



“COMMUNITY SERVICES TO VULNERABLE GROUPS”  
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QUARTERLY PERFORMANCE REPORT  
Reporting period: April 1 – June 30, 2014

Component III “Expanding Participation of People with Disabilities”

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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 among them. 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 appropriate quality of services as well as social exclusion and lack of participation opportunities.

From October, 2008 – September, 2012, ChildFund Belarus implemented the four-year project “Expanding Participation of People with Disabilities” funded by USAID in Belarus under the Community Services to Vulnerable Groups cooperative agreement. The project component aimed to include Belarusian people with disabilities in mainstream society and to strengthen the capacity of organizations serving persons with disabilities.

In October, 2012, ChildFund-Belarus entered the next three-year project phase. The People with Disabilities Component aims to increase the integration of people with disabilities (PWD) through development of innovative services and strengthening the capacity of grassroots PWD organizations.

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 the introduction and development of inclusive education of children and young people with disabilities.

## II. PROJECT HIGHLIGHTS

This quarter, the project was implemented according to its plan and budget.

ChildFund continued its efforts in raising awareness and disseminating knowledge about inclusive education among key community groups: parents, education authorities, teachers, parents’ associations and youth, as well as national authorities. These activities were strengthened by new elements focused on networking and consolidation of efforts of local DPOs/NGOs, parents’ associations and experts/ trainers on inclusive education.

The project supported 15 advocacy efforts by PWD grassroots organizations that promote inclusion. A variety of advocacy methods and tools were used by the project participants. These methods and tools included DPOs’ network development, photo exhibition, presentations at conferences, sensitization workshops, and articles in newspapers and magazines. The advocacy efforts were delivered at the different levels of society, including at the community and national levels, as well as at the regional level where advocacy efforts exceeded our expectations.

Parents play a key role in the promotion of inclusive education and inclusive society. This quarter, three alumni of the **Leadership for Parents of Children with Disabilities** course completed in the previous quarter organized three follow-up events applying acquired knowledge and competencies in order to promote inclusion. All three follow-ups were supported by ChildFund since the events that are organized by the course alumni are seen to be crucial to attain sustainability.

One of the main highlights of this quarter was the continued effort undertaken by ChildFund and its partners to establish a long-term partnership with national retraining institutes and universities. This quarter, ChildFund in partnership with Mogilev Retraining Institute and Baranovichi University supported two training sessions for education authorities. All in all, 52 education authorities, representing 48 kindergartens and secondary schools were trained by ChildFund this quarter. Together with the previous quarters, ChildFund has trained 141 education authorities this year, exceeding the annual target of 30 by 470%. This achievement was made possible thanks to ChildFund's focused effort on following ChildFund implementation strategies outlined in the Master Plan as well as dedication and expertise of the National Trainers Team on Inclusive Education.

This quarter, partner DPOs demonstrated increased awareness about networking and cooperation. During the working meeting "Building DPOs' Alliance for Inclusive Education," they demonstrated eagerness to develop a DPO network and together attain results in the area of inclusion.

One sub-grant was successfully completed this quarter in Mozyr and the new sub-grant for the creation of the Resource Center on Inclusive Education was awarded. For more details, please see the Annex 2 – PWD Sub-grants report.

The figures outlined below illustrate the main outputs of project implementation during the period between April 1 and June 30, 2014:

- **Three** follow-up activities of the alumni of the Leadership for Parents with Children with Disabilities were supported by ChildFund sub-grantees for **39** children with and without disabilities, **30** parents with children with and without disabilities and **16** PWD-related specialists.
- **Three** self-help groups of parents of children with disabilities continued regular meetings this quarter.
- A working meeting of ChildFund's National Trainers Team on Inclusive Education was conducted.
- **Two** trainings on inclusive education were conducted in partnership with retraining institutes
- **52** authorities from **48** schools from Mogilev and Brest oblasts were introduced to the basics of inclusive education.
- **Fifteen** advocacy efforts aimed at the introduction of inclusive education were undertaken.
- The NGO working meeting "Building Alliance Networks for Inclusive Education" was conducted.
- **One** sub-grant was successfully completed this quarter in Mozyr.
- **One** sub-grant for the amount of \$4,259 USD was awarded for the creation of a community Resource Center on Inclusive Education.

