



## GLOBAL GRANT APPLICATION TEMPLATE

The following pages outline the questions you will be asked on the online global grant application. You can use this document for planning purposes. Find the actual grant application at [www.rotary.org/grants](http://www.rotary.org/grants).

### Step 1: Basic information

#### What's the name of your project?

Rotary Riviera Empowers Children with Special Needs

#### What type of project are you planning? (humanitarian project, vocational training, scholarship)

All global grants support activities within Rotary's areas of focus.

Humanitarian

#### Select the primary host and international contacts for this project.

The primary host contact lives in the country where the project, training, or study will take place. The primary international contact lives in another country. Both contacts will be responsible for all grant-related correspondence and reporting to The Rotary Foundation.

Primary Host: Rtn. Yogish Kulkarni

### Step 2: Committee members

The committee will include at least three members from the host sponsor and three members from the international sponsor.

#### Who will serve on the grant's host committee?

Rtn. Ryan Costa, Rtn. Sidharth Zantye and Rtn. Harkishin Melvani

#### Who will serve on the grant's international committee?

#### Do any of these committee members have potential conflicts of interest? If so, please briefly explain.

A conflict of interest is a relationship through which an individual involved in a program grant or award causes benefit for such individual or such individual's family, acquaintances, business interests, or an organization in which such individual is a trustee, director, or officer.

Rtn. Tanvi Sawant, Club President is a member of Aastha Society that runs Anand Niketan, a School for Children with Disabilities

### Step 3: Project overview

Tell us a little about your project. What are the main objectives of the project, and who will benefit from it?

We're only asking for a general idea of the project. Try to be as concise as possible here. We'll ask you for details later in the application.

Goa is a state in western India with coastlines stretching along the Arabian Sea. Its long history as a Portuguese colony prior to 1961 is evident in its preserved 17th-century churches and the area's tropical spice plantations. **Goa is known for its pristine beaches, natural beauty and features on the world map as one of the top tourist destinations. Though it is one of the smaller states of India with a population of 1.58 million it has a tourist influx of approximately 8.04 million. The state's economy thrives on tourism.**

**Despite Goa being a small state, we discovered alarming figures of the mentally and physically challenged children in the community.** The Early Intervention Centres in Goa identified about 8,255 children in the age group 0-18 having one of the four disabilities (Autism Spectrum Disorder, Down Syndrome, physically or intellectually disabled) in FY 2019-20. Of these identified cases, nearly 268 were referred out to higher centres for further management. On average, 200+ children have been referred in the subsequent years for further management. According to available figures, Goa has a population of slightly over 5,000 children with disabilities in the age group 5-19 of which about 17% children with disabilities have never attended school.

**The acute need and strong desire of these children and their parents led to the establishment of Anand Niketan, a school for children with disabilities, by Aastha Society.** It started off from a small rented house in Mapusa, North Goa. In 2014, Aastha started the "Siddham Vocational Training Centre" for differently abled students above 18 years to provide vocational and life skills. In 2016, the Govt. of Goa appreciated the work of Aastha and allocated an unused dilapidated building of the DHS Khorlim in Mapusa town to the society. In January 2017, Anand Niketan shifted base to the existing larger premises allowing it to provide all services under one roof.

Keeping the holistic development of the students in mind, the school today provides **many more facilities with separate physiotherapy unit, a speech therapy centre, classrooms, and disabled-friendly toilet blocks in addition to a play and assembly area.** The school rapidly earned a reputation for delivering high-quality special education and rehabilitation support and has many accolades to its credit that includes being **awarded as the Best NGO in this sector by Govt of Goa in the year 2017.**

**Today the school has 80 enrolled students, more than twice the capacity of the existing infrastructure.** This increase in enrolments required the school to stagger batch timings, leading to significant inconvenience and affecting learning and development of the students. Also due to the ever-growing number of children who need assistance (~ 8000 cases detected annually by Govt Early Intervention Centers of which at least 200+ need higher level management) there is a necessity to create new school infrastructure.

The vision of the new school is to establish a forward-looking, state-of-the-art learning space with a capacity for 200 students and 26 modern classrooms with the best possible teaching tools and therapies. The state government has endorsed the initiative by allocating additional land for an extended period. The

school has a good track record in sustainability and can meet its long-term operational needs through various avenues.

**Our Grant Program will offer disable friendly classroom furniture, furnishings, modern infrastructure, enhanced learning through aesthetic, visual, acoustic and tactile interventions in classroom and will also provide advanced training to special educators, regular educators and parents of special children. Our Grant Program will help benefit children with various disabilities, their families, special educators and teachers of other regular schools in Goa.**

### Step 4: Area of focus

Which area of focus will this project support?

