



# Model Curriculum

**QP Name: Job Coach for Inclusivity**

**QP Code: PWD/Q0103**

**QP Version: 1.0**

**NSQF Level: 4**

**Model Curriculum Version: 1.0**

Skill Council for PwD || 501, City Centre, 5th Floor, 12/5, Plot 5, Sector 12, Dwarka New Delhi 110076

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## Training Parameters

<b>Sector</b>	Persons with Disability (PwD)
<b>Sub-Sector</b>	Learning and Development
<b>Occupation</b>	Training Delivery
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2424.9900/ 2424.0300
<b>Minimum Educational Qualification and Experience</b>	Post graduate with 1 year of industry experience Or Graduate with 3 Years of experience Or 12th with 5 years of industry experience
<b>Pre-Requisite License or Training</b>	
<b>Minimum Job Entry Age</b>	22 Years
<b>Last Reviewed on</b>	17-02-2022
<b>Next Review Date</b>	31-03-2025
<b>NSQC Approval Date</b>	31-03-2022
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	26-01-2022
<b>Model Curriculum Valid Up to Date</b>	31-03-2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	390
<b>Maximum Duration of the Course</b>	390

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Discuss the importance of PwD friendly environment at the workplace
- Explain the meaning of inclusive culture
- Demonstrate strategies to be used for smooth onboarding of PwDs
- Discuss the importance of accessibility at the workplace
- Demonstrate use of assistive and supportive aids
- Discuss factors where PwD may need assistance
- Explain sources to recruit suitable candidates
- Discuss the importance of maintaining personal and workplace hygiene.
- Demonstrate orientation session for new or existing employees with disability as well as other staff members.
- Discuss indicators used to evaluate the performance and motivate employees with disability.
- Discuss importance of good communication and strong relationship at workplace
- Categorize the various types of health and safety issues and emergency action plan for each of them.
- Discuss the importance of waste management.
- Categorize the various types of wastes and practice disposing them as per category.
- Discuss the importance of using the correct body language and courtesy at workplace.
- Demonstrate proper workplace communication techniques for better productivity.
- Discuss the importance of behavioural etiquettes.
- Demonstrate the use of various forms of signs and communication methods while interacting with co-workers or seniors.

## Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module +Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>15:00</b>	<b>00:00</b>	<b>00:00</b>	<b>00:00</b>	<b>15:00</b>
Module1: Introduction	15:00	00:00	00:00	00:00	00:00
<b>PWD/N0107: Make organization ready for onboarding of Persons with Disability NOS Version No. 1 NSQF Level 4</b>	<b>36:00</b>	<b>55:00</b>	<b>30:00</b>	<b>00:00</b>	<b>121:00</b>
Module 2: Plan to recruit and onboard Persons with Disability at the workplace	36:00	55:00	30:00	00:00	121:00
<b>PWD/N0108: Provide post placement support to employees with disability NOS Version No. 1 NSQF Level 4</b>	<b>36:00</b>	<b>55:00</b>	<b>30:00</b>	<b>00:00</b>	<b>121:00</b>
Module 3: Support Persons with Disability at the workplace	36:00	55:00	30:00	00:00	121:00
<b>PWD/N0109: Evaluate work performance of employees with disability NOS Version No. 1 NSQF Level 4</b>	<b>26:00</b>	<b>45:00</b>	<b>20:00</b>	<b>00:00</b>	<b>91:00</b>
Module 4: Performance evaluation of Persons with Disability	26:00	45:00	20:00	00:00	91:00
<b>PWD/N0110 Communicate using basic ISL NOS Version No. 1 NSQF Level 4</b>	<b>04:00</b>	<b>21:00</b>	<b>08:00</b>	<b>00:00</b>	<b>33:00</b>
Module 5: Use Indian Sign Language to communicate	04:00	21:00	08:00	00:00	33:00

<b>PWD/N9902: Communicate effectively with others NOS Version No. 1 NSQF Level 3</b>	<b>03:00</b>	<b>04:00</b>	<b>02:00</b>	<b>00:00</b>	<b>09:00</b>
Module 7: Work effectively with colleagues and superiors	<i>03:00</i>	<i>04:00</i>	<i>02:00</i>	<i>00:00</i>	<i>09:00</i>
<b>Total Duration</b>	<b>120:00</b>	<b>180:00</b>	<b>90:00</b>	<b>00:00</b>	<b>390:00</b>

# Module Details

## Module 1: Introduction

### Bridge Module

#### Terminal Outcomes:

- Demonstrate various concepts related to the job profile and disability

<b>Duration:</b> 15:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the role and responsibilities of a Job Coach for Inclusivity.</li> <li>• Describe the common organisational structure and functionalities.</li> <li>• Explain definition of Disability and its types.</li> <li>• Define basic concepts related to disability.</li> <li>• Different types of challenges related to</li> <li>• Explain the acts and policies related to Persons with Disability</li> </ul>	
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system)	
<b>Tools, Equipment and Other Requirements:</b>	
N/A	

