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ANNUAL PERFORMANCE REPORT  
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Component III "Expanding Participation of People with Disabilities"

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Development Objective: Democracy, human rights and development

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## I. PROJECT GOAL AND OBJECTIVES

The number of persons with disabilities in Belarus exceeds 500,000. There are 119,000 children with special needs, including about 30,000 children with disabilities. Discrimination and marginalization of adults and young people with disabilities is a typical social phenomenon for Belarus - while adults are often excluded from social and economic life, and decision-making practices, children with disabilities suffer from insufficient access to education and inappropriate quality of services as well as social exclusion and lack of participation opportunities.

In October 2012 – September 2013 ChildFund Belarus implemented the “Expanding Participation of People with Disabilities” project component funded by USAID in Belarus under the Community Services to Vulnerable Groups cooperative agreement. The project component aims to include Belarusian children with disabilities into mainstream society and to strengthen the capacity of organizations working with persons with disabilities.

The aim of the project component is being accomplished through three main objectives:

The project has three main objectives:

1. Build the organizational, networking and advocacy capacity of grassroots organizations supporting PWD and their families;
2. Support advocacy efforts by PWD grassroots organizations to promote inclusion;
3. Support introduction and development of inclusive education of children and young people with disabilities.

## II. PROJECT ACTIVITIES/INPUT IN YEAR 2012-2013

In FY 13, the project was implemented according to its time schedule and budget. The table below lists project activities (inputs) that ChildFund Belarus made in Year 2012-2013 in order to reach the project goal and objectives:

Objective 1: Build the organizational, networking and advocacy capacity of grassroots organizations supporting PWD and their families	Objective 2: Support advocacy efforts by PWD grassroots organizations to promote inclusion	Objective 3: Support introduction and development of inclusive education of children and young people with disabilities
1. Seven (7) one-day working groups meetings of experts on inclusive education (against four planned) to design a program of training modules on inclusive education (Jan, Feb, March 2013)	1. Call for proposals to establish services aimed at introduction of inclusive education (March 15-29, 2013)	1. ToT for trainers on inclusive education (December 10-12, 2013)
2. Training program on Inclusive Education for Parents of Children with Disabilities (session 1, April 13-14, 2013)	2. Three (3) sub grants awarded in Year 2012-2013	2. Meeting of a task group on Inclusive Education (January 31, 2013, Minsk)
3. Needs assessment of partners Parents' Associations (April 2013)	3. Monitoring of the small grants awarded in Year 2012-2013	3. Training on Inclusive Education for authorities (March 25-27, 2013, Minsk)
4. Training course for Parents Associations on organizational development of NGOs (session 1 and 2, June 14-16, September 25-27, 2013)	4. Financial and technical support to advocacy efforts by DPOs and PWDs	5. Support to four (4) follow up activities by participants of the Training Course in Inclusive Education
5. Training on methodology of self-help groups for parents of children with disabilities (November 16-18, 2013)	5. Support to six (6) follow up activities by participants of the Leadership Course for Youth with Disabilities and their family-members	6. Support to five (5) follow up activities by participants of the Self-help groups course

6.	Two meetings of facilitators and leaders of functioning self-help groups of parents of children with disabilities (April 26, June 28, 2013) <i>*unplanned activities</i>	

## II. PROJECT OUTPUTS/ OUTCOMES in YEARS 2012-2013

In 2012-2013, the PWD component was implemented with a new design that focused on capacity building, advocacy and inclusive education. The first objective consolidated PWD grassroots organizations and initiatives as the major driving force of inclusion. The second objective took the first objective to the operational level via targeted advocacy efforts aimed at policy makers, educators and social workers on inclusion. Activities under the third objective promoted inclusive education as the most practical way of integrating PWDs into Belarusian society. In 2012-2013, the project was implemented according to its Annual Implementation Plan and budget. Almost of all the activities were carried out, with the exception of the roundtable on Inclusive Education that was postponed for the next project year.\*

The project's goal was supported through the creation of the **National Trainer's Team on Inclusive Education** and a series of training and advocacy events conducted by this team; through mobilization of a parents' community facilitated by PWD self-help groups; and improvement of networking/advocacy capacity of the existing parents' associations. Demand-driven consultations and assistance were regularly provided to partner organizations.

Over the past year, the project helped to create the National Trainers' Team on Inclusive Education, a unique national resource for comprehensive training and advocacy on inclusive education. The members of the National trainers' team are scientists from the National Institute of Education, faculties of Pedagogical universities, parents of children with disabilities, DPO's representatives and people with disabilities, and teachers and authorities from special education. The Trainer's Team developed **three (3) training courses**, each targeting one of the major groups of stakeholders in inclusive education: teachers, parents, and educational authorities. This year the ChildFund trainer's team tested the module for authorities, for masters of schools/kindergartens and representatives of higher education institutions from across the country. The training outcomes exceeded our expectations. The participants appreciated the unique material that inspired them to draw plans for inclusive education in their respective communities and to form partnerships with their colleagues. Indeed, almost half of all project proposals submitted to ChildFund's call this year were these formalized plans for inclusive education. Three best project proposals to pilot inclusive education were awarded this year. They will pilot approaches in a range of educational settings starting from kindergarten to school and university. Furthermore, training participants from higher education incorporated training on inclusive education into the regular university curricula in four (4) partner higher educational institutions (two (2) pedagogical universities in Baranovichi, Minsk, and Brest as well as the Grodno oblast re-training institute) to ensure sustainable reproduction of knowledge for new generations of educational practitioners. This exemplifies the high quality of the training materials developed by the trainers' team.

**Parents of children with disabilities**, being the main driving force for inclusion, were the focus of project efforts. The training course on inclusive education for parents created by the Trainer's team became the core of a Leadership course for parents of children with disabilities, which was started this year and will continue into the next project year. During the first session, parents of children with disabilities were introduced to the concepts of inclusive education, discussed the role of parents in the development of an inclusive society, competencies for leaders of change, principles of self-development and personal effectiveness, and basics of time management. Along with the Leadership course, the parents

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\* This change was caused by the delay in registration and implementation of the sub-grants that were supposed to be reported and analyzed at the round table as the pilot in inclusive education. The round table will be conducted in the next project year upon completion of the sub-grants awarded this year to take full advantage of the project achievements.

from poor resource and remote areas with no access to NGOs were mobilized through informal parent self-help groups that were successfully pioneered in five (5) communities by the alumni of ChildFund TOT on Self-help Groups. The formal parents associations (officially registered NGOs) were supported through the new training course on Organizational Development that introduced the teams of NGO activists to the concept of holistic organizational development as a process of improvement of internal and external NGO environment.

One of the main achievements of this project year was the success of targeted advocacy efforts for inclusive education conducted by ChildFund and its partner DPOs. The development of the Master Plan on Development of Inclusive Education in Belarus, round table discussions, meetings with decision makers, and sensitization workshops conducted within the course of project implementation influenced **policy formulation** in the area of inclusive education. These efforts resulted in the Ministry of Education's development and adoption of a new policy document, 'On Performance of Special Education Institutions under Modern Conditions'. The document defines the state policy with respect to the national special education system for 2013-2016. Three of the 35 articles of the document address the burning issues of inclusive education. They are:

- Development and adoption of the 'Plan of Development of Inclusive Education in Belarus' (2013-2014)
- Incorporation of indicators of inclusiveness into the set of evaluation criteria for primary and secondary schools
- Testing of inclusive approaches in selected pilot schools and preschools

These articles create a platform for further development of inclusive education and align PWD project activities with national priorities.

