PROJECT PROPOSAL

HOPE PUBLIC CHARITABLE TRUST

No. 6-B/26, Sarangapani Street, Krishnapuram, Ambattur O.T, Chennai – 600 053.
Contact: 9940357791, 9841330330
www.hopechennai.com
To,

Asha for Education
S LemonAve, Ste 2742,
Walnut, CA – 91789.

Sub: Appeal for Project Assistance & Care and Education for 150 Special Children

Dear Sir/Madam,

Greetings from Hope Public Charitable Trust. Our organization is pleased to present this proposal for your review. Hope Organization has been serving Special Children with developmental disabilities through committed staff members. Our organization is a Non Governmental organization, we currently have enrolled over **150 students** and helping them giving special education and vocational training with our customized curriculum. Special Educators, Psychologist, Therapist and Care Taker’s help our Children learn new abilities and adapt to the Society.

The Objective of this program is to make the student independent and self-reliant in the community. Due to onerous financial status we are not able to reach out the Nobel service for more God’s Children in the society. At present we are in need of more staff and man power to accomplish this humanitarian service, so to manage this shortage of funds and to implement many service program in view of this reason we seek your long term support for this noble cause.

We look forward to your valuable support for this noble cause with positive expectation

Thanking you in advance!
Hope Public Charitable trust is a Non-Governmental organization located at, Chennai, India. Our organization strives to “Promote the living conditions of challenged community by providing Special Education, Vocational training and Rehabilitation services”. Hope aims in removing stigma, creating awareness and empowering mentally challenged community. It also strives for the empowerment of marginalized women through various skill training programs. Our logo symbolizes “Hope” which means “Humanitarian organization for people's Empowerment”

Hope trust has involved in carrying out welfare activities for the general public since 2003 and became a legally formed body under trust act by the year 2007.

VISION:

To serve as a CATALYST to uplift the LIFE STYLES of the under privileged, socially neglected, mentally challenged and those who live below poverty line with special emphasis on women and children.

MISSION:

- “Promoting the living conditions of the target community by a comprehensive service to develop their values, skills and talents through self-learning and participatory programs”
- Working collectively to promote the welfare and interest of the under - privileged, socially neglected and the marginalized people through joint actions programs like special education, vocational training, Skill training, therapy, Orientation programs and self-employment
Our Early Intervention Project offers special services for infants and toddlers who are at the risk of developmental problems. At present 20 Children with multi disabilities are rendered free services in our centre. Services are designed to identify and meet children’s needs in five developmental area such as physical, cognitive, communication, social or emotional development, sensory and adaptive development. The goals of the program also differ according to the group of children. For children who are at risk for development, the program mainly supportive for Child Development.

HOW THESE BENEFIT THE SPECIAL CHILDREN?
Children are intervened by giving speech therapy, occupational therapy, special education, and more. Early intervention program provides coaching and support to parents and caregivers to build upon family strengths and help children reach their full potential. Early intervention services can have a definite, long-lasting impact on how children grow, learn, and regulate their emotions. When a child enters into our Early Intervention program they receive a multi-disciplinary team evaluation. If needed, from this evaluation a child is made eligible for program services and an Individual Family Service Plan (IFSP) is created. Our specialized team members work with the child and family to carry out the IFSP and meet Early Intervention needs in the natural environment.

OBJECTIVES:
- To provide Early Intervention Special Education program and Therapeutic Intervention through proper care.
- To provide inclusive Education.
IMPACT:

By this Early Intervention program the organization will provide quality education with better services to children with Autism. Enable each student to exhibit the desirable behavior in the society and within the peers groups it also provides a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals

Early Intervention Centre for Intellectually Disability Children at Ambattur
Hope special school for mentally challenged children had its humble beginning in 2003 with 3 children, 2 volunteers, and a special educator. Now the school caters to the needs of almost 50 children with 15 teaching and non-teaching staff members. Owing to financial constraints, we are unable to provide additional therapy and individual care to the students with multiple needs due to which the improvements and betterment of children are hindered.

**INTRODUCTION:**

Developmental delays are primary steps in identifying childhood disorders and a child can be trained and equipped to overcome the disability factors and be a independent citizen in the society. By making an individual or child with multiple needs to be accepted and become a survivor of stigma can be done through education. Educating children with multiple needs is to equip them with self-help skills, and make them to be more productive. Through sufficiently educating and equipping them with various skills disability reduces and the individual becomes socially functional.