Select at least one area. Note that we'll ask you to set goals and answer questions for each area of focus you select.

- Peacebuilding and conflict prevention
- Disease prevention and treatment
- Water, sanitation, and hygiene
- Maternal and child health
- Basic education and literacy
- Community economic development
- Environment

### Step 5: Measuring success

Which goals of this area of focus will your project support?

We'll ask you questions about the goals you choose, and at the end of the project, you'll report on your results for each goal. Each area of focus has its own set of goals. Select only the goals that your project will address.

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Measure	Collection Method	Frequency	Beneficiaries
Number of benefiting school-age students	Direct Observation	Annual	80
	School records		
Number of new school-age students	Direct Observation	Annual	120
	School records		

Number of teachers receiving training for children with disabilities	School records	Annual	25
Number of new teaching positions created	School records	Annual	10
Total number of direct beneficiaries (Children, Parents, Teachers)	Direct Observation	Annual	600
	School records		

Children with disabilities, their families and teachers who will directly benefit through a supportive and collaborative environment where they can actively engage in their child's development and well-being.

#### How will you measure your project's impact?

Use only measures that are clearly linked to your goals and will demonstrate the project's impact on participants' lives, knowledge, or health. Find tips and information on how to measure results in the Global Grant Monitoring and Evaluation Plan Supplement. You need to include at least one standardized measure from the drop-down menu as part of your application. (Add rows as needed.)

#### Do you know who will collect information for monitoring and evaluation?

If yes, please provide the name and contact information for that person or organization and briefly explain why this person or organization is qualified for this task. If no, please tell us how you plan to find a person or organization to complete this task.

Dr. Chandrashekhar Kelkar, Secretary of Aastha Society that runs Anand Niketan.

E-mail id: administrator@anandniketan.org.in

Co-ordinate: +91 7499461832

### Step 6: Location and dates

#### HUMANITARIAN PROJECT

##### Where and when will your project take place?

Anand Niketan-Aastha Society, Ghateshwar Nagar, Khorlim, Mapusa, Bardez-Goa.

Period of implementation: September 2024 to March 2025

#### VOCATIONAL TRAINING TEAM

Give us some information on your team or teams. (Add rows as needed.)

Team name	Type	Training location	Departure - Return

#### SCHOLARSHIP

What are the candidate's estimated travel dates?

## Step 7: Participants

### VOCATIONAL TRAINING TEAM

In this section team leaders and at least two other members must be added to each team created.

The following documents need to be uploaded for each member: their CV and [Vocational Training Team Member Application](#). Team itineraries must also be included in this step. It is the team leader's responsibility to gather, review, and upload all member documents.

The Vocational Training Team Member Application includes the following questions:

How does your educational and professional experience relate to the selected area of focus?

What is your role in this training? Describe how you will participate.

COOPERATING ORGANIZATIONS (OPTIONAL)

Provide the name, website and location of each cooperating organization.

A cooperating organization can be a nongovernmental organization, community group, or government entity. Please attach Rotary's memorandum of understanding that's signed by a representative of the organization. (Add rows as needed.)

Name	Website	Location
Aastha Society	<a href="https://anandniketan.org.in/">https://anandniketan.org.in/</a>	Ghateshwar Nagar, Khorlim, Mapusa, Bardez-Goa.
Society Reg. No. 1030/Goa/2010		

Why did you choose to partner with this organization and what will its role be?

Anand Niketan School, founded in 2011, has rapidly earned a reputation for delivering high-quality special education and rehabilitation support and has many accolades to its credit that includes being **awarded as the Best NGO in this sector by Govt of Goa in the year 2017.**

This school is inclusive and benefits children with various disabilities, **including Autism Spectrum Disorder, Down Syndrome, physically or intellectually disabled and under-privileged which not many other special schools in Goa cater to.**

The school focuses on holistic development of children through speech therapy, occupational therapy, physiotherapy and music. The school is also an enabler of employment through skill development,

vocational and livelihood training. The school also runs basic training programs for the special educators to update themselves with better tools and techniques that provides better lives to the special children.

Presently there are 80 students with disabilities enrolled in the school. This number is expected to rise to 200 students receiving individual attention through modern classrooms, advanced therapies, vocational training and teacher training.