Remarkable progress in promoting **inclusion of children with autism** was achieved due to advocacy activities of ChildFund project partners. Minsk Executive Committee issued its official decision about the creation of the Resource Center for children with autism and the creation of a multidisciplinary team to support inclusion of children with autism into mainstream schools. Considering the fact that the official educational system in Belarus does not recognize the existence of children with autism, the decision should be considered a great success. Together, the official decision as well as the strengthened capacity of the DPO (its representatives partake in the courses on Leadership and Organizational development) create a platform to realize the ambition of a first-ever resource center on inclusive education during the next project year. At the end of FY13, two partner organizations report having established resource centers: Resource center on Autism in Minsk city rehabilitation center by DPO 'Children. Autism. Parents'; and Resource center on Inclusive Education in Baranovichi State University. Young people with disabilities, alumni of the Leadership without Limitation course from the previous project, advocated for inclusive approaches by undertaking sensitization workshops and other activities.

Introduction of inclusive education requires a wide spectrum of **community-based support services** to children with disabilities and their families. This goal was achieved through the sub-grant projects awarded in previous project years that this year became an integral part of the daily routine of implementing DPOs. The services included primary counseling for people with trauma on independent living, habilitation for children with disabilities through art-therapy (dancing, drawing), professional assistance in compilation of personal communication books for children with speech disorders, and, 24/7 complex respite care for children with disabilities coupled with psychological counseling for their parents. Assistants in educational settings in Belarus were identified as one of the serious barriers to inclusive education.

The results of project implementation reached or exceeded all the annual targets (number of PWD-related services, number of children and adults with disabilities covered by services, and number of trained specialists and organizations). According to M&E data:

- **380** representatives (against **227** planned) of **170** PWD-related organizations (against **116** planned) from **49** localities improved their capacity through participation in training programs, sub grant and follow up activities.
- **76.3% of** PWD related specialists trained by ChildFund reported application of new knowledge and skills into practice.

- 535 (236 boys and 299 girls) children with disabilities (against 244 annually planned) obtained access to new or improved services.
- 257 (57 men and 200 women) parents and other members of families raising children with disabilities, against 314 annually planned, were served.
- 29 advocacy efforts (against twenty-one (21) annually planned) with participation of DPOs, parents of children with disability, and educators were implemented.
- 8 PWD-related decisions (against seven (7) annually planned) were taken by local and national authorities.
- 43 representatives of educational authorities (against thirty (30) planned) were trained on inclusive education by the National Trainers Team.
- 9 educational settings (against four (4) planned) introduced or incorporated inclusive approaches into their practice.
- 3 sub-grant projects were awarded to pilot inclusive approaches in three different education settings of preschool, school and university. As the projects activities have started being carried out by the end of FY 13, the results of sub-grant projects' will be evaluated in the first quarter of FY14.

## A. CHALLENGES/ CONSTRAINTS/OPPORTUNITIES

- The legislative and national policy environment with respect to inclusive education development is becoming encouraging, the national agenda being shaped by the National program of special needs education development for 2012-2016 and the newly issued Act of Ministry of Education 'On Performance of special education institutions'. These create a platform for discussions and negotiations between stakeholders that have already been organized by ChildFund partners and resulted in spectacular results (e.g. decisions of state support to NGO, development and incorporation of inclusive education course into university curricula). This experience demonstrates the importance of setting goals and developing an agenda even within a seemingly intimidating environment, as they can be effectively used when the momentum arrives.
- The FY13 activities nurtured a notable number of partnerships between the education sector's major stakeholders: governmental, administrative, academic, NGOs, and religious organizations. This kind of collaboration has been unusual, but the positive experience that all parties report they gained has encouraged them to perceive themselves as an integral part of a system and rely on establishing new ties when promoting inclusive education.

## B. LESSONS LEARNED

- While the concept of self-help groups for parents of children with disability is needed and appreciated by both leaders and participants, it appears that introduction of this practice might not happen evenly. Time will be necessary for the practice to evolve into a sustainable, long-term service that satisfies the range of specific needs of the target-group. Also, further transformation of parents' self-help groups into advocacy groups requires more targeted assistance in the form of an Advocacy training course and consultations. Without such support there is a risk that these groups remain within their therapeutic and information exchange functions; advocacy training courses are a possible type of support.
- Despite the favorable policy environment, education institutions of all tiers (preschool, secondary, and higher) are generally reluctant to initiate a move towards inclusion, to enroll children with disabilities into classes, and to question the current education practices as being ineffective. In order for the education system capacity to match the growing demands of official policy, its staff needs to be sensitized, re-trained and supplied with new teaching methods and programs that are relevant to inclusive education.
- Professionals trained by ChildFund are enthusiastic to pilot-test approaches of inclusive education in their communities or promote inclusion within the realm of their influence. This year ChildFund used a follow-up scheme to financially support and further encourage such activities, which, compared to a sub-grant scheme,

offers a modest one-time funding. Yet, in order to accumulate experience of a novel practice and its implementation that will lead to generalization and further dissemination, a systemic succession of efforts by professionals at different localities needs to be simultaneously supported. Sub-grant activities would be a possible type of support.

#### IV. BUDGET

The project was implemented according to its budget. In the period between October 1, 2012-September 30, 2013 the project spent \$248,638.89 USD (91% of its annual budget). The SF-425 report was submitted under separate cover by ChildFund's Headquarters.

## Annex 1: PWD Project Map (October 1, 2012 – September 30, 2013)



- I. ● Localities covered by advocacy training
- ⚡ Localities covered by advocacy follow up activities
- II. ● Localities covered by training on proposal writing
- ⚡ Localities that applied for small grants in calls for proposals
- III. ● Localities covered by Leadership without Limitations Training Course (LLTC)
- ⚡ Localities covered by follow ups by LLTC alumni
- IV. ● Localities covered by TOT on Social Interactive Theatre (SIT) Program
- ⚡ Localities having SIT groups
- V. ● Localities covered by TOT on Parenting Skills Enhancement Program
- ⚡ Localities covered by self help group for parents
- VI. ● Localities covered by Leadership for Youth with Disabilities Training Course
- VII. ● Localities covered by Management of Volunteers Training Course
- VIII. ● ChildFund Belarus' grantees-2009\2012
- IX. ● Localities having councils for disability issues
- X. ● Partner organizations for inclusive education
- XI. ⚡ Localities, covered by replication training on inclusive education
- XII. ● Localities covered by the training of self-help group methodology
- XIII. ● Localities covered by TOT on Inclusive Education

**Annex 2: Performance and Measurement Plan**  
**Component III “Expanding Participation of People with Disabilities”**  
**USAID Cooperative Agreement Number: 121-A-00-05-00703-00**  
**Reporting period: October 1, 2012 – September 30, 2013**

**Objective 1: Build the organizational, networking and advocacy capacity of grassroots organizations supporting PWD and their families**

Indicator		Definition & Unit of Measure	Baseline		Annual Planned Targets	Achieved Targets
1.1.	Number of PWD-service organizations served in the project	Number of PWD-service organizations (DPOs, parents’ associations, CBOs, initiative groups) representatives which have been trained in organizational development, cooperation, advocacy, and inclusion of children with disabilities or received publications/materials produced within the Project Component	Oct 2012	352	116	170
1.2.	Number of PWD-related specialists (sex-disaggregated) trained in the project	Number of PWD-related specialists (parents of children with disabilities, DPO activists, CBO staff) who were trained within the Project Component	Oct 2012	782	227	380 (4m/276f)
1.3.	Percent of PWD-related specialists trained in the project who have applied acquired knowledge and skills in practice	Per cent of PWD-related specialists (parents of children with disabilities, DPO activists, CBO staff) trained within the Project Component who have reported application of acquired knowledge and skills in practice and produced evidence of it.	Oct 2012	88%	75%	76.3%
1.4.	Number of DPOs that participated in partnership/networking initiatives and events	Number DPOs that reported participation in DPOs councils in the last year; hosted or participated in exchange visits by DPOs in the last 2 years; collaborated on joint	Oct 2012	43	45	52

		projects/alliances with at least 3 different organizations in the last 3 years.				
1.5.	Number of children with and without disabilities (sex-disaggregated) who participated in inclusive activities	Number of children with and without disabilities (sex-disaggregated) who participated in inclusive school and out-of-school activities conducted within the Project Component	Oct 2012	228	244	535 (236m/299f)
1.6.	Number of PWD family members and adults with disabilities (sex-disaggregated) covered by PWD's new/improved services.	Number of parents and other members of families raising children with disabilities (sex-disaggregated), and adults with disabilities who have accessed new/improved services created/improved within the Project component	Oct 2012	438	314	257 (57m/200f)

