will it be measured?	Frequency How often will it be measured?	Responsible Who will measure it?
Objectives							
Outputs							
Outcomes							

- Logical framework of this project is made, and key measurable deliverable decided and measurement criteria to keep progress on track.
- **Annexure:**
 - Logical framework of the project
 - Key measurable deliverable

Major Impacts of Saksham which changed Stakeholder’s Perception of PwDs

• ON GOVERNMENT

⇒ Conscious of the different approaches needed for inclusive and education as evidenced by:

- Training modules were developed on inclusive education for teachers
- Headmasters’ Conference included sessions on “Inclusive education” and “Teaching children with disabilities.”
- Organized parent counselling for the parents of children with disabilities.

• ON SCHOOLS & TEACHERS

- Schools – Barrier free schools. First time 8 schools in heart of capital city Bhubaneswar were made accessible in the rightful way. Serving as models. 44 more being retrofitted.
- Teachers - Enabled changing the attitudinal barrier of more than 200 teachers. A module was developed and 700 teachers were oriented. However, attitudinal changes were established in 200. In 2017, for the first time, assessment of CwDs in school finals were done on the basis of the child’s learning capability

- **ON PARENTS**

- Increased acceptance of their CwDs. Many parents (200+) have shed their biases and are actively involved in the development of the child.
 - “When my son and I walked on the streets, many people teased him and called him chhota (cripple); I used to feel miserable before, but I don’t feel that way anymore. Now they say “When is your next match? And congratulate him for winning the trophy.
- Employability and participation of youth with disabilities in different income generating activities has added to the confidence of the parents in the abilities of their children.
- Thinking more creatively for the development of their child.
- Sharing the methods that they have applied at home and its impact on the child.
- Many parents have started encouraging and facilitating their children to participate in the community celebrations during festivals.

- **ON COMMUNITY**

- Community is accepting CwDs and YwDs as productive members after witnessing their talents in Cricket match, Inter School Competitions and various interactive activities like cultural programs, craft workshops and exhibition, public performance on Yoga day etc.
- Barefoot Therapists – Saksham is training mothers and grandmothers to give basic therapy to their and neighbourhood children under guidance of a physiotherapist or speech therapist. 1 mother is a good speech therapist now. 11 mothers are giving physiotherapy.

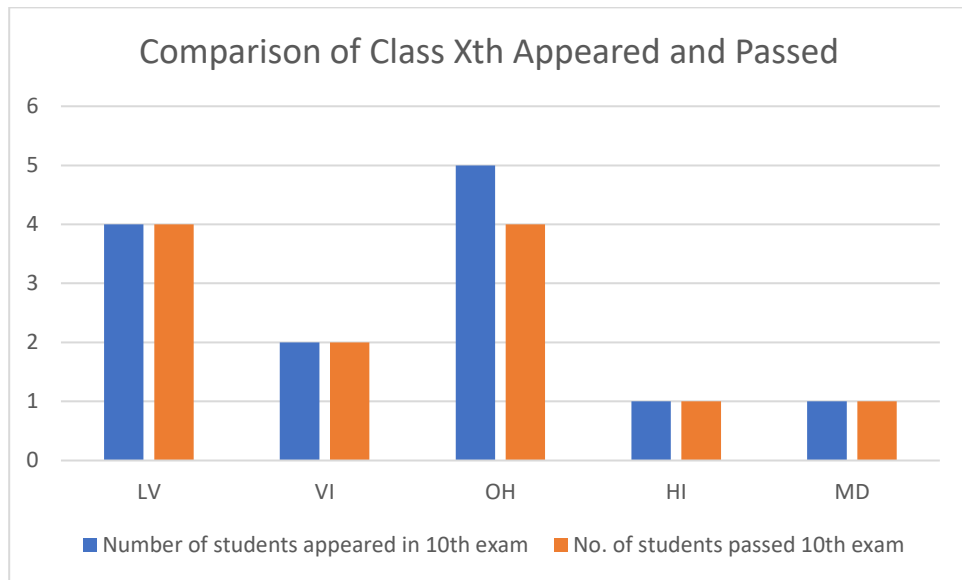
- **ON YOUTH**

- A sense of low confidence and inferiority feeling has been removed to a great extent through employment, exposure to orientation sessions, training and exposure to various trades.
- Economic independence has brought with it high self-esteem and given voice to voiceless. During the last two years 46 youth with disabilities have started earning regular monthly

