



ITEC- TISS Programme

On



“Training of Trainers - Caring for Children with Disabilities”

In Collaboration with

**Indian Technical and Economic Cooperation Programme (ITEC), Ministry of
External Affairs, Government of India**

Hosted by

Tata Institute of Social Sciences

Concept Note

Indian Technical and Economic Cooperation (ITEC) Programme, is the leading capacity building platform of the Ministry of External Affairs, Government of India. Instituted in 1964, ITEC is one of the oldest institutionalized arrangements for international capacity building having trained more than 200,000 officials from 160+ countries in both the civilian and in the defence sector.

Tata Institute of Social Sciences (TISS) is a community-engaged Social Science University established in 1936. TISS was started as Sir Dorabji Tata Graduate School of Social Work, and in 1964, it was granted the Deemed University status under Section 3 of the UGC Act, 1956. Since its inception, the institute's vision has been to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

ITEC and TISS are collaborating to offer a programme **on Training of Trainers for Caring for Children with Disabilities** for the Ministry of Social Welfare, Relief and Resettlement, Yangon in collaboration. The Union for Myanmar implemented the Five-Year Strategic Plan for the Rights of Persons with Disabilities on 15 September 2022, that includes six core chapters on Health, Education, Work and Employment, Social Protection, Disasters and other Emergencies, and Accessibility. This programme aims to equip participants with the knowledge, skills, and attitudes necessary to provide compassionate and effective care for children with disabilities while also promoting their rights, inclusion, and empowerment.

Introduction

Children with disabilities encounter numerous obstacles concerning access to education, healthcare, social integration, and economic prospects. Many face difficulties accessing quality education, healthcare services, and job opportunities due to inadequate infrastructure, a scarcity of specialized resources and trained professionals, and societal prejudice. Moreover, they are often subjected to stigma, discrimination, and social isolation, adversely affecting their self-esteem, mental well-being, and chances for social engagement.

Such negative perceptions contribute to the marginalization of children with disabilities and their families.

In developing nations, these challenges are particularly entrenched due to limited implementation of disability rights legislation and policies. Comprehensive support services, including early intervention initiatives, tailored education programs, specialized healthcare services, vocational training, and employment prospects, are frequently lacking for children with disabilities and their families. Physical barriers, such as inaccessible infrastructure and transportation, further impede their access to public facilities, schools, healthcare amenities, and other essential services.

In light of these hurdles, the role of caregivers of children with disabilities is paramount. They play a pivotal role in providing indispensable support, advocacy, and assistance to ensure the welfare and progress of these children. Equipped with an understanding of primary caregiving, education, healthcare, mental health support, advocacy, and care coordination, caregivers serve as crucial pillars in promoting the well-being, development, and inclusion of children with disabilities. Their contributions are invaluable in enabling these children to realize their full potential.

Course Objectives:

1. Provide participants with a thorough understanding of the different disabilities frequently encountered in children.
2. Equip participants with practical methods and approaches for adeptly tending to the needs of children with disabilities.
3. Enhance participants' abilities to establish inclusive and nurturing environments for children with disabilities.
4. Enable participants to educate and assist caregivers, parents, and other involved parties in comprehending and addressing the requirements of children with disabilities.
5. Cultivate empathy, sensitivity, and insight among participants regarding children with disabilities and their families.

Course Duration:

The course will span over 8 weeks, comprising both theoretical sessions and practical workshops. The course comprises of 7 modules, with each week covering one module. The final week will consist of presentation and assessment.

Course Outline:**Week 1- Orientation**

The course will begin with an orientation to the programme and foundational sessions that will deal with topics such as the Identification of disability, child development stages including physical, sensory, cognitive and behavioral development, orientation to different types of disabilities, causes, symptoms and characteristics of different disabilities, health care needs and education for children with disabilities

Exposure visits to organisations

Week 2- Early Intervention

Early intervention within age of 0 to 6 years for children with disabilities is crucial for their development and overall well-being. By providing early and comprehensive support, early intervention can significantly improve outcomes for children with disabilities, enhancing their abilities to participate fully in family, school, and community life. This module will focus on various types of early intervention, importance of early intervention and establishing early intervention centre.

Exposure visits to Early Intervention Centre

Week 3- Special Schools

Special needs schools help students develop academically, socially, emotionally, and practically to the best of their abilities, preparing them for independent living and meaningful participation in society. During this week, the focus will be on special needs education and special schools.

Exposure visit- Special schools

Week 4- Inclusive Education

Inclusive education not only benefits students with disabilities or special needs by promoting their academic and social development but also benefits all students by fostering empathy, understanding, and a sense of belonging among peers. It contributes to the

creation of more supportive and inclusive societies by breaking down barriers and promoting equal opportunities for all. The focus during this week will be on issues such as inclusive pedagogy, inclusive environments and collaborative practices

Week 5- Government programs and NGOs

Government policies and programmes play a vital role in safeguarding rights as well as provision of services for children with disabilities. This week will focus on Government's policies and programmes for children with disability. Likewise, roles that NGOs and CBOs as partner to government's programmes will also be highlighted.

Week 6- Exposure visits

The exposure visit will allow learning from agencies with best practices. In order to provide a holistic knowledge and experiences, a range of agencies in Vellore and Chennai will be visited during tour.

Week 7 and 8- Skill Training

The last two weeks will include intense skill training that will cover following topics:

- Identifying Disability
- Case History / Case management-
 - o Prenatal, Peri natal and post-natal
 - o Development delays, motor milestones, early interventions
- Multidisciplinary Approach
- Family Centred Intervention and Family Counselling
 - o Caregivers
 - o Siblings
 - o Parents
- Community-Based Rehabilitation
- -Accessibility Audit

Dates and Duration

Date: 28 March 2025- 22 May 2025

Duration: 8 weeks

Programme Structure

- Lectures and presentations by faculty and experts.
- Group discussions and case studies.
- Interactive workshops and practical demonstrations.
- Role-playing exercises and simulations.
- Guest speakers (e.g., parents of children with disabilities, disability rights activists, etc.).
- Exposure visits to agencies working in the field

Evaluation:

Participants will work in groups to prepare a presentation highlighting the lessons learned from the course. They will be assessed based on the presentation at the end of the course.