Unlike normal education, special education involves holistic development. It involves teaching basic skills such as brushing, eating, bladder control, vocational training, speech and occupational therapy to modify undesirable behaviors. Each child is considered unique and varies with requirements and needs. So lesson plans and goals are set individually catering to every child needs with target time. The target time helps to indicate how a child copes with a particular goal within a designed time limit. Each training and targets improves the child socially and behaviorally.

Special education continues with the parent by educating them with child management, diet control, and behavior management. Socio economic conditions of family cause the child to remain in homes and be unproductive in life. Hope determines to break the barriers through providing special education at minimum or no cost depending upon individual’s capacity.
PILOT STUDY:

With the view to start a special school for children with intellectual and various development disorders, a survey was undertaken to know about the incidence of mental disabilities, causes and problems faced by their family within 15 kms of Ambattur surrounding. The result proved critical number of cases with mental disability with varied causes. Most of the families live under poverty and faces stigma. As a result, the entire family with a mentally disabled member stands isolated. Unlike other children, education to the children mental or developmental disabilities is extremely crucial. The primary focus is on equipping them with self-help and functional skill required for child’s independence.

ACTIVITIES EXPLANATION:

- Over 80% of the children in Hope Special School are hailing from Low socio economic background and education is offered free to them along with therapies and vocational training. This helps the children to cope with life and live independently.
- Children are situated in and around of Ambattur locality of about 10 km radius. To reduce burden for children multiple disabilities, they are provided transportation facilities at free of cost.
- The school operates with meager funds in a rented building with basic amenities and is unable to afford for salaries of all the employees who work for the school. As providing the salaries have been very difficult, it affects the very functioning of the school.

OBJECTIVES:

- To seek funding for Remuneration for a Special Educator, Speech Therapist and Physiotherapist who work for Hope special school.
- To provide Special Education and Therapeutic Intervention through proper care.
- To enhance the learning capabilities by reducing the disabilities.
TRAINING PROGRAM TO ENHANCE THE SKILLS IN THE AREAS OF:

1. Academics for intellectual functioning
2. Vocational skills for self-employment
3. Socialization for interpersonal relationship
4. Computer Education for open employment
5. Speech therapy for developing communication skills
6. Physiotherapy for maintaining the physical wellbeing

HOW THESE BENEFIT THE SPECIAL CHILDREN?

- We train them in their activities of daily living (Toileting, Bathing, Brushing, Dressing, Drinking, Eating etc...)
- Functional academics (Reading, Writing, Copying, Number, Time, Money Concept, and community Orientation etc...)
- Vocational Skills like Greeting card making, Imitation Jewelry, Painting and Ice sick craft materials making.
- Training time frame activity for reporting the work done to the head in-charge.
- Social skills like communication in the public places, mingling and responding to the questions asked by the peer group and society.
- These will provide training and livelihood for the mentally challenged and spastic children and grownups for living independently.

THE NEED FOR SPEECH THERAPY

- Social Skills. Speech therapy can support children with their social skill development. ...
- Improved Communication. ...
- Improve Cognitive Development. ...
- Develop Reading and Writing Abilities.

THE NEED FOR PHYSIOTHERAPY

- Physiotherapy is aimed at helping the children to develop and maintain their mobility skills, joint range of movement, muscle strength, and motor skills.
- The activities help to improve their access to the curriculum.
- It helps in achieving their motor milestones.
• It helps to remediate neurological and rheumatology conditions
• They help to cope up the difficulties and co-ordinate to achieve the academic activities of daily living.

IMPACT

By receiving necessary funds for operation, the organization will strive to provide quality education with better services to children with special needs. This will help the children grow with self-help, social and functional skills. Only with necessary funding services like physiotherapy and speech therapy can be provided that result in higher functioning of children in the society.

Hope Special School at Ambattur
PROJECT- 3
CARE AND PROTECTION CENTRE FOR THE ADULTS

This project is run by Hope Public Charitable Trust we provide basic education, health care service, fulltime rehabilitation to 53 abandoned boys and Adults. All the 53 members in this centre are Destitute, abandoned boys and Adult living with various Degrees (stages) of mental health problems. (Children suffering with intellectual deficiency, learning deficiency and memory skill deficiency).

Most of the boys admitted in the centre were referred from Child welfare committee (Tamil Nadu Juvenile Justice Board) those committed with smaller criminal and civil offences. Boys admitted in this centre are at the age group of 9 and above. City Police picked up some boys from Public places roaming on the Roads and Streets, Platforms of Railway Station and Bus terminus in the city. The children as above said as of the reasons to be brought under the legal statuary policy by the Child welfare committee/ Tamil Nadu Juvenile Justice Board to provide rehabilitation and resettlement. Children those who do not have proof of identification, no evidence of parent or guardian admitted in this centre for Care and Protection.

In our Care and protection centre, Boys are given Basic education on Tamil language comprehension, reading, writing and understanding the basic social skills. Also they trained to learn simple mathematical scales and tables. We have vocational skills Training unit in the centre to provide to Training to earn reasonable money to establish self-business.

OUR OBJECTIVES OF THE TRAINING PROGRAM:

- To provide need based and skill based vocational training.
- To create awareness on vocational training and rehabilitating the community.
- To discuss the process of vocational training and components of job analysis.
- To empower the trainees for self-advocacy.
- To make Persons with Disabilities self-dependent in related trades.
- To make them learn independent living skills in the community.
- To make them aware about their rights.
TRAINING PROGRAM TO ENHANCE THE SKILLS IN THE AREAS OF:

1. Academics for intellectual functioning
2. Vocational skills for self-employment
3. Socialization for interpersonal relationship
4. Computer Education for open employment

HOW THESE BENEFIT THE SPECIAL CHILDREN?

- These will provide training and livelihood for the mentally challenged and spastic children and grownups for our home.
- As this persons are abandoned this activities of daily living (Toileting, Bathing, Brushing, Dressing, Drinking, Eating etc…) help them to live a independent life.
- Functional academics (Reading, Writing, Copying, Number, Time, Money Concept, and community Orientation etc…)
- Training in house hold works and reporting the work done to the head in-charge. Social skills like communication in the public places, mingling and responding to the questions asked by the peer group and society.
- By caring and rehabilitating of the abandoned Special children helps to fulfill our aim by providing a safe environment where these children have access to their basic rights – of Protection, Education, Health care and a happy childhood.

OBJECTIVES:

- To seek funding for “Remuneration of Special Educator”.
- To enhance the learning capabilities by reducing the hazard’s.
- To promote the vocational products of our special children.
IMPACT:

Serving in the field of Special education is the most important contribution a person can offer in society today. The rehabilitation experts understands and applies knowledge of the characteristics and needs of students with disabilities in particular, those who choose to serve students with special needs play a crucial role in improving the outcome so find individuals with disabilities. At present available resources are used to maximum effect to drive improved outcomes for children. Students with special educational needs have an individualized assessment which informs teaching and learning and forms one part of an ongoing and cyclical process of assessment, intervention and review of outcomes. This project will help us to carry out individual assessment of the children by identifying the skills and reaching the goals for independent living.

Abandoned Special Children Home at Aminjikarai
PROJECT- 4

EARLY INTERVENTION CENTRE FOR AUTISM CHILDREN AT POONMALLEE

Our Early Intervention Project offers special services for infants and toddlers with Autism. At present 20 Autism Kids from (0 – 6 yrs) are there in our centre. Autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication.

HOW THESE BENEFIT THE SPECIAL CHILDREN?

Early Intervention services are designed to identify and meet children's needs in five developmental areas like physical, cognitive, communication, social or emotional development, sensory and adaptive development. The goals of the program also differ according to the group of children who are beneficiaries. For children who are at risk for developmental causes, the program may be mainly supportive for 0 – 6 yrs children with Autism.

OBJECTIVES:

- To provide Early Intervention Special Education Program and Therapeutic Intervention through proper care.
- To cope up the challenges at the adulthood stage.

Early Intervention Centre for Autism Children at Poonmallee
PROJECT- 5
HOPE VOCATIONAL TRAINING CENTRE

The vocational training Centre provides student with access to assistive in skill and performance by the specialists. We have seen measurable success and we have expanded by showcasing the products in Hope Handicraft Emporium to support the livelihood of the special children. Each of our students who desires will have the opportunity to develop the vocational skills and marketing skills.