### III. CHALLENGES/ CONSTRAINTS/OPPORTUNITIES

- The demand for the National Trainers course is growing and, at times, there are not sufficient trainers to cover existing needs for training in inclusive education. It was decided to organize a working meeting with the trainers in order to discuss, among other issues, ways to expand the National Trainers Team and attract new members in order to effectively satisfy the existing needs in terms of inclusive education.
- There is a growing need for inclusive education resources such as books, videos, practical manuals, and methodological recommendations for all stakeholders – children, families, specialists and authorities.

ChildFund's analysis found that resources are spread among the different organizations, experts and DPO's websites with a very limited proportion of resources in Russian. Often, useful resources are scattered and they are not available to the general public. Considering limited financial resources, it was decided by ChildFund to create a resource library on inclusion with videos, books, etc. that can promote inclusion in an easy and interesting way and make the library available for public use. Website creation will be discussed with other partner organizations.

#### IV. LESSONS LEARNED

- Multiple and focused efforts of ChildFund helped to shift suspicious attitudes of DPOs toward networking and cooperation. Participation in the project events and training courses--especially training course on NGO organizational development--provided opportunities to share experience and discuss common problems between DPOs. Just a few years ago, at the DPO Forum, the organizations considered each other as competitors rather than partners and demonstrated skeptical attitudes towards the idea of cooperation. This quarter, the DPO participants of the meeting "Building DPOs' Alliance for Inclusive Education" demonstrated eagerness to develop a network and, together, attain results in the area of inclusion. They no longer see each other as competitors – rather, as partners and even friends. So the lesson learned is that, prior to involving organizations in partnership and networks, it is important to provide them with sufficient opportunities to get to know each other better in order to dispense with suspicion, mistrust and to promote the development of personal and professional relationships.

#### V. SPECIFIC ACTIVITIES

##### OBJECTIVE 1: BUILD THE ORGANIZATIONAL, NETWORKING AND ADVOCACY CAPACITY OF GRASSROOTS ORGANIZATIONS SUPPORTING PWD AND THEIR FAMILIES

In order to build the organizational, networking and advocacy capacity of grassroots organizations supporting PWD and their families, ChildFund Belarus supported

- **Two** follow-up activities of the alumni of the **Leadership for Parents with Children with Disabilities** for **39** children with and without disabilities, **30** parents with children with and without disabilities and **16** PWD-related specialists.
- **Three** self-help groups of parents of children with disabilities continued regular meetings this quarter.

## **FOLLOW-UP ACTIVITIES BY THE ALUMNI OF THE “LEADERSHIP FOR PARENTS WITH CHILDREN WITH DISABILITIES” COURSE**

### **ACTIVITY 1:**

#### **Follow-up “Fireworks of Emotions” (20 June, 2014), Kalinkovichi.**

A follow-up activity was conducted by alumni of the **Leadership for Parents with Children with Disabilities** course, Oksana Pehtereva (the DPO “Otkrovenie” Kalinkovichi branch leader). It aimed to demonstrate that each child has their own unique talents and the role of parents is to recognize and support these talents. The event’s objective was also to raise public awareness and to promote an inclusive society.

**Seventy people** attended the event, including: **39** children with and without disabilities, **15** parents with children with and without disabilities and **16** teachers and specialists.

During the event, a practical workshop was organized where children could create handcrafted items, practice different dancing styles and, finally, participate in the training with a professional psychologist.

It was the first follow-up as well as the first large-scale event for the alumni, Oksana Pehtereva, who states it is only thanks to participating in the course that she managed to organize it.

### **ACTIVITY 2:**

#### **Meeting “Happy Home. Employment and Independent Living for People with Autism” (12 May, 2014) , Minsk**

Tatyana Yakovleva, the DPO “Children.Autism.Parents” leader and an alumni of the **Leadership for Parents with Children with Disabilities** course conducted a working meeting for **15 parents** with children with autism who were informed about employment and independent living possibilities for children and young people with autism in Belarus, as well as international experiences in the area. In addition, invited experts trained parents in practical methods of alternative communication with people with autism. In the second part of the meeting, the participants were divided into groups where they analyzed acquired information and presented their experiences of communication with children with autism and how they were going to apply their newly acquired knowledge and competencies.