## Module 2: Plan to recruit and onboard Persons with Disability at the workplace

Mapped to: PWD/N0107

### Terminal Outcomes:

- Describe importance of making environment suitable for onboarding of Persons with Disability
- Demonstrate arrangements required to onboard Persons with Disability at the workplace

<b>Duration: 36:00</b>	<b>Duration: 55:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the meaning of inclusive culture and the importance of inclusive policies at the workplace.</li> <li>• Explain the process followed to recruit Persons with Disability in the organisation.</li> <li>• Discuss factors that enhance effectiveness in recruitment and selection process of Persons with disability.</li> <li>• Describe current trends related to the recruitment of Persons with Disability</li> <li>• Describe the basic concepts related to reasonable accommodation at the workplace</li> <li>• Explain the importance of accessible workplace</li> <li>• Discuss the available sources and online platforms for extracting information related to disability.</li> <li>• Explain the possible workplace safety threats dangers and risks and possible modification in safety related devices (ex. visual alarms, braille signages etc.)</li> <li>• Define and practice non-discrimination.</li> <li>• Explain the importance of effective communication &amp; People first language at the workplace.</li> <li>• Explain the importance of an advisory group in dealing with grievances related to Persons with Disability effectively and in time.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from various departments to assess the need of recruitment for the Persons with Disability.</li> <li>• Suggest required modification in job description and recruitment specifications summary by keeping in mind the needs and challenges of Persons with Disability.</li> <li>• Prepare a recruitment plan for the positions to be recruited with Persons with Disability based on nature of the required jobs, organisational constraints and procedures, reporting requirements, and any other special requirement of PwD etc.</li> <li>• Suggest modifications in the selection parameters for Persons with Disability by discussing with the organisation.</li> <li>• Prepare a list of possible barriers (such as physical, attitudinal, social, policy level etc.) at the workplace and submit to seniors for taking corrective steps</li> <li>• Demonstrate arrangements related to accessibility at the workplace (such as modified work desk, accessible toilets, sign boards in braille etc.)</li> <li>• List out the common assistive (wheelchair, pencil holder, page turner, one handed keyboard etc.) and supportive devices used for PwDs</li> <li>• Make a list/database of the agencies working for PwDs</li> <li>• Demonstrate benefits of hiring Persons with Disability using success stories</li> <li>• Plans orientation sessions for the seniors and colleague</li> <li>• List out the ethical and unethical practices at the workplace</li> </ul>



	<ul style="list-style-type: none"> <li>• Demonstrate use of people first language.</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system)	
<b>Tools, Equipment and Other Requirements:</b>	
N/A	

### Module 3: Support employees with disability at the workplace

Mapped to: PWD/N0108

#### Terminal Outcomes:

- Demonstrate ways to assist employees with disability in their daily activities at the workplace

Duration: 36:00	Duration: 55:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the details of people to be approached for taking support related to daily work activities, on site concerns, leave approval, PF, ESI, or any discrimination etc.</li> <li>• Explain the process for an orientation, induction and training session.</li> <li>• Explain the importance of setting personal and professional goals to increase productivity at the workplace.</li> <li>• Explain how to map individual’s strengths and weakness with the job profile.</li> <li>• Explain the importance of personal development to perform role as per desired standards.</li> <li>• Explain the importance of developing effective working relationships for professional success.</li> <li>• Discuss importance of analysing impact of surrounding environment on the performance of employees with disability.</li> <li>• Explain the importance of effective communication in the workplace</li> <li>• Describe procedures for keeping data confidential and secure as per organisational policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a schedule for orientation and induction of new employees with disability.</li> <li>• Organise training session for the newly hired employees with disability based on the skill set required to perform the assigned job role.</li> <li>• Arrange workshops/ live sessions for employees with disability to assist them in their work improvement along with their reporting manager.</li> <li>• Plan for interdepartmental daily/weekly/monthly meetings to enhance communication between the employees.</li> <li>• Organise informal team building activities such as indoor games, outdoor games, team lunch etc. for better interpersonal relationship.</li> <li>• Gather and share information related to additional support related to lodging/ transportation required for employees with disability.</li> <li>• Seek information related to performance of new employees with disability from relevant authorities/ departments in the organisation and employees itself.</li> <li>• Arrange weekly meet with PwDs to understand any specific challenge/concerns related to work.</li> <li>• Organize training sessions to improve the job required skills based on the performance analysis, feedback from reporting manager and discussions with employees with disability.</li> <li>• Demonstrate importance of responsible and disciplined behaviours at the workplace such as punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc.</li> <li>• Draw a chart to describe the progression of career from existing job.</li> </ul>

