

CONNECTING CLASSROOMS

INTERNATIONAL CONFERENCE

CORE SKILLS FOR ALL: ACCESS AND ENGAGEMENT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

27–28 October 2015 | New Delhi

CONFERENCE BOOKLET



CRITICAL THINKING
AND PROBLEM SOLVING



CREATIVITY AND
IMAGINATION



STUDENT LEADERSHIP AND
PERSONAL DEVELOPMENT



CITIZENSHIP



DIGITAL LITERACY



COMMUNICATION AND
COLLABORATION

BRITISH COUNCIL, INDIA

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create international opportunities for the people of the UK and other countries and build trust between them worldwide.

The British Council was established in India in 1948. The British Council is recognised across India for its network of libraries and cultural centers. We offer a range of specialised projects in arts, education, exams, English language and society to audiences across India and more than 100,000 members. We also provide access to English language training and learning for both students and teachers, offer UK qualifications in India and enable opportunities to study in the UK.

For information on our work in India, please visit www.britishcouncil.in

DEPARTMENT FOR INTERNATIONAL DEVELOPMENT

The Department for International Development (DfID) leads the UK's work to end extreme poverty. They are ending the need for aid by creating jobs, unlocking the potential of girls and women and helping to save lives when humanitarian emergencies hit.

DfID currently is working with new partners and supporting a selected number of investments, through bilateral and global programmes, in early childhood, upper secondary, skills and higher education as well as exploring how technology can be appropriately harnessed to drive improved learning. DfID India's programmes support systemic reform of the education system through a varied range of innovative projects. For example, a teacher education project will reach over 1 million teachers; using classroom-focused instructional materials collaboratively produced by the Open University and Indian specialists, and distributed using the internet and mass media. DfID also offers targeted support for Indian states lagging behind in learning outcomes to ensure the opportunity to remain in education through the secondary stage.

CONNECTING CLASSROOMS

Connecting Classrooms is a global education programme for schools, designed to help young people become globally aware and globally competitive in the 21st century. The new programme, running from 2015-2018, will build the capacity of 45,000 teachers, 12,000 school leaders and policy makers worldwide to support them in integrating a range of core skills into the curriculum, including:

- Critical Thinking and Problem Solving
- Creativity and Imagination
- Digital Literacy
- Citizenship
- Student Leadership and Personal Development
- Communication and Collaboration

Delivered by the British Council with support from Department for International Development (DfID), more than five million pupils worldwide will benefit from a global education programme connecting UK classrooms to more than 30 countries around the world.



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BACKGROUND:

Children with special educational needs and their families have the same human rights as others, including the right to the same quality of life. As such, all children with special educational needs have a right to suitable, effective and appropriate education. This is an agenda that is supported by the recently announced Sustainable Development Goals with Goal 4 focused on 'inclusive and equitable quality education and promotion of life-long learning opportunities for all'.

Here, in our host country for this conference, the Government of India is currently carrying out the largest consultation exercise it has ever undertaken as it moves towards drafting a new National Education Policy. The outcomes and recommendations from this conference will therefore feed into this consultation with the aim of advocating for the rights of children with additional needs across India

AIM OF THE CONFERENCE

This conference aims to share the experience and expertise of the UK and other countries in this area as well as bringing together policy makers and senior practitioners from around the globe to discuss the challenges and opportunities that present themselves in terms of ensuring access and engagement for all.

There are two themes for this conference:

Access and Engagement: This theme will explore the latest thinking and research around effective access and engagement for pupils with special educational needs. It will challenge participants' thinking by asking them to reflect on their vision for systemic inclusion and the changes that are necessary in terms of policy, practice and culture.

Empowerment and Enablement: This theme will take a forward-looking approach and debate how systems can support the development of an appropriate infrastructure for inclusion. This will include a focus on how we support leaders and practitioners to respond and adapt to a changing pupil population.

OBJECTIVES:

1. The conference will explore the critical issues and aspects of the inclusion policies and its implementation for Children with Special Educational Needs.
2. It will provide opportunity to policy makers and school leaders to reflect on the approaches of implementing the inclusion agenda in the teaching and learning in current school's curriculum and structure.