The two above-mentioned events organized by the alumni of the **Leadership for Parents with Children with Disabilities** course showcase how the knowledge and skills developed during the course are used in order to promote inclusion.

The third follow-up activity, a personal photo exhibition by a young man with disabilities, was categorized as an advocacy activity and covered under Objective 2.

### **SELF-SUPPORT GROUPS ACTIVITIES**

**Three** self-help groups for parents with children with disabilities (**15** parents in total) developed into a regular service and continued meeting regularly (once or twice a month) at local Habilitation Centers (Mogilev and Bobruisk) and the Center of Social Support (Krichev). In the course of their meetings, participants had an opportunity to unite, face the challenges together and discuss possible solutions to the problems they face. In their feedback, the self-support group participants state that they receive significant emotional support at the meetings since they have the opportunity to discuss their current needs and concerns as well as exchange information about various issues – from medical and therapeutic to relationship and social.

### **NETWORKING AND COOPERATION BETWEEN DPOS**

Some of the partnerships initiated at the PWD Leadership Forum that took place in September 2012 proved to be sustainable with regular events being organized:

- ChildFund partner DPO ‘Children. Autism. Parents’ was very active in organizing various events to advocate for their needs. This quarter, the DPO continued their regular activities and co-organized an event with the religious organization St. Johann Brotherhood for World Autism Awareness Day (April 2, 2014). The event, which took place in one of Minsk’s biggest parks, included a show organized for several hundreds of children with and without autism as well as their families. The show was in a party format with schoolchildren singing, dancing and performing dramas. In addition, clowns and magicians performed. All the children who participated in the event received little souvenirs. Finally, at the end of the event, the participants wrote down their dreams and wishes on balloons and let hundreds of them fly up. It must be noted that these kinds of events are truly inclusive since children with and without disabilities; their families and friends get together and participate in various activities which help them to appreciate the differences and uniqueness of each other. Moreover, during these kinds of events passersby can stop and join which contributes to raising public awareness about disabilities issues.
- The new website that was created by the DPO “Children. Autism. Parents” together with the St. Johann Brotherhood in 2013 continues its work and facilitates finding volunteers willing to help Belarusian families of children with autism ([www.autism.volunteer.by](http://www.autism.volunteer.by)). The primary objective of this website is to collect information about families that need assistance and potential volunteers.
- The ChildFund partner DPO “Special World” in partnership with a sports rehabilitation center “Egalite”, dancing wheelchairs group “Tangerine” and Minsk Secondary School #25 organized an inclusive sports event called “Let’s Play Together!”. The event took place on June 11, 2014 in Minsk with the participation of invited children from Ivenets Orphanage. The children, together with the specialists and trainers, played table-top games, tennis and danced Zumba.

## **OBJECTIVE 2: SUPPORT ADVOCACY EFFORTS BY PWD GRASSROOTS ORGANIZATIONS TO PROMOTE INCLUSION**

The ChildFund project staff provided its technical and organizational support in the form of targeted consultations in order to support advocacy efforts by PWD grassroots organizations that promote inclusion. The variety of advocacy methods and tools were used by the project participants. These advocacy methods and tools included DPOs' network development, photo exhibition, presentations at conferences, sensitization workshops and articles in newspapers and magazines. The advocacy efforts were delivered at the different levels of society, including at the community and national levels, as well as at the regional level where advocacy efforts exceeded our expectations.

In total:

- **Fifteen** advocacy efforts aimed at the introduction of inclusion were undertaken by the project participants, **three** of which were implemented by sub-grantees.

### **CONSOLIDATING DPOS' RESOURCES AND ADVOCACY EFFORTS**

#### **ACTIVITY:**

#### **Working Meeting "Building NGO Alliance for Inclusive Education" (June 4, 2014), Minsk.**

The meeting was conducted by ChildFund in partnership with DPOs – "Special World", "Otkrovenie" and "Belarusian Association of Assistance to Children and Young People with Disabilities" to consolidate their efforts and increase effectiveness of advocacy work.

