

# Asia Pacific Regional Course

## Community Initiatives in Inclusion (CII)

**Duration:**

Taught Session: 12 weeks from mid January to mid April  
Implementation Phase: Three months till July end

**Location:** ADAPT, Mumbai, INDIA

**Applicants:** The course is open to university graduates working in the field of education/disability who are interested in working in the community. The course is primarily for women but a limited number of places are available for men. Applications from disabled people are welcomed. The medium of instruction is English and a good command of the language is an essential prerequisite for joining the course.

**Funding:** The course is funded by the Women's Council (UK). However, some charge may be made for board and lodging depending on the financial capacity of the applicants and/or their organization.

**How to apply:** The two application forms at the back of this brochure must be completed; one by the applicant and the second by the employer/organization.

**Registration:**

Participant's registration is confirmed after payment of registration fees of USD 25/- to ADAPT (formerly the Spastics Society of India). This fee is non-refundable.

**Contact details:** Dr Sharmila Donde, ADAPT (Formerly the Spastics Society of India), K.C. Marg, Bandra Reclamation, Bandra (W). Mumbai 400050. Tel: 022-26443666 / 88.

Email: [dondesharmila@gmail.com](mailto:dondesharmila@gmail.com)

## 1. THE COURSE AIM

The course aims to prepare participants to be management personnel, able to run, plan, and to train others to run, community disability services, within an inclusive framework.

### Course objectives:

It is hoped that the course will help participants to:

- Broaden their knowledge of international and national perspectives on disability issues
- Learn to find and use relevant information
- Gain experience of intervention and home based programmes
- Learn basic facts about the prevention of disability and appropriate interventions
- Explore the relevance of the Child-to-Child Approach
- Develop teaching and curriculum design skills
- Deepen an understanding of inclusive education
- Plan context specific community based programmes
- Develop opportunities for networking and co-operation
- Develop monitoring and evaluation skills

## 2. OVERVIEW OF THE COURSE

This course 'Community Initiatives in Inclusion' is an Asia Pacific course conceptualized and designed by Dr. Mithu Alur, Founder Chairperson, ADAPT (formerly the Spastics Society of India) Mumbai.

The course is supported by the Centre for International Health and Development, Institute of Child Health, London and is sponsored by the Women's Council, U.K. and ADAPT (formerly the Spastics Society of India) Mumbai.

The Women's Council is a voluntary, non-political, non-sectarian organization working for friendship, understanding and cooperation between women of Asia and the United Kingdom. It has raised funds to train women working in child welfare in Asia. The assisted scholarship scheme supports the training of women working with children with disabilities and their families through the Community Initiatives in Inclusion course.

The course began at the local level in the year 2001, later became a national course and in February 2004 was offered to participants from the Asia Pacific region. We have trained participants from Bangladesh, Cambodia, China, India, Indonesia, Malaysia, Mongolia, Nepal, Pakistan, Papua New Guinea, Tajikistan, Tonga and Vietnam.

The course is concerned with community issues and is firmly rooted in the social model of disability. It draws on the experiences gained from the SSI/UNICEF Project 'Inclusive Education Practice in Early Childhood in Mumbai, India'.

The course aims to create a mutually supportive atmosphere where participants learn together and from each other.

The teaching strategies are participative and demonstrative. These include workshops, lectures with flip charts, presentations, group discussions, street plays, placements in the community, visits to various organizations, classroom observations, case study, projects, etc. An extensive range of resources relating to community disability issues and inclusion are available in the centre's Resource Centre and library.

Though no formal examination is conducted, faculty members constantly assess the participants. As one of the outcomes, the participants design 'Culture and Context Specific Model' for their respective countries.

### 3. DURATION

'Community Initiatives in Inclusion' is a six month course conducted in two phases:

- The first three months are taught sessions, practical work and field work based in Mumbai and its environs.
- The second three months are the implementation phase based in the participant's place of work. This is the opportunity for the participants to put into practice what they have learnt during the first three months of the course.

### 4. COURSE DESIGN

The course is modular. Through these modules of study, course participants develop their knowledge base and personal skills.

#### Summary of Modules

##### ***Orientation to Learning***

The module includes the aims of the course, exposure to study skills and accessing information and an introduction to disability issues. It helps the participants to get to know one another and the faculty members and to become familiar with a new learning environment

##### ***Focus on Disability***

The module explores various aspects of on child development and imparts the basic 'must know' information on the prevention of disabilities and appropriate interventions. The module provides opportunities to examine a range of screening and assessment tools and home based programmes such as Portage. It is designed to help participants reflect on their own communication with children and adults with disabilities and their families.

