



TRAINING PLAN FOR GLOBAL GRANTS

Grant number: Enter text here

Improving people's knowledge and skills is a key component of every global grant. Examples include teacher training, hygiene education, professional training, natural resource management workshops, or skill development. For each training activity included in the project, answer the following questions. Add additional training topics as needed. Share any documents that give details such as the training content or the trainer's qualifications.

TRAINING 1

What is the title of the training?

Enabling Environment. Empowering Individual-part 1-Understanding Disability from Capacity building perspective:

What is the purpose or goal of the training?

Building up equity to provide the required support as well as developing the capacity of the individual to live a life of dignity

What knowledge and skills will trainees learn from the training?

Knowledge of the characteristics of different developmental disabilities. Knowledge of various modes of screening in regular and specialized set up to identify children with support needs and skills of administering them. Knowledge of transdisciplinary approach and role of each stakeholder in relation to goal setting to intervention to monitoring

How did you choose this training?

The need based approach

How will it address any gaps in the knowledge and skills of the beneficiaries that were identified during the community assessment?

Enabling Environment. Empowering Individual -an Awareness Camp will be organized in coordination with DEIC in the slum and rural areas in and around Mapusa. This community already due to the socio economic condition and lack of education needs to be empowered .Along with that the school community consisting of parents of special needs, teachers in special schools . therapists as well as parents of neurotypical children, general educators .teacher trainees , workers of primary health centre situated in close proximity need to develop a scientific temper, holistic approach towards looking at the capacity building perspective of instead of deficit finding perspective of Disability. This training will give them a scope to develop that mindset.

Is this new training as a result of this grant?

This training has been in a developing stage since 2023 to increase the professional capacity of the stakeholders

What methods (such as presentations, discussion groups, hands on activities, or case studies) will be used to conduct the training?

Hands on activities, case studies, group discussions and presentations along with individual research will be used

How many hours of training will each trainee receive? (Training duration must address the topic adequately.)

I. Characteristics and associated conditions -3 hrs, Screening of -3 hrs LD, assessment of LD-3, Assessment of Autism, -3 assessment of ID-3hrs=**15 hours**

II. Goal setting through activity across domains using transdisciplinary approach-6 hours

Intervention-establishing equity-building the environment of support-utilising teaching strategies-6 hours; Monitoring progress-systemic and individual=3hours=**15 hours**

Total=30 hours-

How many times will this training be offered to each trainee? (Follow-up training is required for most project types.)

This will be offered thrice: at the beginning of the term, at the end of each term of 6 months. Each trainee in the beginning of the term will be given 3 case studies, term end trainings will involve acquiring knowledge and skills of monitoring learner progress as well as systemic progress through hands on experience

Who will conduct the training? What are the trainer's qualifications? (Trainers must have professional expertise in the topic.)

Training will be planned by the inhouse consultant holding a PhD in special Education and 16 years of experience in the field as Master Trainer. Other resource persons would include Professors from the field of Special and Inclusive Education teaching in National Institutes and University, Government Employees in department of Social Welfare and Empowerment of Persons with Disabilities, Professors of Occupational Therapy at GMC, Experienced Speech and NLD trained Physiotherapists, Developmental Pediatricians and Certified Psychologists of District Early Intervention Centre, Psychiatrists, retired Headmasters and soft skill trainer.

Who will receive the training? How many men? How many women?

Multiple batches 30 participants in each batch. About 60% or more could be women

How will trainees continue to use the knowledge and skills they learned from the training after the grant activities are completed?

The beneficiaries are special educators, general educators and parents while the indirect beneficiaries include children -neurotypical and neurodiverse..The direct beneficiaries will continue working on children every academic year thus ensuring the usage and knowledge aquired from the training

How will this training be evaluated to determine its effectiveness and improve future training?

- 1.Focus group Interview with all stakeholders after every term
- 2.Exit slip after every workshop.
- 3.Rating scale of feedback of resource person(s)
- 4.Goal mapping of children in all domains
- 5.Goal Monitoring Sheet
- 6,Term Report Cards
- 7.Systemic progress monitoring-qualitative plus quantitative data

TRAINING 2

What is the title of the training?

Enabling Environment..Empowering Individual-part 2-Roadmap to Inclusion

What is the purpose or goal of the training?

To make educators aware of learner variability, capacity building perspective

What knowledge and skills will trainees learn from the training?

The trainees will develop knowledge and skills of the concept of equity in education, increasing accessibility in curriculum by reducing curricular barriers.They will understand the concepts of curriculum modification and its types and link it to create a model of inclusive education based on Response to Intervention where students of all abilities shall coexist and each one shall benefit from the equitable environment. They will acquire knowledge and skills of inclusive education strategies like Universal Design of Learning , Differentiated instructions .They will be able to know and apply assistive technology to establish equity.They will be able to establish least restrictive environment(L.R.E) for any individual with disability post this training.

How did you choose this training?

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups.The fundamental guiding principle of the NEP 20 is full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system(pg.6 NEP, 20).Thus it becomes all educators and stakeholders to compulsorily understand and create such a system.

How will it address any gaps in the knowledge and skills of the beneficiaries that were identified during the community assessment?

Students with different abilities are still largely unaccepted in general classroom. In special schools the children are less challenged, overprotected and thus fullest capabilities of high, medium , low support needs stay unexplored. So in both general and special school scenario the lack of knowledge regarding evidence based practices and scientific approach creates a gap between the educator intent and educator delivery.Also this training will reduce the gaps between special and inclusive schools .

Is this new training as a result of this grant?

The Model based on Response to Intervention has already been practiced through multifarious activities like night camps, picnics in special school and inclusive education model has already been implemented in few regular schools of Goa. The training will give a greater opportunity and a wider reach and probably will be able to bridge gaps between regular and special school.

What methods (such as presentations, discussion groups, hands on activities, or case studies) will be used to conduct the training?

Teacher training through simulated workshops, collaborative hands on learning experiences, case studies and presentation mode shall be used.

How many hours of training will each trainee receive? (Training duration must address the topic adequately.)

1. Concept of Universal Design of Learning and its usability in inclusive and special schools-3hrs
2. Concept of Differentiated Instructions, assessments and its link with UDL-3 hrs
3. Concept of Response to Intervention and link with UDL and DI-3 hrs
4. Utilize Assistive technology to create accessible curriculum for children with sensory disabilities, neurodevelopmental disabilities and Multiple Disabilities studying in inclusive or special schools-15hrs
5. develop skill in special educators in usage of UDL techniques to accommodate all kinds of learners in the classroom and lead to holistic development -6 hours
6. Importance of multiusable teaching learning resources in Principle of Representation of UDL-3
7. Music, Art and Drama and other alternative modes as Principle of Engagement of UDL to make learning fun-3
8. Music, Art and Drama and other alternative modes as Principle of Action and Expression of UDL for Assessment for learning-3
9. Learner Variability and establishing a three tiered Response to Intervention Model in inclusive and special school set up-3
10. Building special educators as a taskforce to mentor general educators towards creating an inclusive classroom having an equitable climate using UDL.-3

Total-45 hours

How many times will this training be offered to each trainee? (Follow-up training is required for most project types.)

While 1 to 3 are at the general conceptual level, 4 to 10 is level wise , every 3 months the same training based on the working in inclusive or special classroom will be given at the next level which would be case specific by nature and will again hence lead to progress monitoring of the system along with the students..

Who will conduct the training? What are the trainer's qualifications? (Trainers must have professional expertise in the topic.)

Training will be planned by the inhouse consultant holding a PhD in special Education and 16 years of experience in the field as Master TRainer. Other resource persons would include Professors and Faculty from the field of Special and Inclusive Education teaching in National Institutes Goa and SNDT University, Representatives from NGOs practicing UDL , Headmasters and senior teachers of schools in India where UDL is practiced, Computer Experts, Management Institute (GIM) faculty and trainee and soft skill trainer.

Who will receive the training? How many men? How many women?

Individuals from the community in Multiple batches with 30 participants in each batch. About 60% or more could be women

How will trainees continue to use the knowledge and skills they learned from the training after the grant activities are completed?

After complete handholding of 1 academic year, based on the progress monitoring report, the 3 tier Response to Intervention Model utilizing the techniques of UDL will be continued to be followed.

How will this training be evaluated to determine its effectiveness and improve future training?

Focus group Interview to collect qualitative data
Goal to Learning Outcome mapping sheet
Quantitative data through rating scale questionnaire
Feedback of stakeholders
Opinion Poll
UDL checklist

TRAINING 3

What is the title of the training?

.Enabling Environment..Empowering Individual-part 3-"I CAN"

What is the purpose or goal of the training?

To train the caregivers to train Adults with Disabilities in the area of Vocational Training using Assistive Technology. The main purpose is to create an environment of dignified and purposeful life with sound mental health for both the mentors and mentees of this program

What knowledge and skills will trainees learn from the training?

Adapting National Curriculum on vocational subjects to make a person centred curriculum for people with disabilities.Creating an entrepreneursh model ,Ability to understand market demands and create products that accordingly will generate profit .Positioning product to raise awareness about the conditions and capacities of the population making this product.Assessment of needs and abilities of individuals with disabilities , Goal planning for person centred curriculum.Teaching strategies and Adaptive devices. Assistive Technology -its usability in vocational training.Soft Skill Training in the areas of communication, collaboration in an open, sheltered and home based employment .Learning to respect the Adult with Disabilities , Behaviour Management and techniques of creating an enabling environment for appropriate behaviour,Developing work readiness through Yoga and Meditation and [Physical Exercise.Jorney from Stress Management to Mental Well being.

How did you choose this training?