### Objective 2: Support of advocacy efforts by PWD grassroots organizations

Indicator		Definition & Unit of Measure	Baseline	Planned Targets	Achieved Targets	
2.1.	Number of advocacy efforts aimed at better inclusion of children and young people with disabilities	Number of efforts aimed at promotion of inclusion of children and young people with disabilities into school and out-of-school activities implemented by and/or with participation of PWDs and their family members within the Project Component	Oct 2012	20	21	29
2.2.	Number of official decisions related to better enforcement of the right to education of children and young people with disabilities	Number of official decisions related to better enforcement of the right to education of children and young people with disabilities influenced by and/or with the participation of PWDs and their family-members within the Project Component	Oct 2012	7	7	8

### Objective 3: Support introduction and development of inclusive education of children and young people with disabilities

Indicator	Definition & Unit of Measure	Baseline	Planned Targets	Achieved Targets
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3.1.	Number of specialists, authorities, parents, students, volunteers, community members (sex-disaggregated) served by Resource Centers on Inclusive Education	Number of specialists, authorities, parents, students, volunteers, community members (sex-disaggregated) who got information services from Resource Centers on Inclusive Education that have been established within the Project Component	Oct 2012	n/a	n/a	n/a
3.2.	Number of authorities (sex-disaggregated) trained by the trainers team on inclusive education	Number of authorities of educational system (sex-disaggregated) that have been trained on inclusive education by the national trainers team on inclusive education within the Project Component	Oct 2012	n/a	30	43
3.3.	Number of educational settings where inclusive approaches were incorporated into the practice	Number of educational settings that introduced inclusive approaches that can include but are not limited to: adaptation of teaching methods and physical environment to the educational needs of children; inclusion of children with disabilities in school and out-of-school activity; promotion of non-discriminatory attitudes among staff, parents and children.	Oct 2012	n/a	4	9



### Annex 3: Comments to PMP semi-annual report

#### Component III “Expanding Participation of People with Disabilities”

USAID Cooperative Agreement Number: 121-A-00-05-00703-00

*Reporting period: October 1, 2012 - September 30, 2013*

#### OBJECTIVE 1:

#### BUILD THE ORGANIZATIONAL, NETWORKING AND ADVOCACY CAPACITY OF GRASSROOTS ORGANIZATIONS SUPPORTING PWD AND THEIR FAMILIES

##### Indicator 1.1.: Number of PWD-service organizations served in the project

*The target number is* **116**  
*The current number is* **170**

The indicator measures the number of PWD-service organizations (DPOs, parents’ associations, CBOs, initiative groups) representatives that have been trained in organizational development, cooperation, advocacy, and inclusion of children with disabilities or received publications/materials produced within the Project Component. It also accounts for the organizations that partook in the follow-up activities of project capacity building events.

The current measure exceeds the annual target by 146% due to the collaborative efforts of ChildFund and its partners: activities planned and carried out by ChildFund were complemented with the follow-up activities performed by the alumni of ChildFund training programs (ToT for trainer’s group, Leadership without limitations). About 50,5% of the organizations served were reached via this kind of action.

##### Indicator 1.2.: Number of PWD-related specialists (sex-disaggregated) trained in the project

*The target number is* **227**  
*The current number is* **280 (4 male/ 276 female)**

This indicator measures the number of PWD-related specialists (parents of children with disabilities, DPO activists, CBO staff) who were trained within the Project Component as well as the specialists that were trained within the follow up activities.

The current measure exceeds the annual target by 138% due to the range of implementers of training activities: with 45% of the specialists served directly by ChildFund, 32% through the follow-up activities by the graduates of the ChildFund courses, and 23% reached through sub-grant projects in Baranovichi and Smorgon. In total, education practitioners representing 5 out of 6 regions of the country were introduced to the concepts of inclusion, acquired novel knowledge, and developed an attitude to support and promote inclusion in their professional settings.

*Note: List of the participants available at the ChildFund-Belarus office upon request.*

Training/capacity building events		Provider	Number of Beneficiaries
1	Working group meetings	ChildFund	12 (0m/12f)
2	ToT for Trainer's Group on Inclusive Education	ChildFund	13 (0m/13f)
3	Training on methodology of Self- help Groups	ChildFund	20 (1m/19f)
4	Exclusive education material on inclusive education distributed (video)	ChildFund	23 (1m/22f)
5	A workshop 'Conceptual basics of inclusive education' (Minsk)	ChildFund	13 (0m/13f)
6	Training course on Organization development for parents' associations (Sessions 1 and 2)	ChildFund	14 (0m/14f)
7	Meetings of leaders and active members of self-support groups (May and June)	ChildFund	6 (0m/6f)
8	Training "Competencies of effective specialists in inclusive education" (Baranovichi, sub-grant activity)	ChildFund	40 (0m/40f)
9	Training on organization of mass inclusive events for art teachers and ECD specialists (Smorgon, sub-grant activity)	ChildFund	29 (0m/29f)
11	Training on inclusion for ECD specialists and physical education teachers (Smorgon, sub-grant activity)	ChildFund	29 (0m/29f)
6	Training "The way to inclusive education" (Krichev)	Follow up activity, by Tatyana Odynets, alumni of the ToT course on inclusion	51 (0m/51f)
7	Training "The way to inclusive education" (Mogilev)	Follow up activity, by Tatyana Odynets, alumni of the ToT course on inclusion	22 (0m/22f)
8	Training "Accept and help succeed – the basics of inclusive education"	Follow up activity, by Inna Telyak, alumni of the ToT course on inclusion	18 (0m/18f)
10	A round table "Multidisciplinary Cooperation for the Benefit of the Children with Dishabilles"	Follow up activity, by alumini of TOT on Inclusive education Svetlana Byakova	16 (2m/14f)
11	Training session for teenagers "Inclusion or Illusion" (Minsk, Nesvizh)	Follow up activity, by alumni of ChildFund training course Natalya Byakova (17)	15 (0m/15f)

**Indicator 1.3: Percent of PWD-related specialists trained in the project who have applied acquired knowledge and skills in practice.**

*The annual target is*

**75%**

*The current value is*

**76,3%**

The indicator measures percent of PWD-related specialists (parents of children with disabilities, DPO activists, CBO staff) trained within the Project Component who have reported application of acquired knowledge and skills in practice and produced evidence of it.

The current measure slightly surpasses the annual target (102%) and reveals the high quality and relevance of the trainings by ChildFund to the professional community. The trained specialists (DPO leaders, education practitioners, and education authorities) demonstrated high potential and confidence to use their new knowledge and skills to promote inclusive education.

Note:

ChildFund does not monitor application of new knowledge and skills acquired by specialists trained by partner organizations within follow-up activities or subgrant post activity. Only PWD-related specialists trained by ChildFund at least two-three months after the training event were taken into account for this indicator.