##### ***Focus on Inclusion***

The module explores the history and philosophy of inclusion. It provides strategies for advocacy in the community. It looks at the practical implications of including children with diverse and additional needs into regular schools, including adapting the curriculum and making low cost

appropriate aids and appliances. Pre vocational training and vocational training are also addressed in this module.

### ***Focus on Policy***

The module introduces participants to national and international policies related to Inclusive Education. It also discusses the formulation, implementation and failure of policy. The module uses the practical experiences of the facilitators and participants to draw lessons on how to plan and manage sustainable community disability programmes.

Participants are given inputs in policy making and exposed to various models of inclusion. Based on these inputs, participants create a 'Context and culture specific models of Inclusion' for their own countries.

### ***Focus on Community***

The module introduces the participants to the concept of an Ecological Inventory that helps them to identify barriers in the community and guides them to strategies appropriate to their context. Participants explore the Child-to-Child approach as one of the range of strategies.

A session on Teaching, Learning and Curriculum Design aims to enable participants to become effective teachers/trainers, capable of planning and delivering an appropriate curriculum for specific learners and evaluating their learning.

### ***Practicum***

#### ***Field Work & Placements***

Approximately one third of the course will be fieldwork and placements in the community.

### ***Context and Culture Specific Model of Inclusion***

Each participant will select an area of personal interest to be worked on throughout the remainder of the course. The participant will prepare a three-month action plan that will be implemented once he/she goes back.

They are expected to send a report of the implementation after which certificate will be sent to them.

## **5. COURSE CONTENT:**

### **Module 1: Focus on Disability:**

#### ***Child Development***

- Physical
- Intellectual
- Social
- Emotional
- Speech & language

#### ***Assessment***

- Physical
- Intellectual
- Speech & language
- Educational

#### ***Therapy***

- Individual therapy
- Group therapy
- Aids and appliances
- Multidisciplinary team
- Speech & Language
- Posture & Seating
- Alternative and Augmentative Communication

#### ***Types of disabilities***

- Cerebral Palsy
- Poliomyelitis
- Muscular Dystrophy
- Spina Bifida
- Epilepsy
- Autism

- Down Syndrome
- Intellectual impairment
- Hearing impairment
- Visual impairment
- Learning Disability

### ***Special Education***

- Interventions
- Curricular Modifications
- Workshop on making teaching aids
- Visits to special schools
- Classroom observation
- Therapy observation

## **Module 2: Focus on Inclusion:**

### **What is Inclusion? Why should we have inclusion?**

- 10 reasons for inclusion
- Pros and cons of inclusion
- Key Principles of Inclusion

### **How should we implement Inclusion?**

- Modifications in
  - classroom
  - curriculum
- Whole school approach
- Teaching strategies
- Integrating therapy in educational settings
- Language of disability
- Continuum of support

### **Models of Inclusion:**

#### **Advocacy**

- Parents
- Peer group

- Neighborhood
- Mainstream teachers & principals
- People with disabilities

### **Practicum**

- ❖ Visits to Inclusive schools
- ❖ Placements
- ❖ Workshops

## **Module 3: Focus on Policy:**

### ✓ **International documents-**

- Universal Declaration of Human Rights (1948)
- UN Declaration on Disabled Persons (1975)
- United Nations Convention on the Rights of the Child (1989)
- Standard Rules on the Equalization of Opportunity (1993)
- Salamanca Statement on Principles, Policy and Practice in Special Needs Education (1994)
- Dakar Framework for Action, Education for All: Meeting on Collective Commitments (2000)
- UN International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities, 2006

### ✓ **Indian National policy**

- Persons with Disabilities Act (1995)
- Education For All (Sarva Shiksha Abhiyan)

### ✓ **Failure & Implementation of policy (Invisible children: A Study of Policy Exclusion)**

## **Module 4: Focus on Community:**

### ✓ **Ecological Inventory**

### ✓ **Barriers in the community**

### ✓ **Parent's involvement in the anganwadis (nurseries)**

### ✓ **Parents meetings**

- Focus group discussions

- Open day meetings
  - Mahila Mandal (Women's Empowerment Programme)
- ✓ **Income generation schemes**
  - ✓ **Microfinance**
  - ✓ **Setting up inclusive education centres**
  - ✓ **Management of crises in the community**
  - ✓ **Capacity training**
    - How to plan and conduct capacity training
  - ✓ **Child to Child Approach**