In the course of the meeting, participants were informed about the basics of NGO network development, as well as the advantages and challenges of networking. They analyzed Belarusian and international experiences of building NGO networks. The participants shared their recent achievements and plans, and identified common problems, interests and resources that could be shared between them. In-depth discussions about the role of DPOs and parents' associations in the implementation of inclusive education helped to identify future priority areas for the Alliance for Inclusive Education. In their feedback, all of the participants stated that the information they received at the meeting helped them to understand that a DPO network can be an effective advocacy tool for the introduction of inclusive education in Belarus. They expressed an increased interest for the idea of networking. The next meeting was scheduled at the request of the participants.

### **USING MEDIA PLATFORMS FOR RAISING AWARENESS ABOUT INCLUSIVE EDUCATION AMONG THE GENERAL PUBLIC AND PROFESSIONAL COMMUNITY:**

- Vera Khitryuk, a member of the ChildFund National Trainers Team on Inclusive Education from Baranovichi State University, published a number of articles on inclusive education in newspapers and magazines. In total, during this reporting period **seven** articles were published, both in Belarus and internationally.

They were ” 1) “Developing a Teacher’s Acceptance of a Child with a Disability” (June 2014, Baranovichi, Belarus); 2) “Basics of Inclusive Education” (June 2014, Mozyr, Belarus); 3) “Inclusive Educational Environment: Accessibility” (June 2014, Minsk, Belarus); 4) “Physiological and Pedagogical Support of Children in Inclusive Education Settings” (April 2014, Brest, Belarus); 5) “Trainings as a Tool to Prepare Teachers for Inclusion” (April 2014, Ekaterenburg, Russia); 6) “Special Aspects of Professional Activity of Teachers in Inclusive Education” (May 2014, Cheborkassy, Russia); 7) “Preparation of Future Teachers to Work in Inclusive Education Settings” (April 2014, Saint Petersburg, Russia).

- Olga Sletlakova, a member of ChildFund’s National Trainers Team on Inclusive Education, published an article “Psychological Support of Children with Special Needs in Inclusive Education Settings” (April 2014, Kamianetsk-Podolsk, Ukraine).

### **PARENTS ADVOCATING FOR PROMOTION OF INCLUSIVE SOCIETY**

Besides the two follow-up activities organized by the parents of children with disabilities who completed the training course **Leadership for Parents with Children with Disabilities** described under Objective 1, there was a third activity—a photo exhibition of Oleg Miroshnikov, a young person with a disability—that could be categorized as an advocacy effort in order to break stereotypes about talents and capacities of children with disabilities.

#### **ACTIVITY:**

#### **A Personal Photo Exhibition by Oleg Miroshnikov (May 17-August 31, 2014), Minsk Secondary School #12**

An alumna of the ChildFund **Leadership for Parents with Children with Disabilities**, Irina Miroshnikova, initiated a follow-up activity supported by ChildFund – a photo exhibition of her son’s photography works. The exhibition was set at Minsk Secondary School #12 that Oleg Miroshnikov attended. The young man with a disability is an alumnus of the **Leadership for Young People with Disabilities** course that was held in 2012. During the course, he became inspired and motivated to develop his talents in the area of photography. His mother had the opportunity to apply the knowledge and skills that she developed at the Leadership course and organized an exhibition that attracted more than 500 people – teachers, administration, children that study at the school and their parents. The event showcased that young people with disabilities have their own talents as much as children without disabilities and thus contributed to raising awareness among the general public and promoting inclusion in society.

#### **\*Note:**

Initially, the photo exhibition was planned to last for one month (May 17 - June 17, 2014). However, it was decided by the school administration to leave the photos until August (the beginning of the 2014/2015 academic year) so that first-graders and their parents, as well as new teachers, will have a chance to see Oleg’s work.