EXPECTED OUTCOMES:

1. The conference will raise awareness of participants and policy makers of good practice globally on access, engagement and enablement of children with Special Educational Needs.
2. The deliberations at the conference will be collated into a report with recommendations. In India this will support and feed into the nationwide consultation being conducted by the MHRD with a view to reforming and refreshing the National Policy of Education.



BRITISH COUNCIL CORE SKILLS AND COMPETENCIES

British Council through its research identified key skills that are critical to meeting the needs of students in the 21st century and a globalised economy, relevant to the British Council's Charter and relevant to the educational context of the countries and regions where the British Council operates. These are described herein



CRITICAL THINKING and PROBLEM SOLVING

Self-directed thinking that produces new and innovative ideas and solves problems. Reflecting critically on learning experiences and processes and making effective decisions.



COMMUNICATION AND COLLABORATION

Communicate effectively orally, in writing, actively listen to others in diverse and multi-lingual environments and understand verbal and non-verbal communication. Work in diverse international teams, learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions.



CREATIVITY and IMAGINATION

Economic and social entrepreneurialism, imagining and pursuing novel ideas, judging value, developing innovation and curiosity.



CITIZENSHIP

Active and globally-aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue. Developing students' understanding of what it means to be a citizen of their own country and their own country's values.



DIGITAL LITERACY

Using technology as a tool to reinforce, extend and deepen learning through international collaboration. Enabling the student to discover, master and communicate knowledge and information in a globalised economy.



STUDENT LEADERSHIP AND PERSONAL DEVELOPMENT

British Council definition:

Honesty, leadership, self-regulation and responsibility, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, pupil voice, resilience, personal health and well-being, career and life skills and learning to learn/life-long learning.

References and Further Reading

- Barber, Michael, Donnelly, Katelyn, and Rizvi, Saad; Oceans of Innovation: The Atlantic, the Pacific, Global Leadership and the Future of Education; Institute for Public Policy Research; Aug 2012; http://www.ippr.org/assets/media/images/media/files/publication/2012/09/oceans-ofinnovation_Aug2012_9543.pdf
- Department for International Development; Education position paper: Improving learning, expanding opportunities;
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/225715/Education_Position_Paper_July_2013.pdf; June 2013
- Fullan, Michael and Langworthy, Maria “Towards a new end: New Pedagogies for Deep Learning”; Collaborative Impact, Washington USA; http://www.newpedagogies.info/wpcontent/uploads/2014/01/New_Pedagogies_for_Deep%20Learning_Whitepaper.pdf; June 2013
- Fullan, Michael and Langworthy, Maria; A Rich Seam” 2014: How New Pedagogies Find Deep Learning http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897_Rich_Seam_web.pdf; January 2014
- McKinsey and Co.; ‘How the world’s best-performing school systems come out on top’; (Sept 2007) <http://mckinseysociety.com/how-the-worlds-best-performing-schools-come-out-ontop/>

Website resources

- The Center for 21st Century Skills: <http://www.skills21.org/>
- The Glossary of Education Reform; <http://edglossary.org/21st-century-skills/>
- The Partnership for 21st Century Skills: <http://www.p21.org/>
- UNESCO’s Transversal Skills: http://www.unescobkk.org/fileadmin/user_upload/epr/ERINet_Seminar/2013/Transversal_16_Oct.pdf

PROGRAMME: INAUGURAL SESSION

27 October 2015

Venue: Grand Ballroom, Basement Level

0845 – 0915 hours	Welcome and Inauguration Introductions and Context Setting by Rittika Chanda Parruck , Assistant Director Schools, British Council India
0915 – 1000 hours	Key note address on Access and Engagement John Ayres , Principal, Eden Academy Trust, United Kingdom
1000 – 1045 hours	Panel Discussion on Access and Engagement Chair of the conference Susan Douglas , Senior Adviser, Schools, British Council, London, United Kingdom Panellists: Peter Hall Jones , Education Consultant, London, United Kingdom Anita Julka , Professor and Former Head, Department of Education of Groups with Special Needs and Inclusive Education, National Council for Education Research and Training (NCERT) New Delhi, India Rana Ismail , Vice General Manager for Educational Affairs, Al Mabarrat Schools and Principal of Al Kawthar secondary school, Beirut, Lebanon
1045 – 1115 hours	Key Note: Engagement and Enablement Anita Julka , Professor and Former Head, Department of Education of Groups with Special Needs and Inclusive Education, NCERT, New Delhi, India
1115 – 1145 hours	Tea/ Coffee Break

PROFILES OF SPEAKERS



John Ayres, Principal, Eden Academy Trust, London, United Kingdom

John Ayres is the Principal of Eden Academy which comprises of three primary, one secondary and one all age school catering to pupils with a range of special needs. John's specialist areas are special needs and inclusion, school improvement, coaching and curriculum development. He has extensive overseas experience which includes designing and leading leadership programmes and curriculum development in Hong Kong, Singapore, Malta, Jamaica and Egypt and currently as a consultant for the British Council in their inclusion programme with the Middle East and North Africa.



Susan Douglas, Senior Adviser, Schools, British Council, London, United Kingdom

Since leaving headship in 2006, Susan has held a number of key roles with organisations including the British Council, the National College for Teaching and Leadership (NCTL) and Teaching Leaders. Since 2012, she has also held the role of Chief Executive Officer of the Eden Academy Trust in West London. In her position as Senior Adviser at the British Council, Susan provides sector expertise and advice to a wide number of educational programmes involving ministries of education, school leaders, teachers and young people across approximately 60 countries worldwide, these include countries in Asia, Latin America, the Middle East and Africa.



Peter Hall Jones, Education Consultant, London, United Kingdom

Peter works around the world as an inspirational key-note speaker, provocateur, trainer/ facilitator and coach. Since leaving headship at Ofsted Peter has worked around the world in countries spanning Asia, Africa and the Middle East helping teachers, academics, school leaders and ministers develop a vision and rationale for great inclusive learning. This work has led Peter to be a consultant for the British Council, join the boards of a number of trusts and organisations, and write articles and thought pieces for a number of journals.



Anita Julka, Professor and Former Head, Department of Education of Groups with Special Needs and Inclusive Education, NCERT, New Delhi, India

At the NCERT Anita has been involved in various researches, training and development and consultation activities including being a member of the working group for the XIIth Plan of Empowerment of Disabled of the Ministry of Social Justice and Empowerment, National Focus Group on Education of Groups with Special Needs and National Steering Committee for renewal of National Curriculum Framework, 2005. She is presently a member of the research advisory committee of the National Institute of Visually Handicapped; Expert Committee of the Rehabilitation Council of India; Technical Core Review Committee for Inclusive Education and National Resource Group of the Sarva Shiksha Abhiyan.



Rana Ismail, Vice General Manager for Educational Affairs, Al Mabarrat Schools and Principal of Al Kawthar secondary school, Beirut, Lebanon

An outspoken advocate for constructivist education, Rana is an active member in numerous committees spanning 'early childhood development', 'Regional Education in the Arab world', 'kids with special needs' and 'the education curriculum in Lebanon'. She has a Diploma in Special Education and a Masters in Educational Administration and continues her work as the head of Alkawthar School today. Rana is an affiliated member of the Association for Supervision and Curriculum Development; founding member of the Lebanon Dyslexia Society and a representative of Al-Mabarrat charity Association to work with UNICEF, ARC (Arab Resource Collective) and LAES (Lebanese Association for Educational Studies).