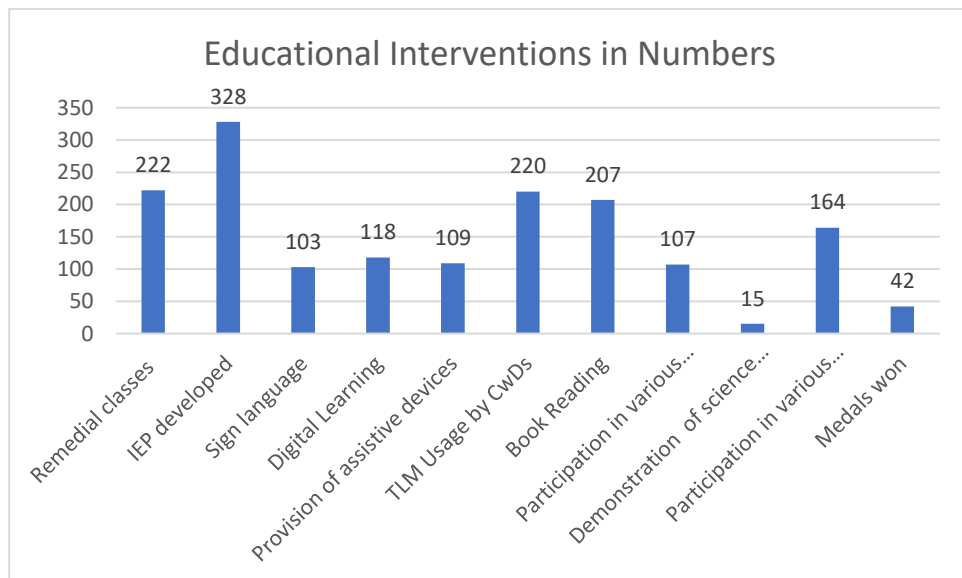
income through our vocational training for self-employment and market linked jobs, the monthly earning varies from Rs7000/- as highest and Rs 2000/- as lowest

- **Impact in Numbers/Graphs**

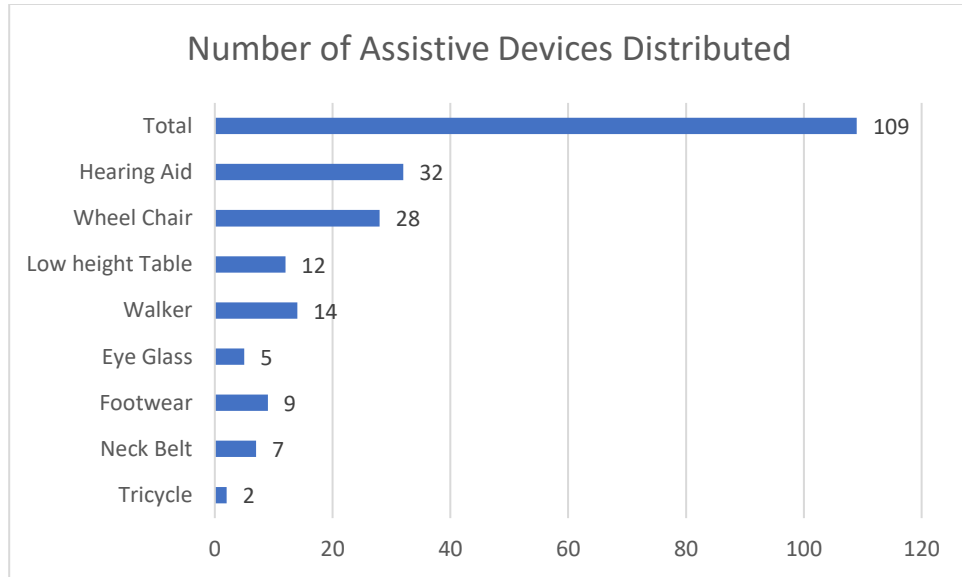
⇒ **Number of children with disability appeared in Xth exam and passed:**



⇒ Educational intervention and beneficiary number:



⇒ **Assistive Devices Provided**



⇒ Livelihood training:

