



"COMMUNITY SERVICES TO VULNERABLE GROUPS"
USAID Cooperative Agreement Number: AID-121-A-00-05-00703

QUARTERLY PERFORMANCE REPORT
Reporting period: 1 October – 31 December 2013

Component II I "Expanding Participation of People with Disabilities"

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Development Objective: Democracy, human rights and development

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 into mainstream society and to strengthen capacity of organizations of 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.

One of the main highlights of this quarter was the advocacy efforts conducted by ChildFund Belarus and its partners to promote inclusive education in the country. The national roundtable meeting on inclusive education organized by ChildFund gathered together the representatives of NGOs, parent’s, youth with disabilities, the Ministry of Education, Minsk City Department of Education, UNICEF, 3 universities (Belarusian State University, Baranovichi University and Belarusian Pedagogical University) , practitioners from special education, members of the ChildFund trainer’s group on inclusive education, and mass media representatives. Inclusive education is becoming a growing trend in Belarus; while more and more organizations are getting involved in the process, not everyone shares the same understanding of key principles and approaches that characterize inclusive education. This diversion can lead to risks, compromising the idea of inclusive education in the country. Another risk is duplication of efforts and the waste of the limited resources due to lack of coordination and information sharing among the key actors involved in the process. The round table became a platform for sharing information, resources and ideas regarding further development of inclusive education in Belarus. All participants highly appreciated the chance to voice their achievements as well as their needs with respect to inclusive education. During the meeting, participants explored resources available in the country as well as needs and concerns; additionally, they tested their assumptions and developed new partnerships. The wide circle of actors had the advantage of learning about ChildFund’s work on the development of inclusive education and its resources such as National Trainers Team on inclusive education, the unique training material developed by them and ready to be used for all target audiences as well as the Master Plan on introduction of inclusive education and results of the pilot projects implemented in ChildFund partner communities. Nine (9)

publications covered results of the roundtable, "Inclusive Education Development Prospects", and promoted the advantages of inclusive education for the general public, which were published by the leading national mass media. This meeting presented an excellent opportunity to discuss inclusion issues with all of the main actors in the field and to establish a network for potential cooperation.

Parents are the main driving force in the promotion of inclusive education. In order to develop their leadership and advocacy skills, ChildFund Belarus developed a **Leadership course for parents of children with disabilities**. This quarter, the second of three sessions was conducted. This session was focused on leadership within the family, good parenting and the role of a family in the inclusion of children with disabilities. According to the participant's assessment, they raised their awareness and understanding regarding their role in inclusive education.

The training course on NGO organizational development has been successfully completed this quarter. Four partner DPOs improved their organizational development capacity and drafted their OD plans.

Two of three sub-grants were successfully completed this quarter. One of the most significant outcomes of the sub-grant activities was the inclusion of a course that was developed -- 'Basics of Inclusive Education' -- into the curriculum of Baranovichi University. Thus students who study to get 'Primary Education', 'Pre-school Education', or 'Social work' university degrees will complete the above course. The Ministry of Education highly appreciated this training course and recommended that all universities in the country include it in their curriculum for students of Pedagogical Departments. This course has already been adopted by Brest University and included in their curriculum. Vitebsk University invited Vera Hitruk, the sub-grant project coordinator, a member of the ChildFund trainer's group on inclusive education and author of this training course to visit their university next quarter and present this training course.

The figures outlined below illustrate the main outputs of the project implementation during the period between October 1 and December 31, 2013:

- **Three (3)** training sessions were conducted by ChildFund Belarus for **43** PWD specialists and parents of children with disabilities;
- **Three (3)** training sessions were conducted by ChildFund sub-grantees for **69 (sixty nine)** PWD-related specialists and activists of parent community;
- A national roundtable on Inclusive education for **30 (thirty)** national authorities, NGO leaders, university faculty from **17 (seventeen)** organizations was conducted by ChildFund Belarus;
- **One** training for self-support groups for **13 (thirteen)** parents was conducted by ChildFund Belarus;
- **5 (Five)** advocacy efforts aimed at the introduction of inclusive education were undertaken;
- Two of three sub-grants were successfully completed this quarter;
- **One** call for proposals was announced for the creation of a Recourse Center on Inclusive Education.

III. CHALLENGES/ CONSTRAINTS/OPPORTUNITIES

- In November 2013, Elena Zalutskaya, the PWD Project Manager, decided to leave the organization after the end of her maternity leave and take care of her 3 small children. The new project manager was hired by the end of the quarter. This situation increased the workload for the project staff. This situation was complicated due to the necessity to inform staff about a decrease in the work time for some of the project staff from 100% to 70%.

IV. LESSONS LEARNED

- Time and effort spent on advocacy efforts at the National level are not always the best way to solve systemic problems. Local advocacy could be quicker and more efficient.

The absence of a legislation on teacher's assistants to support children with special needs in the classroom was identified as one of barriers to inclusive education. While the official institutionalization of teacher's assistants will take a long time, there are some successful examples of local advocacy efforts that could be replicated in other communities. One of the project partners, Kobrin Rehabilitation Center, successfully solved the problem by providing the local authorities with the calculations proving that it is much more economical to have a teacher's assistant at school rather than having tutors who teach children with special needs at home. The appeal resulted in a positive decision made by the mayor of the town and introduced a teacher's assistant staffing position in the town of Kobrin. This successful experience was disseminated to all the interested parties for further replication by ChildFund.

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:

- Session #2 of the Leadership Course for Parents of Children with Disabilities was conducted by ChildFund Belarus;
- Session #3 of the Training Course on Organizational Development for Parents' Associations by ChildFund Belarus completed the series of three training sessions;
- One training session for self-support groups was conducted by ChildFund;
- **12 (twelve)** PWD specialists from DPOs and **31 (thirty one)** parents of children with disabilities were trained by ChildFund Belarus;
- **3 (three)** training sessions were conducted by ChildFund sub-grantees for **69 (sixty nine)** PWD-related specialists and activists of parent community.

ACTIVITY:

Session #2 Leadership in the Family. Development of the Parental and Children Capacities of Training Program on Inclusive Education (Leadership Course) for Parents of Children with Disabilities. (26-27 October, 2013)

Planned

Actual targets achieved

<p>One two-day session to introduce 20 parents of children with disabilities to inclusive education and its advantages over other forms of education.</p>	<p>One two-day session was conducted for a group of eighteen (18) parents of children with disabilities.</p> <p>During the session, the participants were introduced to the concepts of successful parenting, and learned about the risks of codependency that may emerge in the families of children with disabilities and how to overcome it. The participants improved their communication skills by learning effective communication techniques. An analysis of typical challenges that may take place in the families of children with disabilities was done – the participants reflected on what kind of issues can be resolved on their own through improved parenting capacities, and what kind of issues require cooperation with appropriate specialists.</p>
<p>Note*The third session of the course will take place in the next quarter</p>	

<p>ACTIVITY:</p> <p>Session #3 of the Training Course on Organizational Development for Parents' Associations (7-9 December, 2013).</p>	
<p><i>Planned</i></p>	<p><i>Actual targets achieved</i></p>
<p>One 3-day session to develop leadership skills of representatives from parents' associations of children with disabilities.</p>	<p>One (1) three-day session was conducted for a group of twelve (12)* parents of children with disabilities; representing four (4) DPOs.</p> <p>During the last session of the training course for Parents' Associations of children with disabilities, the participants enhanced the competencies necessary for the implementation of their organizational development plans. In their feedback, the participants emphasized the relevance of the acquired knowledge and skills both for each participant personally (as far as enhancing their competencies is concerned), and their organization on the whole since the participants represented teams from the same organizations who carry out the plans of the organizational development.</p>

***Note:** The planned target of 20 participants was not achieved due to health issues of some of the participants. However, during the session there were representatives of each organization that initially applied for participation. It has to be noted also that, despite the fewer number of participants, the quality of the training was enhanced since all the participants had enough time for communication, opinion and ideas exchange between organizations and detailed feedback. All presenting DPO representatives expressed their intention to participate in the contest of the "Euroasia" program for NGOs which implies their commitment to apply the knowledge and skills they acquired at the course. What is more, based on the feedback of the participants and specialists, it appears that twelve persons might be an ideal number for this kind of the training course. Thus this information is taken into consideration for future activities of this kind.

OUTCOME:

- The participants worked out their own drafts of organizational changes based on the SWOT analysis, learned about the possible support that NGOs can get in Belarus through the other USAID funded project, and improved their competencies in NGO management.
- On December 4, 2013, the course alumni, DPO "Children. Autism. Parents", applied the knowledge and skills acquired at the course and conducted a training session for nursery school specialists in Minsk. The specialists enhanced their pedagogical and psychological competencies as far as the educational activities with children with autism are concerned.
- On December 20, 2013 the above-mentioned DPO conducted a training for parents and specialists on the introduction of visual aids, a variety of incentive systems and ways of alternative communication with children with autism. The DPO is a relatively young organization (functioning since 2012) so this initiative can be viewed as a significant outcome in terms of their participation in the ChildFund Belarus training course for parents' associations.

SELF-SUPPORT GROUPS - FOLLOW-UPS

ChildFund Belarus facilitated a training session for specialists on the methodology of organizing regular self-support groups for parents of children with disabilities in November 2012. This quarter, the self-support groups continued to regularly meet in Krichev, Mogilev and Bobruisk. The self-support group in Kobrin stopped its activity since the leader of the group moved to another city. The self-support group in Mogilev actively disseminates the information about its activities and people-with-disabilities issues in the local media.