Service	Knowledge and skills applied
ToT for Trainer’s Group on Inclusive Education	92.3%
Training on methodology of Self-help Groups	50%
Training for authorities	78%
Training course on Organization development for parents’ associations (Sessions 1)	85%

**Indicator 1.4: Number of DPOs that participated in partnership/networking initiatives and events**

The annual target is **45**  
 The current value is **52**

The indicator measures number DPOs that reported participation in DPOs councils in the last year; hosted or participated in exchange visits by DPOs in the last 2 years; collaborated on joint projects/alliances with at least 3 different organizations in the last 3 years.

The current measure exceeds the annual target (115%). The accomplishment was facilitated by the mode of ChildFund activities that intentionally united representatives of all interested parties that stimulated developing new connections within the pool of 48 organizations that took part in the DPO Forum in 2012. The 19 efforts listed below reflect the strengthened networking between DPOs while they also attract new partners into already established clusters (Baranovich State University, Gomel branch of DPO ‘Children. Autism. Parents’, Zhitkovichi Community center of social services, and NGO ‘Center of social initiatives’). The list also reveals the trend of empowerment and growing confidence (and consequently – capacity) of the DPOs that had been empowered by the positive partnership experience and continued with negotiating with other stakeholders, most importantly the state agencies and Ministries.

Partners	Activity
Gomel habilitation center for children with disability/DPO “Invalidy-spinalniki’	Organization of a regional meeting ‘Perspectives of inclusive education for people with disabilities’
Gomel branch of DPO ‘Children. Autism. Parents’ & Gomel habilitation center	First regional meeting of DPO ‘Children. Autism. Parents.’

Belarus State Pedagogic University/ ChildFund-Belarus	A coordination meeting with representative of TACIS project
Baranovichi State University/ DPO 'Special world'	Participation in an International conference "Special people in education and society un Belarus" – joint presentation
Baranovichi State University/ DPO "Otkrovenie"	Development of a joint project proposal "Inclusive education: Trainer' manual set"
DPO "Special world"/ Minsk city habilitation center for children with disability	Training for physical training teachers on methods of including children with disabilities, by Elena Serkulsкая, ChildFund graduate
Brotherhood of St Johann/ DPO 'Children. Autism. Parents'.	Providing opportunities for volunteer activities for children with autism
Zhitkovichi branch of BelAPDI (national DPO)/ Zhitkovichi community center of social services/ NGO 'Center of social initiatives'	A round table meeting "Labor market for people with disability",
Minsk habilitation center./ Belarusian children hospice/ BelAPDI	Developed and published an activity guide for professionals and volunteers
DPO 'Children. Autism .Parents.'/ St Johann Brotherhood	Volunteer program 'Razam'
Baranovichi State University/ Belarus Society of People with Disabilities	Training on Independent living
DPO 'Children. Autism. Parents.'/ DPO 'Otkrovenie'/ UNICEF	Coordination meeting (Law on personal assistants)
Belarusian State Pedagogic University/ Minsk Re-training Institute/ DPO 'Otkrovenie'/ NGO BelAPDI/3 Habilitation centers.	Roundtable 'Teaching techniques for inclusive education'
Baranovichi State University, Ministry of Sport and Tourism, Ministry of Education, Ministry of Health, Ministry of Labor and Social Security, Belarus Society of People with Disabilities, Office for the rights of people with disabilities.	Roundtable 'Development of rehabilitation camp practice'
Baranovichi State University, DPO Republican Association of People on Wheelchairs, DPO Office for the rights of people with disability	Seminar-camp on active rehabilitation for people on wheelchairs
DPO 'Children. Autism. Parents.', Minsk Habilitation Center	Resource center on autism established
DPO 'Children. Autism. Parents.', preschool #235	Pilot base for serving/educating children with autism
DPO 'Children. Autism. Parents.', school #5	A class with children with autism probing inclusive approaches
DPO 'Otkrovenie', Executive committee of Partizanski rayon, Minsk	Motor-rally of people and children with disabilities

**Indicator 1.5: Number of children with and without disabilities (sex-disaggregated) who participated in inclusive activities**

*The annual target is*

**244**

*The current value is*

**535 (236 boys/299 girls)**

The indicator measures the number of children with and without disabilities (sex-disaggregated) who participated in inclusive school and out-of-school activities conducted within the Project Component.

The achieved measure exceeds the annual target (219%). Of these, only 5% are children served directly by ChildFund via a pilot project that promotes inclusive education in preschools of Smorgon, while 43% constitute a series of follow-ups by young people with disabilities previously trained in Leadership courses by ChildFund and became empowered to self-advocate and educate their peers about inclusive lifestyle. 51% of the accomplishments represent sustainable services maintained within sub-grants by ChildFund in previous years of the project.

Service		Number of Beneficiaries	Provider
1	Training for teenagers "Inclusion or Illusion", 6 workshops (Minsk, Nesvizh, and Minsk region)	189 (72 boys/117girls)	Follow up activity, by alumni of ChildFund training course Natalya Byakova (17)
2	Talent show "Singing hearts"	30 (15 boys/ 15 girls)	Follow up activity, by alumni of ChildFund training course Alex Askerko (19) and Yevgeny Stepuro (16)
3	A round table "Multidisciplinary Cooperation for the Benefit of the Children with Dishabilles"	15 (6 boys/9 girls)	Follow up activity, by alumini of TOT on Inlcusive education Svetlana Byakova
4	Concert program 'We are different, we are equal' (Smorgon)	27 (11 boys/ 16 girls)	Sub-grant activity
5	The healing magic, by UNESCO clubs	235 (113 boys/122 girls)	Post subgrant activity
6	Respite care, by Belarusian children hospice	20 (10 boys/ 10 girls)	Post -subgrant activity
7	Manufactory for youth with disability, Baran branch of BelAPDI (national DPO)	8 (5 boys/3 girls)	Post subgrant activity
8	Wheelchair dancing classes, by DPO 'Special world'	11 (4 boys/7 girls)	Post -subgrant activity

**Indicator 1.6: Number of PWD family members and adults with disabilities (sex-disaggregated) covered by PWD's new/improved services.**

The annual target is **314**  
 The current value is **257 (57 male/ 200 female)**

The indicator measures the number of parents and other members of families raising children with disabilities (sex-disaggregated), and adults with disabilities who have accessed new/improved services created/improved within the Project component.

The current value approaches the annual target (82%). Lack of opportunity to provide new sub-grants did not allow this target to be achieved. 70% of the services that helped adults with disabilities and families raising children with disabilities were delivered by the alumni of ChildFund training courses, by the trainers of the National Team of Trainers on Inclusive Education or by previous sub-grantees within activities that were developed within sub-grants and have been successfully incorporated into DPOs' regular activities upon completion of sub-grant projects. 30% of the value is a result of activities organized by ChildFund in all of the 6 regions of the country.

Service	Services provider	Number of family members/
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		PWDs
Roundtable 'Multidisciplinary cooperation for the benefit of children with disabilities'		17 (14f/3m)
Training session for teenagers 'Inclusion or illusion'		3 (1f/2m)
Training 'Accept and help succeed - the basics of inclusive education'		6 (6f/0m)
Working meeting for the initiative group of parents with children with Down syndrome		9 (9f/0m)
Wheelchair dancing classes, by DPO 'Special world'		9 (8f/1m)
Courses of computer literacy, by Association of people with disability on wheelchair, Pinsk		21 (9f/12m)
Counseling service to people recently traumatized, by Association of people with disability on wheelchair, Minsk		41 (30f/11m)
Training course for people with disabilities and their families, by DPO 'Invalidy-spinalniki'		44 (21f/23m)
Meetings of leaders and active members of self-support groups (by ChildFund)		8 (8f/0m)
Training course on Leadership for parents of children with disabilities (session 1)	ChildFund	22 (22f/0m)
5 self-help groups for parents of children with disabilities (by ChildFund)	(by ChildFund)	47 (47f/0m)
Conference 'We are different-we are strong' (sub-grant, Smorgon)		25 (21f/4m)
Training session for teenagers 'Inclusion or illusion'; Children's Rehabilitation Center 'Nadezhda'	(by ChildFund)	5 (4f/1m)

*Note: List of the participants available upon request at ChildFund Belarus office.*

**OBJECTIVE 2:**  
**SUPPORT OF ADVOCACY EFFORTS BY PWD GRASSROOTS ORGANIZATIONS**

**Indicator 2.1: Number of advocacy efforts aimed at better inclusion of children and young people with disabilities**

*The annual target is* **21**

*The current value is* **31**

The indicator measures the number of efforts aimed at the promotion of inclusion of children and young people with disabilities into school and out-of-school activities implemented by and/or with participation of PWDs and their family members within the Project Component.

