

## Calendar Distribution by Pratham, Mumbai

### 1. Introduction

Inclusive education is about including all children to participate in the classroom. An education, without discrimination. Children with disabilities (CwDs) around the world are among the largest groups excluded from mainstream education. In India, there are about 2 million children with disabilities as per the 2011 census. The majority of these children are living without any access to formal education. There are many national and international instruments, frameworks, laws, and policies that provide people with disabilities the Right to Education, yet we are not able to provide accessible, affordable, and appropriate education to our children with disabilities. Some of the barriers include difficulty in communication, inaccessible infrastructure, transport and learning resources, non-inclusive and inappropriate curriculum and assessment, etc. The new 'National Education Policy, 2020' discusses inclusivity, experiential learning, and progressive mediums of assessments. However, with large scale programs such as the Sarva Siksha Abhiyan, 2007, and the Samagra Siksha Abhiyan, 2018, their implementation and delivery becomes a big challenge. Hence, the focus of the Pratham is on the betterment and improvement of implementation and delivery of services on the field for all children. We believe that building awareness about such services that advocate for inclusive education is crucial to take action and deliver results.

### 2. Rationale

Advocacy is a strong medium to influence decisions on the field. Through the process of advocacy and awareness, we involve and engage more and more people in discussions around inclusive education, and with discussion, we progress. Through our advocacy drive, we reached out to **40 thousand households** in slum areas of Mumbai, aiming **to sensitize the people about need and access to mediums of affordable inclusive education and facilities available for children with various types of disabilities**. We believe that all stakeholders must fully participate in the implementation of any program, hence, this drive will include all households - disabled or non-disabled. For effective implementation of education targeted programs, and to implement them fully, we need the support of all stakeholders and non-disabled people become one of the largest stakeholders as without support from all individuals, our education systems or our society cannot become inclusive in true sense. To accelerate the process of development, we must work on the model of collaboration and partnerships.

Children with disabilities still experience a high level of social exclusion and educational disadvantage than non-disabled children. We need to bring governments, parents, bureaucrats, non-governmental organizations, non-disabled people, teachers, administrators, and all other stakeholders together on one platform to help **communicate the needs and wants of children with disabilities** by expressing their views, thoughts, concerns, experiences, advice, and guidance, and we, at Pratham, intend to highlight these issues and facilitate for children with disabilities their right to participate fully and equally in society, catering to the well-being of all. Let's encourage the inclusion of children with disabilities in education, together!

### 3. Reach of the activity

A yearly calendar for the year 2022 was prepared by Pratham which includes information related to disability, types of disability, inclusive education, etc., for the communities living in M Ward of Mumbai. Greater Mumbai is divided into seven zones, consisting of three to five wards. Zone 3 consists of the M ward, which covers Govandi and a few areas of Chembur. As per the 2011 census, more than 8 lakh people reside in this ward. The M ward is an example of gross inequality in human development. Historically, the ward has faced neglect in resources for economic and human development, which has resulted in the accumulation of multiple generations, identities, and cultures, which continue to experience deprivation at many levels. In M ward, there is high illiteracy rates, especially among women and persons with disabilities. There are low levels of income among all communities, and almost half of the population has a lifestyle illness, including heart disease, diabetes, respiratory ailments, blood pressure, TB, etc. Hence, in such an environment if awareness regarding services is generated, it will lead to early identification of various disabilities, which further can result into better access to services required (such as assistive devices), and decrease in the severity of disability. The calendar was printed in Hindi to have larger and better access to the community, and was distributed to 40,000 households via schools, teachers, Pratham's multi-purpose center, and other locations.

### 4. Overall outcome

| SN    | Ward     | Schools | Angan wadis | Households | NGO  | Government Officials | Community Leaders | Volunteers | Pratham Centers | Pratham Programs | Total |
|-------|----------|---------|-------------|------------|------|----------------------|-------------------|------------|-----------------|------------------|-------|
| 1     | M (East) | 5000    | 1500        | 7000       | 2200 | 300                  | 2000              | 200        | 1500            | 5000             | 19700 |
| 2     | M (West) | 5850    | 1000        | 5300       | 1200 | 100                  | 1700              | 150        |                 |                  | 15300 |
| Total |          | 10850   | 2500        | 12300      | 3400 | 400                  | 3700              | 350        | 1500            | 5000             | 40000 |

### 5. Impact via pictures



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