Training Report

3 Days Capacity Building Residential Training on IE for ADD India field staff
BY
Seva-in-Action

Date: September 12-14, 2023   **Venue: Seva-in-Action, Koramangala, Bengaluru**

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Background

ADD India approached Seva-in-Action(SiA) and requested SiA to build the capacity of their field staff CBR workers to make inclusive education (IE) a reality in their project areas in Karnataka as per the recommendation of their midterm evaluation. Based on the request, SiA planned 3 days capacity building residential training program on IE in its premises in Koramangala, Bengaluru. It designed 3 days training plan with the content, methodology of the training, duration and outcome of the training and shared it with ADD India (See Annex 1 for the plan).

LAUNCHING OF 3 DAYS' TRAINING ON IE

The 3 days residential training was held at Seva-in-Action, Koramangala, Bengaluru from 12th – 14th September 2023. A total of 20 participants from 5 different project areas of ADD India in Karnataka viz., Chikkaballapur, Kanakapura, Guldlupet, Guledagudda & Chittapur participated in this training. Trainees were given the name tags with trg kit.

The 3 days training was launched by watering the plant by CBR workers from the above

locations along with the consultant Ms. Manjula Nanjundaiah on the first day before the first session.

The purpose of this training was to train participants on the concept of inclusive education in line with UNCRPD, understanding inclusive practices and understand the roles played by different stakeholders. The training included various topics such as Understanding children with diverse needs & their specific needs in relation to disabilities, Influences of Legislations & Policies on Edn of CWDs, Identifying the Barriers to Inclusion & overcoming those barriers; creating inclusive learning environment by making it accessible in terms of attitude, physical, social, communication & academic; developing community of practice for inclusive education; Use of technology - Assistive devices, ICT for making classrooms inclusive; List of material / equipment, its availability and function; Analyse the Learnings and Challenges faced at School level for implementation of IE; Personal tool for the purpose of thinking to improve specific learning situation based on students/teacher's needs; Means of self-development for success of IE; developing criteria for identifying the School to develop inclusive practice, make a plan for the selected School based on the needs of the diverse learners & the resources in the existing community.

The training methodology was interactive as trainers ensured that knowledge was not only disseminated but accurately perceived and understood by the participants. Hence trainers engaged participants in group discussions and kept the forum open for feedback,

queries and suggestions. These interactive sessions were supported through training material such as pre & post-test, PowerPoint presentations, handbook on IE and handouts of each session.

TRAINING OBJECTIVE

The objective of this 3 days training was to develop competency among trainees as follows:

- Trainees will be competent to demonstrate and applied knowledge of inclusive education in line with UNCRPD
- Trainees will be competent to demonstrate & understanding of inclusive practices and coordinate with the existing schools to develop an inclusive learning environment
- Trainees will be competent in developing community of practice for inclusive education (Collaborating with different stakeholders)
- Trainees will be competent to engage with Schools to identify the resources & assist the schools to procure material/ equipment/ appliances required for children with disabilities & their availability.
- Trainees will be competent to demonstrate skills as a reflective practitioner for successful implementation of inclusive education
- Trainees will be competent to demonstrate skills & disposition to develop a model inclusive school in the working area

PARTICIPANTS' PROFILE

The training participants included 2 senior coordinators of ADD India and total number of participants was 20 (male:11, female: 9) who belonged to 8 partner organizations (see Annex 2 for the list of participants with the basic details)

RESOURCE PERSONS' PROFILE (see Annex 3 for the Resource persons' profile)

CONDUCTING TRAINING SESSIONS

Sl.No.	RP Name with Designation	Session Title
1	Manjula Nanjundaiah, Director (Special Educator & IE consultant), Seva-in-Action	**12th September 2023, Morning Sessions** ▪ welcome, introductions and **Pre-test** ▪ orientation to 3 days training program on IE ▪ Understanding children with diverse needs & their specific needs in relation to disabilities, ▪ Conceptual understanding of IE in line with the UNCRPD, ▪ Influences of Legislations & Policies on Edn of CWDs ▪ Identifying the Barriers to Inclusion & overcoming those barriers **14th September 2023, Afternoon Sessions** ▪ developing criteria for identifying the school to develop inclusive practice ▪ Understanding the situation and needs of the diverse learners ▪ Make a plan for the selected School to make it as inclusive based on the needs of the diverse learners & the resources in the existing community ▪ developing a tool for monitoring IE model School ▪ **POST-TEST** & TRAINING EVALUATION
2	Kantha Raju, KHUSHI, Bengaluru Regional Program Manager-South India (teacher & development professional in education sector)	**12th September 2023, Afternoon Session** ▪ Creating inclusive learning environment by making it accessible in terms of attitude, physical, social, communication & academic
3	G. Ramanathan, Director, (Development worker) SAMA Foundation, Bengaluru	**13th September 2023, Morning Session** ▪ Developing skills as a reflective Practitioner for successful implementation of inclusive education ▪ Using reflective practice as a personal tool to improve specific learning situations in the field

4	Ravi R., Technical Adviser and Project Coordinator for deaf children worldwide (Teaching Sign language)	**13th September 2023, Afternoon Session** ▪ List of material / equipment / appliances required for different disabilities, its availability and function. ▪ Use of technology ▪ Assistive devices, ▪ ICT for making classrooms inclusive.
5	Mallikarjunaiah, Director, Inclusive Education Dept of APD	**14th September 2023, Morning Session** ▪ Understanding the roles played by different stake holders ▪ mobilizing community engagement for inclusive education
6	Girish, Manager, Skill Development & Livelihood and Placement department at Seva-in-Action, Bengaluru. (Mechanical Engineer)	**11th – 14th September 2023** Logistics at training hall and living place of trainees at Seva-in-Action Assisting Resource persons in AV aids, Scribe to trainee with total visual impairment, getting xerox copies, spiral binding for the training handbook and distributing handouts to trainees, capturing training moments and ensuring proper lodging & food arrangement for trainees

