

# TEACHERS TRAINING TEACHERS

Update report and  
detailed information

Maria Andrea Ruiz

Colombia

# CHANGES

## BEFORE

### STRATEGY:

To create a support network in which the educators that have received support from the DSC and therefore are already empowered give support to **other educators of other schools** that have no experience on inclusion processes.



### Training process

Between 1 empowered school and 3 schools with no experience on inclusion processes.

## NOW

### STRATEGY:

To create an **internal training team within the schools** in order to reduce the external participation of the Down Syndrome Corporation and ensure that these schools can be updated by their own (inclusion processes).



### Training process

Within 2 schools that have received training from DSC but only to a few teachers.

# CHANGES

## BEFORE

### SHORT TERM OBJECTIVE:

To reach inclusive educational processes in **3 schools** of Bogotá city through a **teachers network**.

### TARGET POPULATION:

Teachers from **three different schools** in which **inclusion processes have not been done yet (one specific locality in Bogotá)**.

### SCHEDULE:

The 8 activities were suppose to start on November **2008** and to be end on February 2009.

## NOW

### SHORT TERM OBJECTIVE:

To reach appropriate inclusive processes in **2 schools** of Bogotá city, through an **internal training team**.

### TARGET POPULATION:

Teachers from **2 different schools** that have not received a training process from DSC but **they do have included children ( 2 different localities in Bogotá)**.

### SCHEDULE:

The activities were postpone to start on **2009** because of school activities and also because the type of "reward" has not been define.

# ACTIVITIES AND SCHEDULE

ACTIVITY	DONE	NOT DONE YET
1. Meeting with Down Syndrome director and integration program coordinator.	X Sep/08	
2. Define the locality in which the action plan is going to be implemented	X Sep/08	
3. Select 2 schools that have received training process from DSC but the knowledge has not being expanded within the school (teachers to teachers)	X Oct/08	
4. Meeting with head teachers and other people that have participate in the inclusion processes of PWID: Raise the idea and find out why they haven't expand their knowledge.		X Waiting for JICA's answer in order to know what to offer.
6. Arrange schedule activities with teachers from the 2 schools.		X
7. Eight different activities including: training, workshops, mode ling, initial and final evaluation. This activities are done by teachers and supervise by DSC (facilitators).		X See slide #5 for detailed information. The ideal is to start on February 2009.

# ACTIVITIES

## (detailed information)

- ❑ Eight different workshops, done by the teachers (empowered teachers) and supervise by DSC.
- ❑ The activities are going to take place in 2 schools and we chose 3 teacher in each school to be the trainers.

The "ideal" is to do 2 workshops every month for 4 months:

### TOPICS

- ✓ Number 1: Intellectual disability concept (new conception)/What is intellectual disability.
- ✓ Number 2: Down Syndrome specifications
- ✓ Number 3: Myths and fact about DS.
- ✓ Number 4: Down Syndrome and learning process
- ✓ Number 5: Integration and inclusion processes
- ✓ Number 6: Teaching and interaction strategies
- ✓ Number 7: Curriculum adaptation for down syndrome students/ Reading and writing.
- ✓ Number 8: Life project for PWID/PWDS

Initial an final evaluation are also part of the activities to be done.

# DIFFICULTIES

- ❖ Internal changes within the corporation: The integration program coordinator is being changed which delayed the implementation of the action plan.
- ❖ Schools activities: The schools where the action plan is going to be applied have had different internal activities that have delayed the implementation of the action plan.
- ❖ Schools and teachers "reward": The schools in which the action plan is going to take place are waiting for some kind of "reward" or "reinforcement" as a recognition for their participation in this action plan (training process on inclusion of PWID)

# JICAS' S COOPERATION

## DIFFICULTY



Schools and teachers "reward": The schools in which the action plan is going to have place are waiting for some kind of "reward" or "reinforcement" as a recognition for their participation in this action plan (training process on inclusion of PWID)

## JICA' S COOPERATION



At the end of the training process the school and the teachers could receive a JICAS' s certificate as a "reward" or "recognition" for the work that they have made to include people with intellectual disabilities.

ONCE AGAIN...  
THANK YOU  
VERY MUCH!!!