The current measure exceeds the annual target (147%). The events that contributed to the advancement were conducted by both organizations and persons empowered by the respective leadership and organization development courses by ChildFund. The list of initiatives reveals the persistence of the stakeholders to pursue a successful (often pilot) advocacy effort with a succession of new efforts. Among the contributions to the figure are also the trainings arranged by the ToT course graduates as a follow up activity at their respective localities (see Obj.1), as these meetings presented an innovative instrument of sensitizing the professional community about the values of inclusion.

31 advocacy initiatives were undertaken:

	Initiative	Date	Outcome
1	A working meeting with the Board of Baranovichi State University, by the national trainer on inclusive education Vera Khitryuk	2 Nov 2012	The participants discussed existing opportunities, resources and challenges to establish a resource center to help introduce inclusion to preschool education of the region.
2	A round table "Multidisciplinary cooperation for the benefit of children with disabilities", by ChildFund course graduate Svetlana Byakova	28 Oct 2012	The participants discussed needs, requirements and conditions for getting vocational and higher education by school-graduates with disabilities.
3	Presentation and publication "Inclusive Education", Republican conference "Lifelong learning education", by childFund specialist Irina Kuksik	29-30 Nov 2012	ChildFund presented philosophy, approaches and advantages of inclusive education to 50 leading researchers, practitioners and specialists in the field of providing education to people with disabilities.
4-9	Training "Inclusion or Illusion", by ChildFund course alumni Natalya Byakova and Natalya Susko (both 17, with disabilities)	12 Oct 2012, 30 Mar, 17 Apr, 16 May, 24 May, 07 July 2013	Introduced the idea of inclusion to 161 peers
10	Talent show "Singing hearts", by ChildFund and alumni of ChildFund training course Alex Askerko (19) and Yevgeny Stepuro (16)	19-20 Oct 2012	The event united children with and without disability providing an opportunity for everyone to show own talent and appreciate the talents of others regardless their conventional set of abilities.
11	Photo exhibition at the round table meeting by DPO 'Otkrovenie', by Oleg Miroshnikov (15), ChildFund course graduate	25-28 Oct 2012	The exhibition is part of the self-advocacy campaign that challenges the prejudices and promote non-discriminating attitude towards people with disabilities
12	Appeal to Vitebsk regional culture committee, by Baran BelAPDI branch (national DPO).	Nov 2012	A rampant to enter the community center was constructed.
13	A workshop 'Conceptual basics of inclusive education' at the training in Minsk Habilitation Center for PWD-related specialists representing habilitation centers from across the country, by Irina Kuksik, ChildFund specialist on inclusive education	16 Nov 2012	The specialists learned the basic principles of inclusive education
14	Publication "Major approaches in introducing inclusive education", III International conference "Special needs education: Traditions and Innovation", by Svetlakov Olga, a national trainer by ChildFund	Dec 2012	The participants of the international conference (researchers, practitioners, and decision makers) sensitized about trends in inclusive education
15	Organization of a regional meeting 'Perspectives of inclusive education for people with disabilities, by Gomel habilitation center for children with disabilities	1 Dec 2012	The event discussed the problems people with disabilities face when realizing their right to higher education. The participating representatives of local administration, NGOs and general public considered the strategies to ensure this right to

			people with disabilities.
16	Photo exhibition in Minsk School #12, by Oleg Miroshnikov (15), ChildFund course graduate	Dec 2012	The exhibition is part of the self-advocacy campaign that challenges the prejudices and promote non-discriminating attitude towards people with disabilities
17	A meeting with the Minister of Education, by partner DPO 'Children. Autism. Parents'.	5 Dec 2012	The participants discussed opportunities for establishing an education center for children with autism
18	Appeal to the Parliament of the Republic, by Baran BelAPDI branch (national DPO).	Jan 2013	A reduced rate to rent the premises remained unchanged.
19	Sensitization workshop "The way to inclusive education" (Krichev), by Tatyana Odynets, alumni of ToT course on inclusive education	30 Jan 2013	The local community of practitioners was sensitized about the key concepts of inclusion in education
20	Sensitization workshop "The way to inclusive education" (Mogilev), by Tatyana Odynets, alumni of ToT course on inclusive education	21 Feb 2013	The local community of practitioners was sensitized about the key concepts of inclusion in education
21	A round table "Labor market for people with disability", by Zhitkovichi BelAPDI branch (national DPO)	Feb 2013	The participants addressed the issues of social economics, opportunities to develop the labour market in which people with disabilities can equally participate.
22	A meeting with State education committee, by partner DPO 'Children. Autism. Parents'.	Mar 2013	The participants considered the perspective of creating inclusive schools open for children with autism.
23	A round table meeting with Minsk executive committee, by partner DPO 'Children. Autism. Parents'.	Mar 2013	The participant discussed the system of providing support to children with autism.
24	Research paper "Common people" , by Aleksandra Titova, student of Minsk Gymnasium #1	Mar 2013	The paper competed in the city conference on sociology, was awarded the prize.
25	Sensitization workshop "Accept and help succeed – the basics of inclusive education" (Smorgon), by Inna Talyak, alumni of ToT course on inclusive education	13 Mar 2013	The local community of practitioners was sensitized about the key concepts of inclusion in education
26	Roundtable meeting with Minsk Executive Committee, by DPO 'Children. Autism. Parents'	May 2013	The Committee decided on 1) creation of multidisciplinary teams of inclusion specialists; 2) creation of Resource center on autism; 3) grated a building for a DPO office; 4) identified the list of schools in Minsk that guarantee the education service to children with autism.
27	Roundtable 'Development of rehabilitation camps practice', Baranovichi	July 2013	The participants discussed existing opportunities, resources and challenges to promote inclusion through inclusive mass and training events.
28	Conference 'We are different - we are strong', Smorgon	Aug 2013	The participants (local education authorities, education professionals of preschools, parent of children with and without disabilities) sensitized about the issues of segregation and prospects of developing inclusion in Smorgon area.

29	Regional conference, presentation 'Inclusion: Experience and Perspectives', Zhodino	Aug 2013	The participants were educated about the principles and approaches that can guide decision makers in education sector towards the inclusive system.
30	Moto-rally by people and teenagers with disabilities, by DPO 'Otkrovenie'	Sept 2013	The event addressed the stereotypes and sensitized dwellers of the neighborhood about the challenges of moving around that drivers or car-passengers with disabilities face every day.
31	Concert program 'We are different, we are equal', Smorgon	Sept 2013	The event served the stage for children with and without disabilities to perform together in front of the audience of parents and ECD specialists, with the focus being participation performance and fun, not relative abilities.

**Indicator 2.2.: Number of official decisions related to better enforcement of the right to education of children and young people with disabilities.**

The annual target is 7

The current value is 8

The indicator measures the number of official decisions related to better enforcement of the right to education of children and young people with disabilities influenced by and/or with the participation of PWDs and their family-members within the Project Component.

The figure exceeds the annual target (114%) and reflects the prominent achievements of targeted efforts by PWD grassroots organizations that are long-term partners of ChildFund (DPOs 'BelAPDI', 'Otkrovenie', 'Special world', 'Children. Autism. Parents'). This series of sensitization workshops, roundtables were technically and/or financially supported by ChildFund succeeded at raising awareness of inclusive education among state authorities and education practitioners. The potential for reached agreements and official decrees, as a platform for promotion of inclusive education in Belarus, cannot be overestimated.

Official decisions	
1-3	<p>On March 26, 2013, the Board of Ministry of Education adopted a Regulation 'On performance of special education institutions under modern conditions'. The document defines the states policy with respect to special education and regulates the development of special education system nationwide for years 2013-2016. Out of 35 articles, three address the burning issues of inclusive education:</p> <p>4.3 'To secure the development and adoption of 'Plan of inclusive education development in Belarus' (2013-2014);</p> <p>5. 'To obligate Department of information and analysis to include the criterion of inclusiveness in the performance evaluation of primary and secondary education institutions' (May 2013);</p> <p><i>Note: The article introduces the changes that will neutralize the concern education institutions demonstrate about the effect students with disability usually make on a school's output score. These changes will increase the willingness of education institutions to enroll a student with disability.</i></p> <p>7.2 'To identify and establish education sites to pilot-test inclusive approaches' (2013-2015).</p> <p>The allocated to governing bodies' responsibilities are to produce opportunities for children with disability that would not otherwise occur. ChildFund will take advantage of this milestone decision by organizing meetings with Ministry's representatives to suggest opportunities for cooperation in executing articles 4.3 and 7.2: in the course of Project activities ChildFund developed a Master plan on inclusive education; many of the ChildFund partner</p>

	organizations could be considered an optimum choice for pilot testing the innovative approaches.
4	Baran branch of national DPO 'BelAPDI' issued an appeal to Vitebsk regional culture committee requesting barrier-free environment created at the local community center. The appeal was satisfied by building a rampant at the center's entrance.
5-8	The DPO 'Children. Autism. Parents', an alumnus of ChildFund's leadership and organization development courses, initiated a roundtable meeting with Minsk Executive Committee to discussed opportunities of inclusive education with respect to the needs of children with autism. ChildFund provided its targeted consultation to the DPO. The results of the meeting were spectacular. The Minsk Executive Committee decided on: <ul style="list-style-type: none"> <li>– the creation of multidisciplinary teams of specialists to support inclusion of children with autism into mainstream educational settings;</li> <li>– the creation of the Resource center on Autism in partnership with specialists of Minsk city habilitation center for children with disabilities;</li> <li>– granted a building for a DPO office and future Resource center on Autism;</li> <li>– identified a list of schools in Minsk that guarantee the service of education to children with autism.</li> </ul>

**OBJECTIVE 3:  
SUPPORT INTRODUCTION AND DEVELOPMENT OF INCLUSIVE EDUCATION OF CHILDREN AND YOUNG  
PEOPLE WITH DISABILITIES**

**Indicator 3.1.: Number of specialists, authorities, parents, students, volunteers, community members (sex-disaggregated) served by Resource Centers on Inclusive Education**

*The annual target is*

*n/a*

*The current value is*

*n/a*

The indicator measures the number of specialists, authorities, parents, students, volunteers, community members (sex-disaggregated) who got information services from Resource Centers on Inclusive Education that have been established within the Project Component.

It is too early to measure this indicator.

Two partner institutions created Resource centers on Inclusive Education. They were Minsk Habilitation Center for Children with disabilities- Resource center focused on autism (June 2013) and Baranovichi State University (August 2013).

Three other prospective Habilitation Centers from Smorgon, Mozyr, and Zhodino explored an opportunity to create community resource centers on inclusive education. They will move towards creation of the Resource Centers next year. One of these centers (Mozyr) was already granted a status of experimental base on inclusive education by the Ministry of Education.

**Indicator 3.2.: Number of authorities (sex-disaggregated) trained by the trainers team on inclusive education**

*The target value is*

*30*

*The current value is*

*43 (0m/43f)*

The indicator measures the number of authorities of educational system (sex-disaggregated) that have been trained on inclusive education by the national trainers' team on inclusive education within the Project Component.

The figure exceeds the annual target (147%) as the activities by ChildFund were supplemented with the training within a sub-grant project that counted for 45,5% of the administrative/decision makers sensitized and educated. Two trainings arranged by ChildFund united 24 decision-makers who represented education institutions of different kind and scale: from preschool to University, from special institution to executive committee to NGO from 5 out of 6 six oblasts of Belarus. Six (6) project proposals were developed by the participants and submitted to ChildFund sub-grant contest that demonstrate the effectiveness of our training program.

Service		Number of Beneficiaries
1	Task group on Inclusive Education	14 (0m/14f)
2	Training Program on Inclusive Education for educational authorities	14 (0m/14f)
3	Training for administration of preschool education (subgrant activity, Smorgon)	19 (0m/19f)

	Authority person	Position	Location	Service
1	Tatyana Domanchuk	Director	Gomel school #5	Task group on Inclusive Education; Training Program on Inclusive Education for educational authorities
2	Tatyana Makal	Director	Zhodino school #4	Training Program on Inclusive Education for educational authorities
3	Tatyana Pyatakova	Head of Chair of Foreign Languages	Baranovich State University	Training Program on Inclusive Education for educational authorities
4	Kutzepalova Irina	Director	Zhodino habilitation center for children with disabilities	Task group on Inclusive Education; Training Program on Inclusive Education for educational authorities
5	Irina Makarenko	Headmaster	Smorgon preschool #6	Task group on Inclusive Education; Training Program on Inclusive Education for educational authorities
6	Svetlana Rodko	Teaching methods specialists	Smorgon habilitation center for children with disabilities	Task group on Inclusive Education; Training Program on Inclusive Education for educational authorities
7	Anna Trukhan	Deputy director	Minsk school #12	Training Program on Inclusive Education for educational authorities
8	Oksana Kiseliova	Deputy director	DPO 'Otkrovenie'	Task group on Inclusive Education; Training Program on Inclusive Education for educational authorities
9	Alla Muraveinikova	Deputy director	Zhlobin school #12	Task group on Inclusive Education; Training Program on Inclusive Education for educational authorities
10	Maria Chusheva	Headmaster	Pinsk preschool #10	Training Program on Inclusive Education for educational authorities
11	Lichenkova Natalia	Deputy director	Minsk school #9	Training Program on Inclusive Education for educational authorities
12	Gorbachiova Irina	Headmaster	Soligorsk preschool #1	Task group on Inclusive Education; Training Program on Inclusive Education for educational authorities
13	Kravets Natalia	Director	Mozyr habilitation center for children with	Training Program on Inclusive Education for educational authorities