	<ul style="list-style-type: none"> <li>• Devise strategies to motivate employees with disability such as nominating best employee awards, connecting etc.</li> <li>• Demonstrate ways to record information related to the new employees with disability.</li> </ul>
<p><b>Classroom Aids:</b></p>	
<p>Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system)</p>	
<p><b>Tools, Equipment and Other Requirements:</b></p>	
<p>N/A</p>	

## Module 4: Performance evaluation of employee with Disability

Mapped to: PWD/N0109

### Terminal Outcomes:

- Demonstrate ways to evaluate performance of employees with disability

<b>Duration: 26:00</b>	<b>Duration: 45:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the parameter of making a good profile matrix</li> <li>• Explain the standards, rules to be followed to evaluate the performance of employees with disability.</li> <li>• Explain the importance of training/retraining for the overall development of an individual with disability.</li> <li>• Explain various data recording systems used in organisations to capture and process employee data.</li> <li>• Explain importance of making strategies for improving the performance.</li> <li>• Describe workplace grading systems and work-related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• List out the parameters to be considered while making checklist/profile matrix.</li> <li>• Compare the performance of employee with disability with the organisational and industry standards, previous performance and peers.</li> <li>• Identify areas of improvement based on the performance report.</li> <li>• Prepare a retraining session plan based on the performance report of employees with disability.</li> <li>• Prepare a checklist to assess the impact of retraining sessions on the overall performance, self-esteem and confidence of employees with disability.</li> <li>• Demonstrate ways such as emails, one to one communication etc. to share feedback of the performance.</li> <li>• Demonstrate how to make work improvement strategies.</li> <li>• Demonstrate recording of data using computers in word processors, spreadsheets and ERP systems</li> <li>• Summarize overall performance report for submission to senior management</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system)	
<b>Tools, Equipment and Other Requirements:</b>	
N/A	

## Module 5: Use ISL to communicate

Mapped to: PWD/N0110, v1.0

### Terminal Outcomes:

- Demonstrate use of Indian sign language while communicating with others

<b>Duration: 04:00</b>	<b>Duration: 21:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the scope and use of ISL</li> <li>• Discuss the regional differences in signs.</li> <li>• Explain the recent trends in the field.</li> <li>• Discuss the learnings of refresher sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate signs of introductions, greetings, different signages, daily use technology, navigation, common nouns etc.</li> <li>• Demonstrate sign of months of the days, weeks of days etc.</li> <li>• Demonstrate the use of finger spellings in ISL (e.g., names, places and abbreviations.).</li> <li>• Express simple actions and feeling using ISL</li> <li>• Demonstrate signs of common organization-specific or industry-specific terminology [e.g., visual merchandising in retail]</li> <li>• Express information related to self-using the following (e.g., name, native place, city, state, family members, work etc.).</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system)	
<b>Tools, Equipment and Other Requirements:</b>	
N/A	

## Module 6: Communicate effectively with others

Mapped to: PWD/N9902, v1.0

### Terminal Outcomes:

- Demonstrate acceptance towards a diverse population

<b>Duration: 03:00</b>	<b>Duration: 04:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain People First Language (PFL).</li> <li>• Explain the significance of disability sensitization.</li> <li>• Discuss the challenges faced by a person with Disability</li> <li>• Demonstrate bias-free communication disability at the workplace and suggest ways to assist them.</li> <li>• Explain bias-free communication.</li> <li>• Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislations.</li> <li>• Discuss workplace harassment, its indicators and the process of reporting it.</li> <li>• Discuss Prevention of Sexual Harassment Act, 2013.</li> <li>• Differentiate between ethical and unethical behaviour and practices.</li> <li>• Discuss the benefits of understanding the socio-economic status, disability, challenges and aspirations of the learners.</li> <li>• Explain the protocols to be followed while dealing with persons with disability, who are at increased risk of sexual abuse as per guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Compile a list of words and phrases indicating the appropriate use of people first language</li> <li>• Demonstrate bias-free communication while interacting with differently abled students in a classroom environment.</li> <li>• Design sample teaching material/activities to inculcate skills such as peer bonding, confidence, etc.</li> <li>• Demonstrate how to use smart phone features such as messaging, clock, calculator, cameras, etc.</li> <li>• Demonstrate how to connect to internet, Bluetooth etc. and create an email ID.</li> <li>• Demonstrate the use of various social media platform and safety and security measures related to it</li> </ul>
<b>Classroom Aids:</b>	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system.	
<b>Tools, Equipment and Other Requirements:</b>	
N/A	