The long term vision of Aastha will be to make Anand Niketan one of the top ten schools for special children in India and be an Organization of Choice for special children and their families in Goa by committing to

- A Partnering through Life approach with students starting from Early Intervention to Rehabilitation through vocational training and mainstreaming support
- Being a friend and counsellor to parents, guardians and caretakers through active partnering and shared responsibility planning
- Acting as a vehicle for social transformation through active engagement of volunteers, community workers, NGOs and the government
- Creating a body of research on various disorders like autism spectrum and the impact of intervention therapies

**The role of Anand Niketan:**

Anand Niketan along with Rotary Club of Panaji Riviera, Grants Committee, will identify the suitable equipment, classroom furniture / furnishings for children with disabilities.

Anand Niketan will help in identifying reliable vendors who would supply high quality equipment.

Anand Niketan will supervise the installation of the procured equipment, furniture / furnishings.

Anand Niketan will ensure proper maintenance of supplies.

Anand Niketan will ensure periodic implementation of the training programs to the target audience and will monitor the effectiveness of the same.

Anand Niketan will ensure to timely provide the data on the goals set for this Grant.

**PARTNERS (OPTIONAL)**

Partners may include other Rotary clubs, Rotaract clubs, Rotary Community Corps, or individuals.

List any other partners that will participate in this project.

**VOLUNTEER TRAVELERS (OPTIONAL)**

A grant for a humanitarian project can pay for travel for up to two people who will provide training or help implement the project if the necessary skills are not available locally.

Provide name, email of traveler(s).

Describe this person's role in the project.

### **SCHOLARSHIP CANDIDATE**

Provide name and email for the scholarship candidate. Upload the candidate's admission letter.

### **ACADEMIC INSTITUTION**

Provide the name and address of the academic institution.

### **ROTARIAN PARTICIPANTS**

Describe the roles and responsibilities that the host and international sponsors will have in this project. Please be specific. Which sponsor will receive and manage the grant funds?

#### **Host Club Roles & Responsibilities:**

1. Rotary Club of Panaji Riviera (RCPR) has done the community assessment for the need to empower education for children with disabilities in the state.
2. RCPR have prepared the budget and identified the local vendors.
3. RCPR would be responsible to do proper procurement of the required class room furniture and furnishing, installation of the same.
4. RCPR will monitor the effective training of the school teaching staff and parents.
5. RCPR will keep our international partners apprised regularly.
6. RCPR will receive, manage and keep accounts of the funds.
7. RCPR will submit the requisite reports to The Rotary Foundation.
8. RCPR will help build Rotary Public Image through this project.
9. RCPR through this project will ensure that this school is a demonstrative model for other schools to emulate.

#### **International Sponsor Roles & Responsibilities:**

1. They will provide financial assistance, technical support and other guidance.
2. They will visit and participate on site.
3. They will also monitor the sustainability of the project in the years to come.
4. They will extend resources if any
5. They will look into the Stewardship and TRF norms in implementation

**Describe how the partnership between the host and international sponsors was formed. What agreement have the sponsors made toward ensuring that the project will be implemented successfully? How will they manage any challenges that arise throughout the project?**

International partners had visited Anand Niketan during their visit to Goa and were impressed with the school. Subsequently we connected through online meeting platforms and shared a common interest to collaborate for this project.

The International Sponsors would sign the Tripartite Agreement with RC Panaji Riviera and Anand Niketan.

The International partners would regularly communicate with RC Panaji Riviera Grants Committee and will be updated on the status of the project. Challenges, if any, will be resolved through subject matter experts.

### Step 8: Budget

**What local currency are you using in your project's budget?**

The currency you select should be what you use for a majority of the project's expenses.

INR

**What is the U.S. dollar (USD) exchange rate?**

83

**What is the budget for this grant?**

List each item in your project's budget. Remember that the project's total budget must equal its total funding, which will be calculated in step 9. Project budgets, including the World Fund match, must be at least \$30,000. (Add rows as needed.)