LEARNING OUTCOME

➢ understanding the concept of IE & importance of education for cwds from rights perspective (UNCRPD).
➢ Identifying the Barriers to IE and overcoming those barriers for implementation of IE
➢ Understanding & work towards developing inclusive practices in Schools
➢ Understand the roles of the different stakeholders and work towards engaging them for effective implementation of IE.
➢ Work towards engage with School to identify the needs & availability of material/ equipment/ appliances required for children with disabilities & assist Schools/Parents to procure them.
➢ Developing competency to analyse the Learnings and challenges and found a way to overcome the challenges

➤ Competent to make a plan with senior coordinators to select any one of the regular Schools in the working location and enable regular Schools to become more inclusive in reality by September 2024.

GROUP DISCUSSIONS & PRESENTATIONS

TRAINEES PRESENTING THEIR VIEWS DURING THE TRG SESSIONS

TRAINING EVALUATION AND POST-TEST

At the end of the training, post-test was conducted to gauge the perceived change in knowledge among the participants and also trainer's evaluation to get their feedback on the overall training.

The Post-test answers revealed that almost everyone understood the concept of IE and distinguish between Equality and Equity. In the pre-test, majority of them didn't have this concept and few of them even suggested to have special school for the education of the children with disabilities.

TRG EVALUATION

A – Excellent   B – Good   C – Satisfactory & D – Not Satisfactory

Sl.No.	Part 1	A	B	C	D
1	Overall, 3 days training	15	4	0	0
2	Relevancy of topics selected	14	4	0	0
3	Materials used for the trg	10	7	2	0
4	Accommodation	11	3	1	1
5	Participation	11	6	1	0
6	Phase of conducting Trg sessions	7	9	3	0
7	Food arrangement	11	6	3	0
8	Time Schedule	12	7	0	0
9	Trg period	12	7	0	0
10	Resource persons' teaching	16	3	0	0
	Part 2				
11	Methodology used	12	6	0	0
12	Illustrations given	11	6	3	0
13	Quality of trg materials	13	4	2	0
14	Evaluation	13	4	2	0
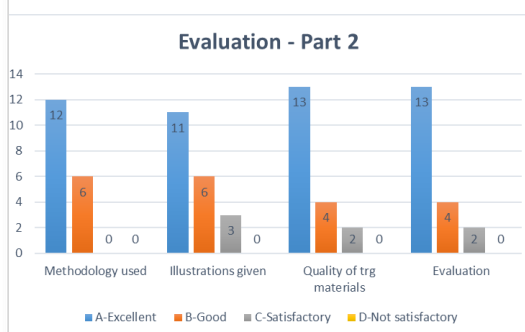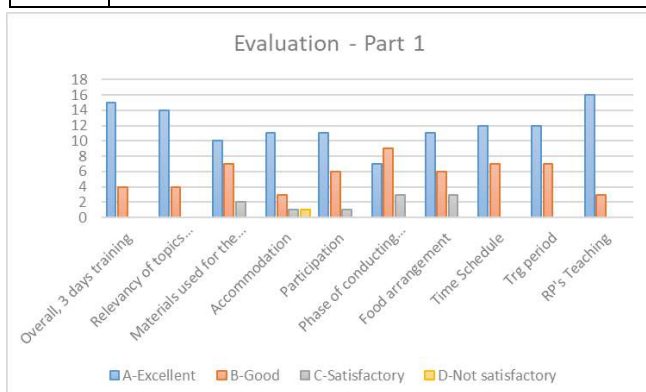
Views of Trainees on 3 days training program (open ended question)

- The 3 days trg was good and understand the IE concept well as you have taken chandrakala's example right away in the training session and explained.

- We need IE as it allows children to learn together and learn from each other.
- The materials used for the training and teaching through a play way method was good. We learnt many things in the training.
- Received adequate information on IE and I will make sure all children should cover under Inclusive education.
- I learnt about IE, case studies, how to provide appropriate assistive devices for needy children and also learnt how to engage different stake holders in making IE model School.
- I learnt how to work in the community, distinguish between Equality & Equity and also learnt about providing aids & appliances as per child's need & measurement.
- This 3 days trg is very useful as we can adapt many things in our work.
- This training was good, meaningful and with detail information. A session on Reflective practices was very tough and could not understand properly. Requesting you to give us further training.
- Majority of the trainees participated and few were not as they said yes in the whole group even though they had no clarity. So, you should have given time for such trainees after the session would be helpful.
- All sessions were good and treated us well. Video should have been showed during the training.
- IE will be useful to make use of existing system in a better way.
- These 3 days training program was good, there is a need of these kind of training in future as well and expect training which cover the information required in the field.
- The training with all the arrangement was good and understand the distinguish between integration and inclusion. It was clear when taking Chandrakala's example of how she was left out in receiving the information as it was not in the Braille.
- It's a good learning experience for me to know more about Inclusive Education and also revising the knowledge. Expecting further support in the field area to move forward in new dimensions.

FINAL OUTCOME

It is difficult to build the capacity of ADD India's community-based workers in 3 days training as they can't digest too many things at a time and they need to implement what they learnt, however they are aware of what is IE, why IE and steps to make school inclusive in their areas. Once they start working with schools, they may need some more inputs for effective implementation of IE. Since Mr. Lobithas, Executive Director of ADD India had taken up this training program to his field workers, I am sure he will definitely take it forward this training into implementation level.

Manjula Nanjundaiah

Director, Seva-in-Action

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