27 October 2015, SESSION 1

1145 – 1315 hours

Workshop 1 Venue: Ballroom 1 (Basement)

A space to learn for all children? Inclusive education and children with disabilities in Yangon

Tha Uke, Managing Director

Eden Centre for Disabled Children, Yangon, Myanmar

Workshop 2 Venue: Ballroom 2 (Basement)

Creating a culture for Inclusion

Pete Hall Jones, Education Consultant

Workshop 3 Venue: Venus (Basement)

Inclusion...A policy in practice

Reem Al-Hout, School Director

American Academy of Beirut, Lebanon

Workshop 4 Venue: Ballroom 3 (Basement)

Changes, challenges and choices: creating a curriculum for all:

David Bartram, Director of SEN

London Leadership Strategy, United Kingdom

1315 - 1430 hours

Lunch



PROFILES OF SPEAKERS



Tha Uke, Managing Director, Eden Centre for Disabled Children, Yangon, Myanmar

Tha Uke has worked as a physiotherapist under the Ministry of Health, Myanmar for seven years and another 3 years at Malaysia and Singapore. He has a Masters degree in 'Disabilities Studies' and has published a book on 'Introduction of Community Based Rehabilitation (CBR)' and writes disability related articles for various magazines. He established 'Eden Centre for Disabled Children (ECDC)' in April, which is a day care centre for physical and intellectually disabled children. Currently he is an active member of the National Network for Education Reform (NNER), a member of a Taskforce committee for forming national policy on 'Early Childhood Intervention (ECI)', a member of disability rights by law drafting and works closely with both government and private sectors.



Reem Al-Hout, School Director, American Academy of Beirut, Lebanon

Reem has been serving children and education communities for 29 years with a Bachelor Degree in Biology, a Teaching Diploma in Elementary Education and a Masters Degree in Educational Psychology. For the past 9 years, she has been the principal for the American Academy of Beirut (AAB), a school that practices inclusion of students with learning difficulties and disabilities. She frequently facilitates workshops and teacher training sessions in conferences, universities and educational institutions. She currently serves as a local trainer for the British Council for school leaders and teachers. Her main objective is to make a difference in the educational field by working with school leaders and teachers to reflect on children's academic, social and emotional performance.



David Bartram, Director of SEN, London Leadership Strategy, London, United Kingdom

David has visited and worked with over two hundred schools since March 2009, working collaboratively with London Challenge, the National College and the DFE to support targeted schools.

He leads a team of experienced special educational needs practitioners in school-to-school support and a case study of this work was featured in the SEN Green Paper 2011. In March 2013 David gave oral evidence at the Public Bill Committee at the House of Commons on the Children and Families Bill and in July 2013 he presented at a ministerial roundtable on SEN reform. David is a SEN advisor to the Seychelles government, expert adviser to the Greater London Authority and works as a SEN consultant to a range of academy chains. He is the Director of Inclusion at Lampton School, a Teaching School in Hounslow and in 2013 his department won the Inclusion Award at the National Business Education Awards.

PROGRAMME: WORKSHOPS

27 OCTOBER 15, SESSION 2

1430 – 1600 hours	Workshop 1 Venue: Ballroom 1 (Basement) A window on inclusion: an experience from India Kavneet Khullar, (AKA Noni Khullar) Principal, Akshar School, Kolkata, India
	Workshop 2 Venue: Ballroom 2 (Basement) The challenge of challenging children: how can we embed good practice into our systems? Marie Delaney , Education Consultant, Ireland
	Workshop 3 Venue: Ballroom 3 (Basement) Challenging exclusion Jeeja Ghosh , Governing body member and Head, Advocacy and Disability studies Indian Institute of Cerebral Palsy, Kolkata, India and Swati Chakraborty , Head, Information Technology Indian Institute of Cerebral Palsy, Kolkata, India
	Workshop 4 Venue: Venus (Basement) How ICT can support young people with SEN to access and engage in their education more effectively? John Galloway , Education Consultant, London, United Kingdom
1600 - 1620 hours	Tea/ Coffee Break
1620 – 1650 hours	Closing plenary Girish Ingle Head, Research and Development, Schools British Council, Mumbai, India
1650 – 1700 hours	Closing remarks for the day
1700 hours	End of day 1

PROFILES OF SPEAKERS



Kavneet Khullar (AKA Noni Khullar), Principal, Akshar School, Kolkata, India

Noni started her career at the IICP as a Speech Therapist and today heads the first integrated School in Kolkata, AKSHAR. She believes that it is the right of children with disabilities to study alongside mainstream children, not a privilege. She has presented papers on inclusion in several forums, stressing the need for Education for All, addressing principals, teachers

and parents. She is also the Trustee and Founder of the Harrington Street Arts Centre which is a common platform created for children and adults to showcase their creativity, be it in the form of dance, music, art, etc.