Children in special school grow up to becoming adults.They are largely still trated as overgrown children as they are unable to express themselves as a non disabled individual.Their capacities need to be utilized.Also like any other human being they need to be treated with respect , offered responsibilities.Parents of these adults due to their continuous associations with these people have deviscovered certain capacities, developrd certain strategies-their voices need to be heard And finally the environment must be readied to accept them.All these have resulted in choosing training in this area with the culmination point being focused on developing well being which is often a grey area in the parents, professionals and people with disabilities themselves.

How will it address any gaps in the knowledge and skills of the beneficiaries that were identified during the community assessment?

Beneficiaries will be trained on the above mentioned areas where the gaps of lack of understanding of true potential of the adult with disabilities still exists, approaches are still functional and not ecological, c harity based and not right based, products are still person driven and not market driven, parents are still told and not consultedand finally its still handling behaviours in the same environment rather than an equity based accessible environment.

Is this new training as a result of this grant?

This training has been started in 2021 with a collaborative effort between teacher trainees and adults from

special schools, since 2023 all the aspects covered in the knowledge and skill areas have been introduced on a pilot basis in Aastha Anand Niketan school

What methods (such as presentations, discussion groups, hands on activities, or case studies) will be used to conduct the training?

Lecture Method for Curriculum Adaptation , group discussions,Case studies,learning by doing, presentation

How many hours of training will each trainee receive? (Training duration must address the topic adequately.)

1. .Adapting National Curriculum(NIOS) on vocational subjects to make a person centered curriculum for people with disabilities. -**3hours**
2. Bridging the gap-Corporate to Education:Creating an entrepreneurship model ,Ability to understand market demands and create products that accordingly will generate profit .Positioning product to raise awareness about the conditions and capacities of the population making this product. **3hours**
3. .Assessment of needs and abilities of individuals with disabilities , Goal planning for person centred curriculum.Teaching strategies and Adaptive devices. Assistive Technology -its usability in vocational training. **12hours**
4. ,Soft Skill Training in the areas of communication, collaboration and grooming in an open, sheltered and home based employment .**6 hours**
5. .Learning to respect the Adult with Disabilities-. Learning to give responsibilities to the Adult with Disabilities-**3hours**
6. Behaviour Management of Adult with Disabilities**3hours**
7. Techniques of creating an enabling environment for generating appropriate behaviour**6hours**
8. .Developing work readiness through Yoga and Meditation and Physical Exercise. **3hours**
9. .Parent Involvement-Ecological Curriculum**3hours**
10. Journey from Stress Management to Mental Well being for everyone-mentor to mentee-trainer to trainee. **3hours**

Total:45 hours

How many times will this training be offered to each trainee? (Follow-up training is required for most project types.)

1 to 4 will be given at level 1 in the training initiation ,along with 5 to 10.

After every 3 months level 5 to 10 will be done with the participants , case specific basis for progress monitoring the system and adult.Also it is to be notes, product used for training will be changed every 6 weeks so accordingly 3 will be done every 6 weeks along with 9.

Who will conduct the training? What are the trainer's qualifications? (Trainers must have professional expertise in the topic.)

Training will be planned by the inhouse consultant holding a PhD in special Education and 16 years of experience in the field as Master TRainer. Other resource persons would include Professors and Faculty from the field of Special and Vocational Education teaching in National Institutes, Faculty from Goa Institute of Management University,Representatives from NGOs practicing vocational education for

Adults with Disabilities , Headmasters and senior teachers of schools in India where NIOS is practiced, Computer Experts, Corporates ,soft skill trainer Physical Instructor, Yoga and Meditation Practitioner, Parent as resource persons

Who will receive the training? How many men? How many women?

Individuals from the community in Multiple batches with 30 participants in each batch. About 60% or more could be women

How will trainees continue to use the knowledge and skills they learned from the training after the grant activities are completed?

The trainees that is special educators and parents will continue working with the Adults with Disabilities the same training will be taken up by the pre vocational .The vocational instructors will continue to work with the market to add new product concepts .Finally a handbook for vocational team will be formulated which will enlist the SOPs established through this training and its implementation

How will this training be evaluated to determine its effectiveness and improve future training?

Focus group interview of parents -separately
Focus group interview -special educators
Exhibition
Feedback during Exhibition
Corporate feedback
Market product survey
Questionnaire
Checklist
Progress Monitoring of Work Habits

TRAINING 4

What is the title of the training?

What is the purpose or goal of the training?

What knowledge and skills will trainees learn from the training?

How did you choose this training?

How will it address any gaps in the knowledge and skills of the beneficiaries that were identified during the community assessment?

Is this new training as a result of this grant?

What methods (such as presentations, discussion groups, hands on activities, or case studies) will be used to conduct the training?

How many hours of training will each trainee receive? (Training duration must address the topic adequately.)

How many times will this training be offered to each trainee? (Follow-up training is required for most project types.)

Who will conduct the training? What are the trainer's qualifications? (Trainers must have professional expertise in the topic.)

Who will receive the training? How many men? How many women?

How will trainees continue to use the knowledge and skills they learned from the training after the grant activities are completed?

How will this training be evaluated to determine its effectiveness and improve future training?