

Expression of Interest (Eoi) for 02 Research Studies

Jan Vikas Samiti, Varanasi (Uttar Pradesh) is inviting an EoI from a suitable qualified researcher/evaluator/consultant/consultancy firm (individual evaluator) for two research studies in 8 states (Rajasthan, Meghalaya, Assam, West Bengal, Uttar Pradesh, Bihar, Jharkhand, Madhya Pradesh). Your EoI should contain the following criteria:

1. A short description of your understanding of the role of the Consultant and the approach to be used as outlined in these Terms of Reference.
2. A summary of your relevant experience for the assignment.
3. A description of how you intend to fulfill the services within the suggested timeline and confirmation of your ability to meet the timelines.
4. CV (maximum 4 sides of A4 paper) of evaluator, tailored to the assignment.
5. Outline of evaluator including roles and responsibility.
6. An itemized budget of evaluator professional fees.

Your EoI should not exceed 7 pages and should be sent by email to Jan Vikas Samiti, Varanasi India at headdisability@janvikassamiti.org by 12.00 hrs., by **September 10, 2023** under the subject line reading “**EoI for Education & Employment.**”

NOTE: *EoI for two researches in the same states and districts are to be undertaken, which will reduce the travel expenses. While most of the participants for both the researches may be the same, the second research may include some other stakeholders like the government officials and others.*

Research Study 01

1. Purpose

In recent, disability-inclusive employment has shown a growing area of interest for the development sector and organisations of persons with disabilities (OPDs). Among people with disabilities, people with intellectual and multiple disabilities are among the most marginalised and have the lowest rate of participation in the labour force as compared to other disability groups listed in RPWDs Act 2016. While United Nations Convention on the Rights of Persons with Disabilities (CRPD) affirmed the right of all people with disabilities to access open, inclusive and accessible workplaces as outlined in its Article 27, this is not yet a reality for persons with intellectual and multiple disabilities. Despite different acts and laws, persons with intellectual and multiple disabilities continue to face several challenges when trying to access education and employment, which can result in policies and programmes that will be responsive to the unique needs of different disability groups.

There are little reliable data on the school completion and employment rates of people with intellectual and multiple disabilities in the country. People with intellectual and multiple disabilities are even less likely to have access to education. Apart from employment, people with intellectual and multiple disabilities are typically excluded from mainstream schools and are commonly either out of school or isolated in segregated schools. Exclusion from the mainstream education system prevents them from accessing school certificates.

As per Census 2011 of India (Series C, Table 22), transition rate of CWSNs¹ in the Government education sector is very poor: from 89 % in Grade 1, it drops to 2.3% in the Higher Secondary section. It is clearly indicating that while CWSNs are initially enrolling, the system is not able to retain them. Secondly, the above data further reveals that in terms of education for CWSNs, the MOST excluded are persons with Mental Retardation (Intellectual Disabilities), Mental Illness and Multiple Disabilities. It also indicates, there is discrimination against certain disabilities even within the CWSN group as a whole. It stands to reason, that if certain sections of the population remain uneducated, their futures as wage earners, as economically independent adults, remain uncertain. There is no particular data and information about the reasons of massive dropout of children with intellectual and multiple disabilities from secondary and higher secondary education. We need to identify reasons behind poor retention of children with intellectual and multiple disabilities at secondary and higher secondary school. We have to cross examine our current education system as per the need of children with intellectual and multiple disabilities. Does our education system need curricular changes, either alternative or adapted to retain children with intellectual and multiple disabilities at secondary and higher secondary level? The factors could be multiple ones, including inflexible curriculum, disabled-unfriendly teaching methods, lack of structured capacity-building of teachers in inclusive education, lack of appropriate guidelines from school authorities and negative attitudes of teachers and non-teaching staff.

Overall, it is believed from global experiences that it is “**THE SYSTEM**” that needs to change drastically in order to retain CWSNs. Without retaining them in the school, how can a children with intellectual and multiple disabilities be empowered and enabled to access and enter into the 1% reserved government sector job for persons with ID, ASD SLD and MD, within Sec 34, of the RPWD Act 2016.

To create a shift in the conversation about disability-inclusive education and employment, there is a need to ensure that voices of persons with intellectual and multiple disabilities are reflected in research and writing about disability-inclusive education and employment from a cross-disability perspective. So, JVS would like to get more authentic data through a short systematic research on the status of education of persons with intellectual and multiple disabilities in the age group of 18 to 50 years. This study will also reveal the number of posts filled so far, in 34 (4) of the RPWD Act 2016 at state and central level. JVS initiated a research study with following objectives:

1. To get the data of CWSNs' education qualification under different levels.
2. To know the data of CWSNs' employment status under RPWD Act 2016.
3. To know the reasons for the vacancy posts under RPWD Act 2016 section 34 (4).
4. To know possible ways through which the CWSNs can become eligible for vacancy posts under RPWD Act 2016 section 34 (4).
5. To know the opinion of disability professionals and PWDs on making the curriculum flexible for CWSNs/ different criteria of assessment for CWSNs in examinations to enable them to qualify in higher/ higher secondary or upper levels of exams.

2. Scope of the study:

The study will get via individual, government officials, local collaborative organisation of JVS and other stakeholders. Details are given below:

¹ Children with Special Needs, CWSNs, as referred to in the Govt Sector Education system

Total Number of Respondent: 160 PWDs (age group 18 to 40 years/ all sub category of ID & MD) (20 per state)

Another Respondent: 40 (01 NGO Representative, 01Officer from district disability department, 01 Officer from district education office, 01 representative of special school/other school, 01 disability professional from each state)

3. Methodology

With regard to the methodology it is important for Jan Vikas Samiti that the study takes into account the views, opinions and experiences of the different stakeholders involved. Therefore, it is essential that the researcher contacts the direct beneficiaries (persons with disabilities), Government officials etc.