Marie Delaney, Education Consultant, Ireland

Marie Delaney is a trained Educational Psychotherapist, English Language and Modern Foreign Languages teacher and Teacher Trainer. She has worked on projects with young offenders and those at risk of exclusion from school – as well as in primary and secondary schools with pupils considered ‘unteachable’. She has worked in special schools and secure unit settings. She advises and trains teachers in many countries for the British Council and other agencies such as UNICEF. She is the author of ‘Teaching the Unteachable’ (Worth Publishing 2009) and ‘What can I do with the kid who...?’ (Worth Publishing 2010) and the forthcoming OUP publication ‘Into the Classroom: Special Educational Needs’.



Jeeja Ghosh, Governing body member and Head, Advocacy and Disability studies, Indian Institute of Cerebral Palsy, Kolkata, India

Jeeja Ghosh is a disabled rights activist working with the Indian Institute of Cerebral Palsy (IICP) since the last 20 years. She now heads the department of Advocacy and Disability Studies. Jeeja is a professional social worker (MSW) from Delhi University with an MA in Disability Studies from Leeds University. Her particular area of interest is in disability and gender. She has published articles on the same. Jeeja has been acknowledged for her work in the disability sector both at the State and National level.



Swati Chakraborty, Head Information Technology, Indian Institute of Cerebral Palsy, Kolkata, India

Swati specialises in development and use of Assistive Technology for people with difficulties in communication and is currently working with IICP for the last 25 years. Swati has contributed in national and International journals on use of assistive technology in India and presented papers at various platforms including the bi-annual conferences of International Society for Augmentative and Alternative Communication. Swati is also a film maker and script writer who is involved with the Kolkata International Childrens’ Film Festival as a member of the executive committee.



John Galloway, Education Consultant, London, United Kingdom

John is a specialist in the use of technology to improve educational inclusion. He works part-time for Tower Hamlets, London as Advisory Teacher for ICT/SEN and Inclusion, and as a consultant, trainer and writer in this field. In schools he assesses and advises on ICT provision for individuals and groups of pupils to improve curriculum access, and runs curriculum development projects, such as teaching computer programming to pupils with learning difficulties. As a writer he is a regular contributor to Special Children Magazine, online blogs and other prominent publications. He has written several books, most recently ‘Learning with Handhelds and Mobiles’, co-authored with Merlin John and Maureen MacTaggart. .

PROGRAMME: WORKSHOPS

28 OCTOBER 15, SESSION 1

0900 – 1030 hours

Workshop 1 Venue: Ballroom 1 (Basement)

How do we build capacity for inclusion: empowerment and enablement?

John

Principal, Eden Academy Trust, United Kingdom

Ayres

Workshop 2 Venue: Ballroom 2 (Basement)

Crowd control or engagement? Engaging and motivating students with challenging behaviour in large classes

Marie

Education Consultant, Ireland

Delaney

Workshop 3 Venue: Ballroom 3 (Basement)

A window on inclusion: Children are partners in change

Lakshmi Annapurna Chintaluri, Principal, Sabari Indian School, Dubai, UAE and **Nitya Ramaswami**, Director, Sabari Indian School, Dubai, UAE

Workshop 4 Venue: Venus (Basement)

Taking the Matter into Own Hands: How Schools Can Participate in the Inclusion Agenda?