			disabilitites	
14	Kozlovskaya Anzhela	Deputy director	Mozyr school #10	Training Program on Inclusive Education for educational authorities
15	Radygina Veronika	Head of Chair of Defectology	Belarusian State Pedagogic University	Training Program on Inclusive Education for educational authorities
16	Svetlakova Olga	University professor	Belarusian State Pedagogic University	Training Program on Inclusive Education for educational authorities
17	Khotko Inna	Deputy director	Zhodino school #4	Task group on Inclusive Education
18	Kurak Natalia	Head of department of preschool education	Smorgon education committee	Task group on Inclusive Education
19	Kashevich Irina	Deputy director	Minsk school #12	Task group on Inclusive Education
20	Churbanova Svetlana	Director	Minsk school #30	Task group on Inclusive Education
21	Yakovleva Tatyana	Director	NGO 'Children. Autism. Parents'	Task group on Inclusive Education
22	Letoshko Marina	Teaching methods specialist	Gomel regional habilitation center for children with disabilities	Task group on Inclusive Education
23	Bondarenko Tatyana	Deputy director	Minsk school #25	Task group on Inclusive Education
24	Lubaeva Lubov	Headmaster deputy	Pinsk preschool #10	Task group on Inclusive Education
25	Tomashevich Tamara	Headmaster	Smorgon preschool children's center	Training for administration of preschool education
26	Zhivotkevich Ludmila	Headmaster deputy	Smorgon preschool children's center	Training for administration of preschool education
27	Yantsevich Irina	Headmaster	Smorgon preschool #14	Training for administration of preschool education
28	Kazak Tatyana	Headmaster deputy	Smorgon preschool #14	Training for administration of preschool education
29	Murashko Natalya	Headmaster	Smorgon preschool #10	Training for administration of preschool education
30	Kuzntesova Elena	Headmaster deputy	Smorgon preschool #10	Training for administration of preschool education
31	Ivanovskaya Natalya	Headmaster	Smorgon preschool #15	Training for administration of preschool education
32	Zenkevich Inna	Headmaster deputy	Smorgon preschool #15	Training for administration of preschool education
33	Kovnatskaya Svetlana	Headmaster	Smorgon preschool #9	Training for administration of preschool education
34	Pasynok Svetlana	Headmaster deputy	Smorgon preschool #9	Training for administration of preschool education
35	Kedo Valentina	Headmaster	Smorgon preschool #8	Training for administration of preschool education
36	Apanasyonok Tatyana	Headmaster deputy	Smorgon preschool #8	Training for administration of preschool education

<b>37</b>	Vasko Svetlana	Headmaster	Smorgon preschool #13	Training for administration of preschool education
<b>38</b>	Gvozdovich Tamara	Headmaster deputy	Smorgon preschool #13	Training for administration of preschool education
<b>39</b>	Shulika Svetlana	Headmaster deputy	Smorgon preschool #6	Training for administration of preschool education
<b>40</b>	Shpakovskaya Tatyana	Headmaster	Children community center	Training for administration of preschool education
<b>41</b>	Yarovskaya Tatyana	Headmaster deputy	Children community center	Training for administration of preschool education
<b>42</b>	Popelushko Natalya	Headmaster	Smorgon preschool and primary school complex	Training for administration of preschool education
<b>43</b>	Galkina Mariya	Headmaster deputy	Smorgon preschool and primary school complex	Training for administration of preschool education

**Indicator 3.3: Number of educational settings where inclusive approaches were incorporated into the practice**

The target value is **4**

The current value is **9**

Number of educational settings that introduced inclusive approaches that can include but are not limited to: adaptation of teaching methods and physical environment to the educational needs of children; inclusion of children with disabilities in school and out-of-school activity; promotion of non-discriminatory attitudes among staff, parents and children.

Nine educational entities started moving to the inclusive education.

School		Initiatives
<b>1</b>	Baranovichi State University	Training on Inclusive approaches is incorporated into curriculum thanks to the efforts of Vera Khitryuk , Deputy Rector of the Universty, a member of the National Trainer's Team on Inclusive Education formed and trained by ChildFund; They also created barrier free environment in student's dormitory (14 rooms), introduced The University provides higher education to a student with cerebral palsy.
<b>2</b>	Zhodino School #4	The school headed by Tatyana Makal and Inna Khotko, alumni of ChildFund training course on inclusive education, work towards preparing the school community to becoming an inclusive education institution. A series of trainings for teachers on inclusive education were conducted by both persons mentioned above. The trained teachers trained children of their primary schools together with their peers from the other 2 neighboring schools. mery schools on the key values of inclusive education.

3	Minsk School #25	The school headed by Marina Ilyina and B Tatyana ondarenko, alumni of ChildFund training course on inclusive education, is undergoing the fundamental transformation from an integrative institution to an inclusive one. Participation in ChildFund's trainings enhanced professional capacity and confidence of school specialists and they won the status of a pilot site on inclusive education within the project by TEMPUS and Ministry of Education. Its specialists use materials they received at ChildFund trainings to provide regular counseling to teachers and parents of children with and without disabilities, assist them in adapting to the changing environment and in changing their own perspectives.
4	Minsk School #12	The school holds regular trainings for teachers on inclusive education that were arranged in partnership with Belarus State Pedagogic University and are conducted by the ChildFund's trainers team
5	Belarus State Pedagogic University	Training on Inclusive approaches is incorporated into curriculum thanks to the efforts of Olga Svetlakova – a member of the National Trainer's Team on Inclusive Education formed and trained by ChildFund.
6	Brest State University	Training on Inclusive approaches are incorporated into curriculum thanks to the efforts of Vera Khitryuk – a member of the National Trainer's Team on Inclusive Education formed and trained by ChildFund.
7	Grodno Re-training Institute	Training on Inclusive approaches is incorporated into curriculum thanks to the efforts of Galina Birich – head of the department of Re-training Institute that participated in the trainings for authorities by ChildFund.
8	Preschool #235, Minsk	Due to the series of advocacy efforts, DPO 'Children. Autism. Parents.' established cooperation with the preschool which was assigned by Minsk Executive Committee an experimental base that serves preschool children with autism.
9	School #5, Minsk	Due to the series of advocacy efforts, DPO 'Children. Autism. Parents.' established cooperation with the school which was assigned by Minsk Executive Committee an experimental base that serves primary school children with autism.

## Annex 4. “Leadership without Limitations” – the Way of Becoming a Confident Person

Research data confirm that personal development of children with cerebral palsy has some peculiarities; these include emotional and volitional immaturity, poor orientation in household errands, negative perception of their own self, low self-esteem, lack of confidence in their own abilities, and difficulties in social adaptation. Margo, a 17 years old girl with cerebral palsy and congenital disorders of her musculoskeletal system, had to face all of the aforementioned problems. During the 11 years of her secondary education, she did not attend school, but received a home-based education. The girl led a very secluded life and had very few friends (they were mostly virtual friends to keep in touch via the Internet), while real-life communication was limited to interaction with teachers who home-visited her.

In 2012, Margo took part in ChildFund Belarus’ course “Leadership without limitations” for young people, one of the activities within the “Expanding Participation of People with Disabilities” component of the USAID funded project “Community Services to Vulnerable Groups”. The course was designed to help participants discover their unlimited opportunities and realize their own leadership potential through increasing personal effectiveness, strengthening relationships with family and community, and training skills of goal setting, planning, communication and cooperation. The sessions included a theoretical part followed by practical exercises for young people with disabilities, their parents and volunteers. *“On the first day of training I had a serious shock. I was at a loss; I didn’t know how to behave with so many new people around me. I felt extremely insecure and defenseless, I was very afraid to say an extra word or ask a question. Besides, I didn’t understand how this course can be useful for me”,* Margo recalls. However, in time, participation in the sessions brought significant changes in the girl’s personality. Everyday issues were the first to get transformed: time management, planning of the day, and priority setting skills: *“I began to learn how to organize my day, to work on self-development, to set goals – perhaps they were rather ordinary and not too ambitious yet – and make efforts to achieve them”.*



Margo and Elena Serkul'skaya, the trainer of “Leadership without limitations” course

In addition to the fact that Margo became more confident in her aspirations and got rid of the fear of setting goals, her self-perception also progressed considerably. Now she does not feel as humble as she used to, she has learned to accept herself as an ordinary and integral person who is equal to anyone else, and she has realized that physical limitations don’t make her worse than others. Margo has learned to refuse to accept society’s prepossession that people with disabilities cannot fulfill their potential and cannot lead a full life: *“I understand that my opportunities, in fact, are not limited. And any restriction is a stereotype, a barrier that people install themselves”.* Guided by this principle, Margo made an important step in her life: she applied and was enrolled into European Humanities University in Vilnius (Lithuania) to become a designer. Even though she has to be a distance-learning student, Margo often communicates with her group mates and teachers. Margo learned how to present herself, and her group mates and teachers treat her without condescension or pity but with respect. They consider Margo as person with her inner strength and capabilities. Margo understands that if one feels inferior inside, one will get a corresponding attitude from others.