## **SUB-GRANTEES' ADVOCACY EFFORTS**

ChildFund's project partner Mozyr Secondary School #10 undertook several advocacy efforts in order to promote inclusion of children with disabilities among their community members, as part of their sub-grant project "School for Everyone". Advocacy efforts included:

- A TV program about the benefits of inclusion of children with disabilities in a local school versus in special institutions was initiated and prepared in partnership with the sub-grantees. As the result, **four** parents raising children with hearing impairments applied to School #10 and expressed their willingness to become participants of the school inclusive education project.
- The sub-grant coordinator, Anzhela Kozlovskaya, successfully advocated for **three** adolescents with disabilities graduating from the school this year to be admitted to the College of Information Technology and Radioelectronics in Minsk and the College of Art in Gomel. She found out that the college has the necessary conditions for children with hearing impairments. As a result of her advocacy efforts aimed at the college administration, all three students were admitted to the most popular and prestigious colleges of Belarus.
- A press conference was organized to present the project outcomes outlined and further promote inclusive education. As a result, an article is being prepared to be published in a local newspaper for teachers.

➤ [For more information, please, see Annex 3 Success Story and Annex 2 Sub-grant Report](#)

## **REGIONAL EXPANSION AND ADVOCACY THROUGH CHILDFUND'S NATIONAL TRAINERS TEAM:**

ChildFund's National Trainers Team members are becoming important actors for inclusion and their expertise is valued not only in the national arena, but also in the international arena. This quarter, **two** representatives of ChildFund's National Trainers Team were invited to the regional conferences in Russia and Kazakhstan to share their knowledge and expertise with colleagues from the NIS (Newly Independent States) region.

- On May 29 and 30, 2014, Vera Khitryuk participated in a two-day regional conference in Almaty City, Kazakhstan, representing Belarus and its achievements in inclusive education. Vera presented on inclusive education in Belarus with a particular focus on the role of teachers in the process. She emphasized the necessity of using social models of disability versus the traditional medical model of disability.
- On May 21 and 22, 2014, Olga Svetlakova participated in the International Youth Forum "Together – We are Powerful" in Kazan, Russia. The forum took place at the Kazan State University and, among other diversity issues, focused on the inclusion of people with special needs in society. Olga's presentation was entitled, "Trends in Inclusive Education Development in Belarus". She also conducted a training entitled, "We are Different and We are Together" for students and teachers of the Kazan State University. The training was based on trainings developed by ChildFund's National Trainers Team on the Inclusive Education.

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

This quarter, ChildFund focused on further development of the National Trainers' resources, building a strategic partnership with the system of retraining institutes and raising awareness among education authorities about inclusive education.

In summary:

- A working meeting of ChildFund's National Trainers Team on Inclusive Education was conducted.
- **One** sub-grant project for creating a Resource Center on Inclusive Education was awarded and submitted for registration.
- **Two** trainings on inclusive education were conducted in partnership with retraining institutes.
- **52** education authorities from **48** schools from Mogilev and Brest oblasts were introduced to the basics of inclusive education.

#### **ACTIVITY:**

#### **Working Meeting of the ChildFund National Trainers Team on Inclusive Education (June 12, 2014), Minsk.**

A working meeting was conducted with the participation of **nine** members of the National Trainers Team with the objective of developing strategic direction for future activities of the National Trainers Team and its role in the promotion of inclusive education in Belarus. Guided by the Master Plan for Inclusive Education, the trainers' team conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify external and internal factors that influence legislation, projects by NGOs, new requirements towards training and retraining of teachers and education authorities. They defined their unique role in the inclusive education arena and developed both long-term and short-term goals. These goals include:

- Improvement of communication within the Trainers Team
- Training of a new cohort of trainers on inclusive education in order to cover the growing number of requests for training. Partnerships with universities and retraining institutes and the involvement of their professors in the Trainers Team are essential. Parents' associations should also be considered as a great source for recruiting new trainers.
- Development of new training modules that will address more specific issues related to inclusive education (e.g. how to develop an individual educational plan, case management, methods and forms to combat stigma and discrimination towards children and families with disabilities, collection of inclusive games that help to involve each child, etc.)
- Development of partnerships with NGOs that implement project aimed to include children and youth with disabilities.
- Development of a website on inclusive education that would contain resources needed for the different categories of stakeholders.

### **BUILDING A PARTNERSHIP WITH THE NETWORK OF RETRAINING INSTITUTES**

Cooperation with retraining institutes is seen by ChildFund as a strategic initiative which will allow us to effectively promote inclusive education, and, most importantly, attain sustainable results. This issue among others was discussed at the meeting of the National Trainers Team organized by ChildFund.