Ankur Madan, Associate Professor, School of Education
Azim Premji University, Bengaluru, India

1030 - 1100 hours

Tea/ Coffee Break

PROFILES OF SPEAKERS



Lakshmi Annapurna Chintaluri, Principal, Sabari Indian School, Dubai, UAE

Lakshmi is currently Principal of Sabari Indian School, Dubai. Her main focus has been to promote holistic education by creating an interactive learning atmosphere along with skills that are essential for the 21st century, inculcating age-appropriate value systems and transforming them into responsible global citizens with good leadership skills. Her passion is to achieve inclusive education at every level with a clear focus on identifying, providing core skills and engagement to all the students and eventually grooming them to be confident and independent individuals.



Nitya Ramaswami, Director, Sabari Indian School, Dubai, UAE

Nitya is currently Director, Sabari Indian School, Dubai. Her specialization is providing core skills access and engagement to all students. She received the 'Lifetime Achievement Award' for successful inclusion practices as the Principal of Dr. S. Radhakrishnan Vidyalaya from the RCI (Rehabilitation Council of India). She is a leader who believes that all children must be provided with equal learning opportunities. Her passion for education involves providing an exciting, rigorous, safe learning environment for all students. Her commitment to building positive relationships and leading by example go hand in hand with her personal vision is to make every child feel successful.



Ankur Madan, Associate Professor, School of Education, Azim Premji University, Bengaluru, India

Ankur is currently Associate Professor in the School of Education at Azim Premji University, Bengaluru. She teaches courses in Child Development, Early Childhood Education and Inclusive Education to students in the Masters in Education programme. Previously she has taught in Christ University Bengaluru, University of Delhi and American University of Kuwait. She completed her education from the University of Delhi and her doctoral research was in the area of inclusive education where she developed paradigms for providing opportunities for learning to children with special needs within the regular school system. She has contributed regularly to a weekly column for The New Indian Express where she addressed students on areas related to life skills, school learning and adolescence. Her research interests include developing models for effective implementation of inclusive education programmes, childhood studies and disability studies.



PROGRAMME: WORKSHOPS

28 OCTOBER 15, SESSION 2

1100 – 1230hours	Workshop 1 Venue: Ballroom 1 (Basement) Practical steps in creating an inclusive school: differentiation and more. David Bartram , Director of SEN, London Leadership Strategy, United Kingdom		
	Workshop 2 Venue: Ballroom 2 (Basement) Inclusive Education in the Chinese Community: The next steps for advancement. Sin Kuen Fung , Professor, Institute of Education, Hong Kong		
	Workshop 3 Venue: Ballroom 3 (Basement) Inclusive Education for children with visual impairment: A Collaborative Responsibility Sujata Bhan , Professor, Department of Special Education, SNDT Women's University Mumbai, India		
	Workshop 4 Venue: Venus (Basement) The role of the special educator in the inclusive classroom Amer Makaram , Manager of Youth Association of the Blind (YAB), Beirut, Lebanon		
1230 - 1345 hours	Lunch		
1345 – 1445 hours	What does this mean for us?		
	Delegates	International Delegates	Indian Delegates
	Venues Delegates may attend in either of the two rooms	Ballroom 1 or Ballroom 2	Ballroom 3 or Venus
Facilitators	John Ayres and Susan Douglas	Girish Ingle and Rittika Chanda Parruck	
1445 – 1515 hours	Tea/ Coffee Break		
1515 – 1600 hours	Closing plenary Reena Sen , Executive Director, Indian Institute of Cerebral Palsy, Kolkata		
1600 hours	Conference Close		

PROFILES OF SPEAKERS



Sin Kuen Fung (AKA Kenneth Fung), Professor, Institute of Education, Hong Kong

Kenneth is the Director of the Centre for Special Educational Needs and Inclusive Education at The Hong Kong Institute of Education. He has worked as a consultant on local and international research projects. In 2012 he completed the commissioned reports of 'The Review of Special Education in Macau' for DSEJ, Macau and 'Study on Equal Learning Opportunities for Students with Disabilities under the Integrated Education System' for The Hong Kong Equal Opportunities Commission. Currently he is leading four General Research Fund projects for special needs and the donation projects for school based support in inclusive schools, teacher empowerment in BEd programs and special needs training in China.