*“I plan to graduate from university and get a good job in the future. I’m sure all the qualities that I gained through the courses will definitely grow. I am convinced I will be able to find my own niche, my place in life no matter what”,* Margo says.



## Annex 5. Implementation of Marking /Branding Strategy within PWD project component October 2012- September 2013

### A. Overview of M&B strategy

ChildFund International (formerly Christian Children's Fund) requested a waiver from Marking requirements per 22 CFR 226.910. This waiver request has been approved by the USAID/Belarus Principle Officer and is consistent with the USAID/Belarus Branding Policy waiver dated January 26, 2006.

According to the USAID/Belarus Branding Policy waiver, the final responsibility is given to the implementer to determine whether to use or not use the USAID brand as appropriate. Considering the current political environment, the proposed strategy will be implemented in order to maximize the visibility of the contribution made by the American people without hindering project activities. Determination on branding will be made on a case by case basis and after consultations with the USAID mission.

#### Goal of the strategy:

To increase awareness of ChildFund International's project stakeholders as well as the general public that the American people and USAID support this project.

#### Project Audiences

Primary Audience on the local communities' level: parents, foster parents, and people with disabilities.

Child welfare specialists, social workers, educators, NGOs and DPOs representatives will be targeted where possible.

Secondary Audience: General Public

#### Key Project Communications & Information Materials to Explain the Project to Beneficiaries

1. Project Documentation (quarterly, annual, final reports)
2. Publications (course materials, textbooks, analytical materials, media items, and other publications where possible)

## B. Implementation of M&B Strategy

### Overview

100% of Quarterly, Annual Reports and other communication materials between ChildFund International's Headquarters and its field office in Belarus and with the USAID mission contained the number of the Cooperative Agreement and the name of the project as funded by "USAID from the American People".

100% of the project activities conducted by ChildFund Belarus had USAID brand or the message that this was made possible by the support of "USAID from the American People". The targeted audiences were people with disabilities, parents of children with disabilities, NGOs and DPOs representatives.

ChildFund Belarus shared information about project activities with USAID. This year USAID published 9 ChildFund articles on Facebook.

### 1-Project Documentation

100% of Quarterly, Annual Reports and other communication materials between ChildFund International's Headquarters and its field office in Belarus and with the USAID mission contained the number of the Cooperative Agreement and the name of the project as funded by "USAID from the American People".

### 2-Publications and project activities

This year ChildFund Belarus conducted 18 activities on the PWD project component. 100% incorporated USAID's logo and the message that this was made possible by the support of "USAID from the American People".

The targeted audience was people with disabilities, parents of children with disabilities, NGOs and DPOs representatives, and educators.

100% of ChildFund's printed materials were marked with USAID logo.

Date	Title	Targeted Audience	USAID Branding			Notes
			Small media	Oral	Mass Media	
November, 16 - 18	Training on methodology of self- help groups for parents of children with	Parents of children with disabilities, DPO's activists	Banner, trainees' handbooks	+	+	Handouts placed on ChildFund web-site

	disabilities					
December, 12-14	ToT for Trainer's Group on Inclusive Education	People with disabilities, parents of children with disabilities, representatives of NGOs, CBOs, the National Institute of Education, universities	Banner, handouts, trainees' handbooks	+	-	
January, 31	Meeting of the Working Group on Inclusive Education	NGOs representatives, educators	Banner, handouts, PowerPoint presentations	+	-	
March, 25 - 27	Training "Inclusive Education. Ways of promoting"	Administration of educational institutions	Banner, PowerPoint presentations, trainees' handbooks	+	-	
October, 12	Follow up activity of the alumni of the training course "Leadership without limitations" - training "Inclusion or Illusion" for students and teachers of schools # 30 and 213 of Minsk	Communities of schools # 30 and # 213 of Minsk (students and teachers)	-	+	-	
October, 28	Follow up activity of the alumnus of international training "Inclusive education. Advantages and basic approaches" – round	Parents of children with disabilities, NGOs and DPOs representatives, representatives of the state institutions and departments	-	+	-	ChildFund Belarus representative took part in this activity as an expert on inclusion

	table "Multidisciplinary cooperation in the interests of integration and inclusion of children with disabilities of the musculoskeletal system through education"					
March	Smorgon, follow up activity of the alumnus of the ToT for Trainer's Group on Inclusive Education	Educators	Leaflet	+	-	
March	Kobrin, follow up activity of the alumnus of the training on methodology of self-help groups for parents of children with disabilities	Parents of children with disabilities	Leaflet	+	-	
March, 30	Nesvizh, follow up activity of the alumni of the training course "Leadership without limitations" - training "Inclusion or Illusion"	School community of Nesvizh (students, parents and teachers of educational institutions)	-	+	-	
April, 13 - 14	Session 1 of the "Leadership without limitations - 2013" training course	Parents of children with disabilities	Banner, handouts, trainees' handbooks	+	+	Trainees' handbook placed on ChildFund web-site
June, 14 - 16	Session 1 of the "Organizational Capacity Building" training course	Activists of NGOs who represent interests of people with disabilities	Banner, trainees' handbooks	+	1 publication in electronic media	Belarusian NGO web-site <a href="http://ngo.by/news/fef0c0f1969c.html">http://ngo.by/news/fef0c0f1969c.html</a> Trainees' handbook placed

						on ChildFund web-site
September, 27 - 29	Session 2 of the "Organizational Capacity Building" training course	Activists of NGOs who represent interests of people with disabilities	Banner, trainees' handbooks	+	+	Trainees' handbook placed on ChildFund web-site
April - July	Kobrin, follow up activity of the alumnus of the training on methodology of self-help groups for parents of children with disabilities	Parents of children with disabilities	-	+	-	
April - July	Krichev, follow up activity of the alumnus of the training on methodology of self-help groups for parents of children with disabilities	Parents of children with disabilities	-	+	-	
April - July	Mogilev, follow up activity of the alumnus of the training on methodology of self-help groups for parents of children with disabilities	Parents of children with disabilities	-	+	-	
April, 17	Follow up activity of the alumni of the training course "Leadership without limitations" - training "Inclusion or Illusion" for the students of school # 130 in Minsk	Student communities of school # 130 in Minsk	PowerPoint presentation	+	-	
May, 16	Follow up activity of the alumni of the training	Student communities of school # 111 in Minsk	PowerPoint presentation	+	-	

	course "Leadership without limitations" - training "Inclusion or Illusion" for the students of school # 111 in Minsk					
May, 24	Follow up activity of the alumni of the training course "Leadership without limitations" - training "Inclusion or Illusion" for the students of school # 127 in Minsk	Student communities of school # 127 in Minsk	PowerPoint presentation	+	-	

In Q3FY13, ChildFund Belarus success story on PWD component was published in ChildFund International blog.

Date	Title	Targeted Audience	USAID Branding	Notes
January, 9	Belarus youth with disabilities overcomes misperceptions to enter college	General public	+	<a href="http://blog.childfund.org/2013/01/10/belarus-youth-with-disabilities-overcomes-misperceptions-to-enter-college/">http://blog.childfund.org/2013/01/10/belarus-youth-with-disabilities-overcomes-misperceptions-to-enter-college/</a> (The story of eighteen-year-old Vlad, who was born with cerebral palsy. The boy was allowed special assistance during entrance exams at Baranovichi University thanks to advocacy efforts of Vera, a vice rector at the University, who received training in inclusive education, a program conducted by ChildFund. The training has changed Vera's perceptions of children with disabilities).