**Other issues:**

- Health & Nutrition
- Immunization
- Aids awareness

**Practicum**

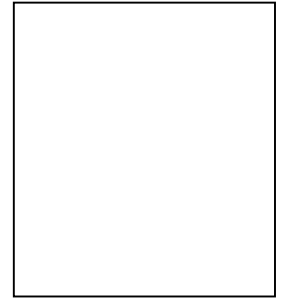
- Workshops
- Placement in the Community
- Visits to centers in the community

## **6. CORE FACULTY**

1. Dr. Mithu Alur, *Course Director, CII, Founder Chairperson, ADAPT and Director, School of Post Graduate Studies, ADAPT, Course Director, CII*
2. Mrs. Varsha Hooja, *Trustee, ADAPT, Director Technical Operations, ADAPT and Course Tutor, CII.*
3. Dr. Sharmila Donde, *Course Coordinator, CII, Administrative Coordinator, Teacher Training Course.*
4. Mrs. Deepshika Mathur, *Academic Coordinator, Teacher Training Course, Co-Coordinator, CII.*



**ADAPT** (Formerly The Spastics Society of India)  
**&**  
**Centre for International Health & Development**  
*Application for Admission to the Certificate Course*  
**Community Initiatives in Inclusion**  
*for the Asia Pacific Region*  
**2010**



NAME (in Block Letters)

\_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ SEX: M / F \_\_\_ MARITAL STATUS : \_\_\_\_\_ NATIONALITY: \_\_\_\_\_

EMAIL ADDRESS: \_\_\_\_\_

PERMANENT ADDRESS:			TERM ADDRESS:		
Office Address:					
PIN:	STATE:	TEL. NO.	PIN:	STATE:	TEL. NO.

ACADEMIC RECORD: (from SSC onwards)

DEGREE	UNIVERSITY BOARD	YEAR	SUBJECTS	MARKS & CLASS	DISTINCTION / AWARDS (if any)

EMPLOYMENT RECORD:

EMPLOYER & PLACE	DESIGNATION	NATURE OF DUTIES	PERMANENT / TEMPORARY	DURATION

ANY ASSISTANCE OR SUPPORT REQUIRED (WHEELCHAIR, BRAILLE BOOKS, ETC)

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ARE YOU SUFFERING FROM ANY ILLNESS? IF YES, PLEASE SPECIFY.

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EXTRA CURRICULAR ACTIVITIES:

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EXPERIENCE OF COMMUNITY WORK:

- Nature and duration of work:

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Please state reasons for wishing to join this programme and what you hope to gain from it:

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I hereby declare that the details furnished above are true.

DATE:

SIGNATURE OF CANDIDATE

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NOTE TO THE APPLICANT:

<p>1. The completed application should reach: <b>Dr. Sharmila Donde.</b> Course Coordinator <a href="mailto:dondesharmila@gmail.com">dondesharmila@gmail.com</a> <b>ADAPT (Formerly The Spastics Society of India)</b> K.C. Marg, Bandra Reclamation Bombay – 400 050. Tel: +91 22 26443666/88 Fax: +91 22 26436848</p>	<p>2. Enclose copies of the following certificates:</p> <ul style="list-style-type: none"><li>a. Secondary &amp; Higher Secondary Mark Sheets</li><li>b. Degree Certificate/Mark Sheet (if final results are awaited the mark sheets of previous years)</li><li>c. Work experience certificate, if applicable.</li></ul> <p>3. Use additional sheet (s) if needed</p>
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## FORM TO BE COMPLETED BY APPLICANT'S EMPLOYER / ORGANISATION

Name of the applicant: \_\_\_\_\_

Name of the organization: \_\_\_\_\_

Name of the person in-charge: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Tel no: \_\_\_\_\_ email: \_\_\_\_\_

I agree to support \_\_\_\_\_  
to attend the twelve week 'Community Initiatives in Inclusion' course in  
Mumbai from \_\_\_\_\_ to \_\_\_\_\_. I also agree to provide support  
for implementation phase of the course and feedback on how the  
participant has applied the knowledge gained from the course once  
she/he has returned.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_