#### ACTIVITY:

**Two-day training “Inclusive Education – Perspectives” (May 26-27, 2014), in partnership with Mogilev Retraining Institute.**

<i>Planned</i>	<i>Actual targets achieved</i>
Training aimed at introducing participants to basic inclusive education concepts and forming competencies necessary for inclusive education implementation.	<p>A two-day training session was conducted for a group of <b>30</b> education authorities representing <b>26</b> schools from Mogilev region.</p> <p>The participants learned how to assess the available resources, develop an action plan to implement inclusive practices and carry out monitoring to evaluate an intervention’s effectiveness. Thus, the participants were provided with basic knowledge and competencies for the promotion of inclusive education locally. Overall, the training stimulated a lot of interest in inclusive education and the participants expressed their intention to collaborate further with the National Trainers Team.</p>

#### ACTIVITY:

**One-day Training “Inclusive Education –Promotion Methods” (April 15, 2014), Baranovich State University.**

<i>Planned</i>	<i>Actual targets achieved</i>
Training aimed to change the attitude of school authorities towards education of children with disabilities together with children without disabilities and develop basic knowledge and skills necessary for the implementation of inclusive education.	<p>One-day training session was conducted by the <b>National Trainers Team</b> members, Vera Khitriuk and Olga Svetlakova, for a group of <b>22 education authorities</b>, representing <b>22</b> secondary schools in the Baranovich region.</p> <p>The training was based on the Inclusive Education Manual Collection developed by ChildFund’s National Trainers Team.</p> <p>As a result of the training, participants learned how to plan an introduction of inclusive approaches in a school and assess the available resources of their educational setting. They learned how</p>

	to monitor inclusive education interventions and they planned specific steps towards the development of inclusive approaches in their schools. The participants also learned how to single out and eliminate stereotypes about disability. Each of the education administration representatives expressed their intention to apply their newly acquired knowledge locally at their schools.
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### ***PILOTING THE RESOURCE CENTER ON INCLUSIVE EDUCATION***

- A project proposal to set up a Resource Center on Inclusive Education in partnership with Smorgon Habilitation Center for Children with Disabilities was awarded by ChildFund and submitted for registration at the Department of Humanitarian Aid. For more information, please, see Annex 2.
- Training on “Project Management” was organized by ChildFund for the selected sub-grantee. Both the project supervisor and the accountant were invited for a one-day session in order to cover the main aspects of successful project management.

## **VI. COORDINATION AND COOPERATION**

### ***COOPERATION WITH USAID***

Jahor Novikau, USAID AOTR, and Irina Mironova, ChildFund’s COP communicated regularly through meetings, emails and phone calls.

### ***COOPERATION WITH CHILDFUND INTERNATIONAL HEADQUARTERS***

ChildFund Belarus communicated regularly with ChildFund International’s Headquarters in Richmond and Washington DC via email and Skype.

## **VII. PROJECT MANAGEMENT & STAFF DEVELOPMENT**

ChildFund Belarus held weekly project review meetings in Minsk to strengthen project management, performance, and integration leading to enhanced cooperation and communication between project staff.

A new system of staff performance development was introduced to ChildFund Belarus during the previous fiscal year and it is being successfully implemented. Performance planning and evaluation meetings were scheduled in June for every project employee and conducted according to ChildFund guidelines. The project staff personal performance development plans made in December 2013 have been revised. The achievement of professional growth and personal goals was evaluated against the established criteria. New plans that reflect learning goals, resources, and competencies necessary for the employees to achieve growth within respective key result areas were created.

There were changes in the ChildFund program specialist positions: Irina Kuksik, the Inclusive Education Specialist, left the organization in April to continue her maternity leave. Zhanna Ovchinnikova who is ChildFund Belarus' Parenting Skills Enhancement Program Specialist who previously worked part-time, took up the position of Inclusive Education Specialist, becoming a full-time employee. Prior to joining the ChildFund Belarus team, Zhanna worked in the Minsk Habilitation Center for over ten years and, thus, has valuable expertise when it comes to children with disabilities issues.

## **VIII. BUDGET**

This quarter, the project expenses were \$52,863.24 including ICR (Indirect Cost Rate). This represents 22% of the annual budget of \$236,511.46.

The SF- 425 report will be submitted under separate cover by ChildFund International.