#	Category*	Description	Supplier	Cost in local currency	Cost in USD
1	Equipment	U shape Tables	Local Competitive Vendor	1,76,380	2125
		Class Room Chairs (Students)	Local Competitive Vendor	29,43,310	35461
		Conference Table	Local Competitive Vendor	1,28,389	1546
		Open book/storage shelves	Local Competitive Vendor	13,49,250	16256
		Undercounter Cabinets	Local Competitive Vendor	7,81,500	9415



		Heavy Duty Wheel Chairs	Local Competitive Vendor	1,92,000	2313
		Mesh High Back Office Chairs	Local Competitive Vendor	2,70,810	3262
		Magnetic Classroom boards	Local Competitive Vendor	327402	3944
		Touchscreen LED Television (55")	Local Competitive Vendor	661500	7969
		Touchscreen LED Television (72")	Local Competitive Vendor	165000	1987
		Audio/Video System	Local Competitive Vendor	308900	3721
2	Training	Training to Special Educators & Parents	In house expertise & external	6,00,239	7231
3	Signage		Local Competitive Vendor	83,000	1000
4	Contingency			2,49,000	3000
Total budget:				82,41,900	99,230

\*Possible categories: Accommodations, Equipment, Monitoring/evaluation, Operations, Personnel, Project management, Publicity, Signage, Supplies, Training, Travel, Tuition

### Supporting documents

Upload any documents, such as price bids or pro forma invoices, to substantiate the listed expenses.

## Step 9: Funding

Tell us about the funding you've secured for your project.

We'll use the information you enter here to calculate your maximum possible funding match from the World Fund. List all of your funding, including cash contributions and District Designated Funds (DDF). (Add rows as needed.)

#	Source	Details	Amount (USD)	Support*	Total
1	Club		5000		5000



disabilities, Social welfare Department of Govt. of Goa and District Govt. Hospitals, over 5,000 children in Goa aged 5-19 have disabilities; 17% have never attended school.

There is an ever-growing number of children who need assistance, 8000 cases detected annually by Govt Early Intervention Centers of which at least 200+ need higher level management.

**How were members of the benefiting community involved in finding solutions?**

We had elaborate discussions and brain storming sessions with subject matter experts and groups to understand the issues:

Special school management committees informed us on lack of professional teaching aids, equipment, infrastructure. Special educators informed us on the lack of structured training programs and advanced learning aids and

Parents of children with disabilities spoke about lack of access to specialised education, therapy centers, early intervention programs for holistic development, independence and integration of these children into society.

**How were community members involved in planning the project?**

We have had engaging discussions with The State Commissioner for Persons with Disabilities in Goa, Social Welfare Department Govt. of Goa and got the statistics on the number, severity and type of disability in Children of the State of Goa.

Special school management committees, Special educators, Medical Professionals treating children with disability, teaching staff and parents of children with disabilities were also involved in identifying the gaps in the present special education system.

**HUMANITARIAN PROJECTS – PROJECT IMPLEMENTATION**

**Summarize each step of your project's implementation.**

Do not include steps related to fundraising, applying, or reporting. (Add rows as needed.)

#	Activity	Duration (weeks)
1	Define the list of items to be procured	1
2	Arrange for quotation for various items	2
3	Finalising the vendors	1

4	Release Purchase orders and follow up for delivery	8- 10
5	Installation of the furniture and furnishings	2
6	Design the training program for Special Educators	Ready
7	Design the training program for Parents of Children with disabilities	Ready
8	Design the training program for Special Educators, general educators and parents	Ready
9	Design and plan the training calendar	1
10	Training 1	30 hrs x 3 times a year
11	Training 2	45 hrs x 3 times a year
12	Training 3	45 hrs x 3 times a year

**Will you work in coordination with any related initiatives in the community? If yes, briefly describe the other initiatives and how they relate to this project. If no, please explain. Are local initiatives not addressing these needs? Or, if they are, why did you decide not to work with them?**

There can be value in working with other groups including governments, nonprofit organizations, and private companies.

We will work in coordination with the Office of the State Commissioner for Persons with Disabilities, Goa to empower these children with Vocational skills to make them financially independent. Expose them to industrial visits and have discussions with corporates for inclusive employment. We will encourage these children to participate in International Purple Fest (inclusive festival that celebrates persons with disabilities), interschool competitions and initiatives organized by special schools and Government of Goa.

**Please describe the training, community outreach, or educational programs this project will include.**

The school has identified 3 training programs that will cover Special Educators, Regular Educators and Parents of Children with Disabilities in North Goa.

The purpose of:

Traning 1 (For Special Educators, Regular Educators and Parents): Building up equity to provide the required support as well as developing the capacity of the individual to live a life of dignity.

Traning 2 (Individuals from the Community): To make educators aware of learner variability, capacity building perspective

Training 3 (Individuals from the Community): To train the caregivers to train Adults with Disabilities in the area of Vocational Training using Assistive Technology. The main purpose is to create an environment of dignified and purposeful life with sound mental health for both the mentors and mentees of this program.