Sujata Bhan, Professor, Department of Special Education, SNDT Women's University, Mumbai, India

Sujata is a trained psycho-educationalist, clinical psychologist and teacher educator. She has more than 23 years of experience in teaching, administration, research and training teachers. She is involved in extensive research in special education. She has presented papers and has been invited as a speaker in national and international conferences. She developed a standardized tool 'Functional Skill Inventory for the Blind (FSIB)' for the functional assessment of the blind and has authored most recently 'Understanding Learners- a Manual for Teachers'. She believes the cognitive and conative domain of learning is incomplete without enhancing the affective domain.



Amer Makaram, Manager of Youth Association of the Blind (YAB), Beirut, Lebanon

Amer has an M.A in philosophy and Teaching Diploma from the American University of Beirut (AUB).

He is currently the manager of the Youth Association of the Blind (YAB), coordinator of the Inclusion Network in Lebanon, Secretary General of Asian Blind Union, and Executive Committee member of the World Blind Union. He is an expert in strategic planning, inclusive education and UN CRPD.



Reena Sen, Executive Director, Indian Institute of Cerebral Palsy, Kolkata

Reena was a founding member of the West Bengal Spastics Society (now Indian Institute of Cerebral Palsy) and is also the founder of Raksha, an NGO that thrives as a nodal centre for disability in Kerala. She has a Ph.D, M.A and PG Diploma in Special Education from Institute of Education, University of London. Her area of specialization is literacy, intervention for specific learning difficulties, she works for all issues related to greater access for marginalised groups, particularly persons with disability to high quality education. She has provided consultative inputs to various organisations a few of which include the Sarva Shikshya Abhiyan (SSA), Rehabilitation Council of India (RCI) and Indira Gandhi National Open University. She is particularly interested in drama, music and movement and has scripted and directed several plays and pageants for children with physical and speech disabilities.

CONFERENCE SPEAKERS (In alphabetical order)

AMER MAKARAM

Manager of Youth Association of the Blind (YAB)
Beirut, Lebanon

ANITA JULKA

Professor and Head, Department of Education of Groups with Special Needs and Inclusive Education, National Council for Education Research and Training (NCERT) New Delhi, India

ANKUR MADAN

Associate Professor, School of Education, Azim Premji University, Bengaluru, India

DAVID BARTRAM

Director of SEN, London Leadership Strategy, UK

GIRISH INGLE

Head Research and Development, Schools, British Council, India

JEEJA GHOSH

Governing body member and Head, Advocacy and Disability studies, Indian Institute of Cerebral Palsy, Kolkata, India

JOHN AYRES

Principal, Eden Academy Trust, UK

JOHN GALLOWAY

Education Consultant, UK

LAKSHMI ANNAPURNA CHINTALURI

Principal, Sabari Indian School, Dubai, UAE

MARIE DELANEY

Consultant (Ireland)

NITYA RAMASWAMI

Director, Sabari Indian School, Dubai, UAE

KAVNEENT KHULLAR

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REEM AL-HOUT

School Director, American Academy of Beirut, Lebanon

REENA SEN

Executive Director, Indian Institute of Cerebral Palsy, Kolkata

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Assistant Director Schools, British Council India

SIN KUEN FUNG

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SUJATA BHAN

Professor, Department of Special Education, SNDT Women's University

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ANAND SARASWAT

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District Aariya Uttar Pradesh, India

ANITA PURI

Principal, Cambridge Foundation
School, New Delhi, India

ANJANA GUPTA

Principal, DAV International School,
Amritsar, India

ANSHU PANDEY

Occupational Therapist, Shikshantar
School, Noida, India

ANURADHA AMOS

Principal, St. Thomas' School, New Delhi,
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ARIJIT GHOSH

British Council, Head School
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ARTI CHOPRA

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BADRIE ELDAOU

Assistant Professor, Lebanese
University, Lebanon

BENJAMIN KULWA

Assistant Director-Special/Inclusive
Education, Ministry of Education and
Vocational Training, Tanzania

DIVJOT KAUR

Principal, Mount Litera Zee School,
Chandigarh, India

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GEETA LALL

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Vidyashrama, Mysore, India

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