OBJECTIVES:

- The aim of this program is to assist students to learn specific skills that will allow them to enter the workplace.
- To cope up the challenges at the adulthood stage.
- To empower the special employee.

IMPACT:

Employment is an important ingredient for combating poverty and achieving inclusion for all persons, including persons with disabilities (PWD). Employment increases self sufficiency, social connectedness and creates a sense of self worth and dignity for individuals. For persons with disabilities, employment is considered a vital step towards their rehabilitation and empowerment in that it provides a sense of belonging, independence, and increases their social inclusion and overall well-being.

Although persons with disabilities can perform virtually every job, and with the enabling environment and support services, majority of persons with disabilities can be as productive as persons without disabilities, there are limited employment opportunities for them.
Currently the persons with disabilities have lower employment rates than persons without disabilities and the few who are employed, work fewer hours and in lower-paid or lower-skilled positions. So to overcome this problem we are giving training in vocational training centre so that it will give an opportunity for the adult abandoned person with special needs to cope up the challenges and live an independent life.
MAHLA (Mothers Access Healthy Livelihood Advocacy)

This project supports the mothers of the children exists with Intellect Disability, to promote them towards comprehensive health, education and socio-economical standard. There are 30 mothers as full time beneficiary by this project, receive Income Generation trainings. Tailoring, Embroidery, Beautician Course and Jewel making and marketing.

OBJECTIVES:
• Build Awareness of business innovation that accelerate mother's of the special children to enhance the quality of life.
• Identify key actions to address the financing gap and empower the mothers

IMPACT:

Children with development disabilities or mental disabilities hail from low socio economic background. Most families are single income households with an average income of below Rs. 8000 where they have to manage cost.

Mothers of these children are involved in handicraft training, Tailoring, school activities to learn care management and special techniques to avoid behavioral problems and hence the mothers of special children gets an employment opportunity in the trained field so they can meet the needs of the family.
UPCOMING PROJECT- 7
HOPE RESIDENTIAL HOME & VOCATIONAL TRAINING CENTRE

This project is to provide vocational training, health care service, fulltime rehabilitation for 350 abandoned boys and Adults. The members who are Destitute, abandoned boys and Adult living with various Degrees of mental health problems. will be taken care for proving independent life and uplift the persons as a special employee.
Hope Public Charitable Trust is happy to announce that we are going to extend the help for more than 350 special children by constructing a residential home for them. Area of construction: 9604 sq ft Amount required per sqft is Rs 1700/-

Pls do give your helping hands for this noble cause.
Ac name: Hope public charitable trust Bank:
state bank of india A/C No: 33989918759 Branch: Ambattur, Chennai-53 Nature of account: Current Ac
IFSC No: SBIN0000987 Branch code 0987-A

VISIT US
HOPE PUBLIC CHARITABLE TRUST
info@hopechennai.com
www.hopechennai.com
SUCCESSFUL STORIES

S.MADHAVAN is a special child aged 8 whose story shows the transformation impact of inclusive education. When he was at the age of 4 he was admitted in early intervention program were in the class everyday training has made a huge progress with the help of special educators and therapist the dreams of the parents came true and he was given admission in a Government primary school by seeing his performance in the academics now he is able to read write simple words. Our educational support has fulfilled the dreams and it was not limited by his disability. His parents dreams was taking him to the skies one day world could see his ability and not his disability.

R.SOCRATES:
A school is a place of learning, but it’s much more than that. It’s a network of support and a catalyst for success R. Socrates a child with Autism at the age of 4 he was admitted in the early intervention program where he had many behavior problems in spite of all problems he was given constant training so our school environment was an arena for development and it influenced him and changed his attitude and made to belief that he can reach higher place in academics it transformed his circumstance and he realized his potential and was integrated in a normal school. Now he is able to read and write small word and cope up normal curriculum.
D.GEETHA

Fifteen years D.GEETHA can’t speak. She’s autistic. But she learned to communicate through painting. Her little signature on the back of every piece is really warming to us. Now she paints with cloth.

PRAVEEN:

Praveen aged 16 was rescued from Chrompet bus stop through child line he was diagnosed as a Spastic child with mild mental retardation. He also had very poor balance and lacked neck control. All the rescuers almost gave up hope for any improvement and suggested to us to reconcile to the fact that he would never be able to walk.