A combination of participatory qualitative and quantitative methods will be utilised. These include:

- Available Government data /Literature review
- Semi-structured interview
- Face-to-Face Small Group discussion
- Face-to-Face Key informant interviews
- Meetings with government officials or interview

4. Study Start & End Date: September 15, 2023 – October 30, 2023

5. Products

- Draft Report due by: October 25, 2023
- JVS will comment on the draft report.
- Final Report due by: October 30, 2023

6. Evaluation Report

- The study report must meet a number of requirements. These requirements are listed in the document;
- The overall responsibility will be with Mr. Ranjeet K Singh, HoD-Disability Inclusive Development of Jan Vikas Samiti.
- Draft study report: JVS should review the draft study report to ensure that the study meets the required quality criteria.
- The final study report is expected to have about 20 pages plus annexes.
- The final deliverable is to be a report in English language.
- The final study report (hard copy and soft copy) should be provided.

Research Study 02

1. Purpose

India signed and subsequently ratified the UN Convention on Rights of People with Disabilities (UNCRPD) in 2007. The UNCRPD proclaims that disability results from the interaction of impairments with social attitudes which leads to barriers in full and active participation of PWDs in society on an equal basis. The convention also mandates the signatories to change their national laws in compliance of the principles of the UNCRPD. In this regard, the Indian Government passed the Rights of PWD Act (RPWD Act, 2016) in 2016 and RPWD Rules 2017. The RPWD Act, 2016 reflects a paradigm shift in viewing disability from the perspective of charity to a human rights perspective. The main objective of the 2016 Act is to enable empowerment of persons with disabilities (PWD) through respect for inherent dignity and individual autonomy of PWDs. It emphasizes non-discrimination, full and effective participation and inclusion in society, respect for difference and acceptance of disabilities as part of human diversity, equality of opportunity, accessibility, equality between men and women, respect for the evolving capacities of children with disabilities, and respect for the right of children with disabilities to preserve their identities. Despite various provisions under the Act for the protection and empowerment of persons with disabilities, persons with disabilities are still facing various forms of discrimination and do not enjoy rights like others. This Act is supposed to be a game-changer; however, even after 6 years since its enactment, it largely remains on paper with its implementation varying across states. The main purpose of this research study is to review the progress of implementation of Rights of Persons with Disabilities (RPWD) Act, 2016 and find out the key issues in its implementation at selected 8 states. JVS will initiate a research study with following objectives:

The most important sections of the RPWD Act 2016 where research may focus on:

1- Under RPWD Act Chapter 2 article 6 “Protection from cruelty and inhuman treatment”, Did the governments constituted a Committee for Research on Disability in the prescribed manner for the purpose by the appropriate Government in which not less than half of the Members shall themselves be either persons with disabilities or Members of the registered organization as defined under clause (z) of section 2.

2- Under RPWD Act Chapter 2 article 8 “. Protection and safety”, Is the District Disaster Management Authority constituted under section 25 of the Disaster Management Act, 2005 (53 of 2005) maintaining records of details of persons with disabilities in the district and take suitable measures to inform such persons of any situations of risk so as to enhance disaster preparedness.

- 3- Under RPWD Act Chapter 3 article 16, 17 and 18 “Duty of educational institutions, Specific measures to promote and facilitate inclusive education and Adult Education”,
- Article 16 (viii) Provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.
 - Article 17(g) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years;

- Article 17 (h) to provide scholarships in appropriate cases to students with benchmark disability.

4- Article 19. Vocational training and self-employment.

(1) The appropriate Government shall formulate schemes and programmes including provision of loans at concessional rates to facilitate and support employment of persons with disabilities especially for their vocational training and self-employment.

(2) The schemes and programmes referred to in sub-section (1) shall provide for—

- (d) loans at concessional rates including that of microcredit.

5- Under RPWD Act Chapter 5 article 24 “Social Security”

- c. Special schemes and programs to support women with disability for livelihood and for upbringing of their children.
- f. Unemployment allowances to persons with disabilities registered with Special Employment Exchange for more than two years.
- g. Care-giver allowances to persons with disabilities with high support needs.

6- Under RPWD Act Chapter 5 article 29 “Culture and recreation”

- Disability history museums to be develop or established

2. Scope of the study:

- The study will get via individual, government officials, local collaborative organisation of JVS and other stakeholders. Details are given below:

Name of selected states: Rajasthan, Meghalaya, Assam, West Bengal, Uttar Pradesh, Bihar, Jharkhand, Madhya Pradesh

Total Number of Respondent: 160 PWDs (age group 18 years and above) (20 per state)

Another Respondent (Govt) : 08 Officers from district disability department (01 officer per state)

Another Respondent (NGO): 08 NGO head (01 NGO from each state)

Another Respondent (Online) : Online response from JVS collaborative organisations in the selected 8 states.

3. Methodology

With regard to the methodology it is important for Jan Vikas Samiti that the study takes into account the views, opinions and experiences of the different stakeholders involved. Therefore, it is essential that the researcher contacts the direct beneficiaries (persons with disabilities), Government officials etc.

A combination of participatory qualitative and quantitative methods will be utilised. These include:

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