### How were these needs identified?

Training 1: The need-based approach. The true potential of the children with special needs are largely unidentified by the educators (special & regular). Because they follow a deficit finding perspective the problem skill areas are identified and intervention plan are designed to work on the problem areas. Instead, if the training focuses on educators identifying the strength present in the child as well as the environmental support available in the ecology (home & community) of the child, the training would be more effective. Therefore Training 1 focuses on identification of the need.

Training 2: The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. The fundamental guiding principle of the NEP 2.0 is full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system (pg.6 NEP, 2.0). Thus, it becomes all educators and stakeholders to compulsorily understand and create such a system.

Training 3: Children in special school grow up to becoming adults. They are largely still treated as overgrown children as they are unable to express themselves as a non-disabled individual. Their capacities need to be utilized. Also like any other human being they need to be treated with respect, offered responsibilities. Parents of these adults due to their continuous associations with these people have discovered certain capacities, developed certain strategies-their voices need to be heard and finally the environment must be readied to accept them. All these have resulted in choosing training in this area with the culmination point being focused on developing wellbeing which is often a grey area in the parents, professionals and people with disabilities themselves.

### **What incentives (for example, monetary compensation, awards, certification, or publicity), will you use, if any, to encourage community members to participate in the project?**

We will ensure good publicity of the project through social / local media. Certificates of Training Completion will be awarded to the attendees of the training programs. We will felicitate the special educators who have received the training in a public function. We will acknowledge the achievements of the special educators through social media and Rotary News

### **List any community members or community groups that will oversee the continuation of the project after grant-funded activities conclude. These may or may not be Rotary members or clubs.**

The School Administration along with the inhouse school consultant Ms. Gargi Sinha holding a PhD in Special Education and 16 years of experience in the field as Master Trainer will oversee the continuation of the training programs.

The Board and members of Aastha Society that run Anand Niketan along with RC Panaji Riviera will ensure continuation of the project. RC Panaji Riviera will report the goals as set in this project annually.

### **VOCATIONAL TRAINING TEAMS – PROJECT IMPLEMENTATION**

**Describe the training needs that the team will address.**

How did your team identify these needs?

Describe the specific objectives of the training, including what you expect training participants to gain from the team's expertise.

How were members of the local community involved in planning the training?

Will you work in coordination with any related initiatives in the community? If yes, briefly describe the other initiatives and how they relate to this project. If no, please explain. Are local initiatives not addressing these needs? Or, if they are, why did you decide not to work with them?

There can be value in working with other groups including governments, nonprofit organizations, and private companies.

What incentives (for example, monetary compensation, awards, certification, or promotion) will you use, if any, to encourage community members to participate in the training?

How will training recipients be supported after the training to keep the skills they acquire up-to-date?

List any community members or community groups that will oversee further training after the project ends.

These may or may not be Rotary members or clubs.

**SCHOLARSHIP\*\* (SEE BELOW FOR SCHOLAR PROFILE QUESTIONS)**

Describe the process your team used to select this candidate.

How do this candidate's background, studies, and future plans qualify them for a global grant under this area of focus?

**BUDGET**

Will you purchase budget items from local vendors? Explain the process you used to select vendors.

Did you use competitive bidding to select vendors? If no, please explain.

Please provide an operating and maintenance plan for the equipment or materials you purchased for this project. This plan should include who will operate and maintain the equipment and how they will be trained.

Describe how community members will maintain the equipment after grant-funded activities conclude. Will replacement parts be available?

If the grant will be used to purchase any equipment, will the equipment be culturally appropriate and conform to the community's technology standards? If yes, please explain. If no, describe how the project team will help community members adopt the technology.

After the project is completed, who will own the items purchased by grant funds? No items may be owned by a Rotary district, club, or member.

## **FUNDING**

Have you found a local funding source to sustain project outcomes for the long term? If yes, please describe this funding source.

Will any part of the project generate income for ongoing project funding? If yes, please explain.

Is your economic and community development activity a microcredit project? If yes, upload your [microcredit supplement](#) file.

**\*\*SCHOLAR APPLICANTS WILL ANSWER THE FOLLOWING QUESTIONS:**

List the two educational institutions you have most recently attended:

Provide the following information about the academic program you plan to attend:

Matriculating educational institution (including city and country):

Language of instruction:

Website:

Academic program:

Academic program start date:

Academic program end date:

List the classes you plan to take and provide any relevant links to information about the program.

How does your educational, professional, or volunteer experience align with Rotary's goals in the selected area of focus?

What are your plans immediately after the scholarship period?

How do your long-term professional goals align with Rotary's goals in the selected area of focus?