He was brought to Hope in 2018. At the time of admission, he was unable to sit, stand, and walk. After the initial assessment, he was put through a schedule for 45 minutes training, 5 days a week. His sessions included: Mat Exercise & Stretching, CP Ball & Bolster Exercise, Gradual walking with Walker, Gait & Posture with parallel bar. Today he is able to sit, takes the food and eats by himself stand, kneel and walks around the center even without a walker. The efforts of the therapy team and co-operation from the special Educator are the main factors aiding in such remarkable improvement in children like Praveen.
Radhakrishnan aged 19 was rescued from a bus stand at the time of rescue he was dressed in racks and he was brought to our hope home at that time his intellectual functioning was poor especially in numerical ability after constant training he learnt numerical skills and he was trained to do vocational products like sambrani, incense sticks, candle and due to his interest he was trained to market the products and he was also employed as a watchman in our shelter home. Now he has developed his numerical skill and he can calculate the amount and can give the appropriate change to the customers correctly and it’s a great achievement by our special Educator.
BUDGETARY ESTIMATE FOR 2020 – 2021

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(Mupees Twenty Two Lakhs Thirty Nine Thousand Only)

Materials Need:-

Note:

- Reduce the Hyperactivity, increase the concentration level, increase hand eye coordination, to be develop the fine motor, reading, number, skills Maintain an organized classroom and limit distractions. ...
- Use music and voice inflection. ...
- Break down instructions into smaller, manageable tasks. ...
- Use multi-sensory strategies. ...
- Give students with special needs opportunities for success.
CHALLENGES:
Setting up a special school for these kids requires a lot of efforts and responsibility. Conceptualization of the plan of setting up a special school can be very easy, but fulfilling the further formalities to comply with the regulations can be an arduous task to execute. Children with autism require special attention and a lot of factors are to be considered regarding the kind of environment which is being provided to the child.

GETTING THE RIGHT INFRASTRUCTURE:

Providing proper infrastructure to the children is also an important factor which is required for the children with special needs. For providing infrastructure, a huge investment is required in terms of land and building which is not available easily and the rates at which these are available also are exorbitant. It is a problem that may NGOs face at least in the early stage of set-up. Buying a land itself very Difficult and the finance required for construction makes the situation still hard. The funding of the same can either be done through the personal resources of the Society / Trust members or through charity money received from Donors, Well-wishers, Government funds are limited.

TRAINING PROFESSIONALS:

Special Educators are taking key role in the learning process of the children with special needs. It requires special training and expertise to teach the kids, that being the case they need help of highly qualified professionals who understand their needs and build the curriculum according to the needs of the child. Finding the right person could be the challenges. The organization needs to build contacts with specialists and people to have knowledge sharing platform which will in turn help in the learning process of the Child.

The organization also needs to have processes in place which can be created through learning and experience which will also help any new special educator to first get trained and then work with the child. It also helps in keeping control on the quality of education provided. There are many volunteers who coming forward to work with children with special needs. Having volunteers in the team also helps to have extra help within the setup and they also work as Councilors/ Advocates for the children in the society to create awareness.

CONVINCING PARENTS:

Another challenge is to convince the parents of children with special needs about special schools as they want their children to go to regular school. It is required to counsel and educate the parents about the skill sets of the child and the infrastructure available according to the needs of the child.
BUILDING THE CURRICULUM:

Building right curriculum for these students can be tedious task as the abilities of each special child are different and the curriculum has to be designed according to their abilities. The curriculum has to be designed along with the support of the different interventions like special education, occupational therapy, speech & language therapy, study & play therapy and behaviour modification therapy. Apart from the curriculum building, the team also needs to be clear about the long term goals which can be achieved according to the abilities of the child and should be open to challenging the limits which the child can be achieved.

The bigger challenge is to do justice to the abilities of special children without wasting their time and energy. The children are to be provided support so that they are able to reach to their maximum potential. One should not enter this profession only with the mindset of making money out of the entire process and should be able to build trust and credibility among people by keeping the needs of the child first. To showcase the cause and to motivate others to contribute, you should be a catalyst to bring about change.

CONCLUSION:

The organization is dedicated to work more for the improvement of special children. People with intellectual disabilities can live meaningful and productive lives when adequate care and support is given to them.