## Module 7: On the Job Training

Mapped to: PWD/Q0103, v1.0

<b>Mandatory Duration: 90:00</b>	<b>Recommended Duration: 00:00</b>
Location: On site	
<p>Terminal Outcomes</p> <ul style="list-style-type: none"> <li>• Suggest modifications in the selection parameters for Persons with Disability by discussing with the organisation.</li> <li>• Prepare a list of possible barriers (such as physical, attitudinal, social, policy level etc.) at the workplace and submit to seniors for taking corrective steps</li> <li>• Demonstrate arrangements related to accessibility at the workplace (such as modified work desk, accessible toilets, sign boards in braille etc.)</li> <li>• List out the common assistive (wheelchair, pencil holder, page turner, one handed keyboard etc.) and supportive devices used for PwD</li> <li>• Organise training session for the newly hired employees with disability based on the skill set required to perform the assigned job role.</li> <li>• Arrange workshops/ live sessions for employees with disability to assist them in their work improvement along with their reporting manager.</li> <li>• Plan for interdepartmental daily/weekly/monthly meetings to enhance communication between the employees.</li> <li>• Organise informal team building activities such as indoor games, outdoor games, team lunch etc. for better interpersonal relationship.</li> <li>• Gather and share information related to additional support related to lodging/ transportation required for employees with disability.</li> <li>• Compare the performance of employee with disability with the organisational and industry standards, previous performance and peers.</li> <li>• Identify areas of improvement based on the performance report.</li> <li>• Prepare a retraining session plan based on the performance report of employees with disability.</li> <li>• Prepare a checklist to assess the impact of retraining sessions on the overall performance, self-esteem and confidence of employees with disability.</li> <li>• Demonstrate ways such as emails, one to one communication etc. to share feedback of the performance</li> <li>• Communicate effectively with others in Indian Sign Language</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Post Graduate	In any discipline			1	Teaching certificate/Diploma/degree Disability courses in training centers or organization recognized/ registered by Rehabilitation council of India (RCI)	
Graduate	In any discipline			3	Teaching certificate/Diploma/degree Disability courses in training centers or organization recognized/ registered by Rehabilitation council of India (RCI)	
Certificate	SCPwD Trainer/ RCI Special educator			5	training PwD in organization recognized/ registered or accredited by state/central/Govt. Social Welfare Department or NSDC	



Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
<p>Job Coach for Inclusivity, PWD/Q0102, V1.0, Minimum accepted score is 70%</p>	<p>Recommended that the trainer is certified for the Job role “Trainer” mapped to the Qualification Pack “MEP/Q2601”.</p> <p>Minimum accepted score is 80% aggregate</p>	<p>The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.</p> <p>The Indian Sign Language Interpreter with 2/3 years of experience should be mandatory during the training of ISL. A Certification by Indian Sign Language Research and Training Centre (ISLRTC) or Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) (AYJNISHD(D)) will be desirable.</p>

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Min. Graduate			Preferred in the field of Disability	NA	NA	

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Job Coach for Inclusivity, PWD/Q0102, V1.0, Minimum accepted score is 70%	“Assessor”, “MEP/Q2701”, with scoring of minimum 80%	The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

### 1. Assessment System Overview:

- Batches are assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email by SCPwD.
- Assessment agency deploys the ToA certified Assessor for conducting assessment
- SSC monitors the assessment process and records SSC approve the final result. SSC shares the result with training providers.

### 2. Testing Environment:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of tablets on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

### 3. Assessment Quality Assurance levels / Framework:

- Question papers created by the subject matter experts from assessment agencies and approved by SCPwD.
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified and master trainer should be certified on SIP.
- Assessment agency must follow the assessment guidelines to conduct the assessment developed
- Attendance sheet checking.

4. Types of evidence or evidence-gathering protocol:
  - Time-stamped & geotagged reporting of the assessor from assessment location
  - Centre photographs with signboards and scheme specific branding
  - Biometric or manual attendance sheet (stamped by master trainer) of the trainees during the training period
  - Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos
  
5. Method of verification or validation:
  - Surprise visit to the assessment location
  - Random audit of the batch or any candidate
  
6. Method for assessment documentation, archiving, and access
  - Hard copies of the documents are stored
  - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and also stored in Hard drives.

## References

### Glossary

Term	Description
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what the learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcomes is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.
<b>National Occupational Standards</b>	National Occupational Standard specify the standard of performance an individual must achieve when carrying out a function in the workplace.
<b>Persons with Disability</b>	Persons with Disability are those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on equal basis with others.
<b>Integrated Development Environment</b>	An integrated development environment is a software application that provides comprehensive facilities to computer programmers for software development.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skill Qualification Framework
NSQC	National Skill Qualification Committee
NOS	National Occupational Standards
SSC	Skill Sectors Council
TVET	Technical and Vocational Education and Training
PWD	Persons with Disability
IDE	Integrated Development Environment