According to the assessment of self-help group members, participation in the groups provided them with an opportunity to unite, face the challenges they have and try to resolve them together. In their feedback, the self-support group participants stated that they received an exceptional level of emotional support from the group meetings, the opportunity to discuss their immediate needs and concerns, exchange information about medical issues, therapeutic, respite care services and all other matters related to their children.

ACTIVITY:**On-Job support to self-help groups :****Two-day training session for facilitators and participants of self-help groups (November 23-24, 2013).**

A training session on inclusion and promotion of interests of people with disabilities was held in order to provide support, facilitate the initiatives and activate actions aimed at resolving and overcoming emerging challenges.

Thirteen (13) people participated in the training – parents of children with disabilities, members and leaders of the self-support groups from Brest, Kobrin, Mogilev and Krichev. The participants enhanced their understanding of the parent's role in creating an inclusive society and acquired knowledge about basic advocacy tools. Apart from the self-support groups organized by ChildFund graduates, there were representatives of other self-support groups from Brest and Kobrin so there was an excellent opportunity to exchange experiences and ideas about the promotion of interests of people with disabilities. The representatives of the ChildFund partner DPO "Special World" were invited to tell about their advocacy activities and the positive outcome that can be achieved by such activities. In their feedback, the members of the self-support groups expressed that it was very useful to get to know the "Special World" experience for conceptualization of their own activities in terms of inclusion and advocacy.

***Notes:** unplanned activity. An evaluation of activities and plans of the self-support groups displayed the need for an extra-training; the expenses were covered within the existing project budget using the saved amount.

- **3 (three)** training sessions and follow-up activities conducted by ChildFund sub-grantees:
 - Training "Inclusive Education – Getting Rid of Prejudices" (December 5-6, 2013, Mozyr)
 - Training on basic principles of inclusive education (December 20, 2013, Krevo)
 - Training "Family-oriented Approach – the Basis of Inclusive Education" (Smorgon, October 26, 2013)

All in all, **69 (sixty nine)** PWD-related specialists and activists of parent community participated in the above-mentioned trainings.

DEMAND FOR THE EXPERTISE OF NATIONAL TEAM OF TRAINERS ON INCLUSIVE EDUCATION

In 2013, ChildFund created a national team of trainers (NTT) on inclusive education. This quarter, the trainers provided their services in order to promote inclusion:

- A former ChildFund sub-grantee (FY 2012), the DPO "Special World" conducted their Forum of Children's Initiatives, which was launched within their sub- grant in FY12 for the third time. This activity was highly appreciated by the local administration and since 2012 they provided financial support to this event. This year the Forum included both sport and art activities where children with and without disabilities and their

families took part together.. All in all, over 200 (two hundred) children took part in these events. The Forum was dedicated to the International Day of Persons with Disabilities.

NETWROKING AND COOPERATION BETWEEN DPOS

The participants of the PWD Leadership Forum that took place in September 2012 continued developing the partnership that started within this project event.

- During previous quarters, the DPO 'Children. Autism. Parents' was very active in undertaking manifold attempts to advocate for their needs. This quarter the DPO continued their activities and organized a number of events as well. These events were aimed at supporting families of children with autism and raising awareness of the wider public about autism issues. The DPO 'Children. Autism. Parents' together with the religious organization St Johann Brotherhood created a new website that facilitates finding volunteers willing to help Belarusian families of children with autism (www.autism.volunteer.by). The primary objective of this web-site is to collect information about families that need assistance and potential volunteers.

The ChildFund Belarus team provided technical assistance, conducted monitoring visits, and interviewed the partners and event participants in order to monitor and assess the result of local interventions.

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. ChildFund Belarus was in regular communication with the organizations via e-mail and phone calls.

- 5 (Five) advocacy efforts aimed at the introduction of inclusive education were taken.

ADVOCACY EFFORTS FOR INCLUSIVE EDUCATION

- A roundtable meeting on the introduction of inclusive education took place November 27, 2013. It can be said that the meeting contributed a lot to raising public awareness, defining the resources and needs as well as advocating for the rights of children with special needs.

ACTIVITY:

Roundtable meeting on introduction of inclusive education (November 27, 2013).

One-day roundtable was conducted to present and evaluate Belarusian practices and progress of inclusive approaches in education. ChildFund Belarus disseminated information about the roundtable by numerous channels and invited key decision makers in the area of education development. It has to be noted that the actual participants numbered 30, exceeding the planned number of persons (20), which highlights the interest towards the issue of inclusion in Belarus. The participants were introduced to the resources available for the introduction of inclusive principles, discussed the basic needs of the system and some key actors for carrying out the reforms. As a result of the roundtable discussion, active resources that can be used for inclusive education were identified and new contacts with potential partners were established (Belarusian State University, Republican Institute of Professional Education).

INTRODUCTION OF INCLUSIVE APPROACHES IN EDUCATION

- Vera Khitryuk, a member of a National Trainers Team on inclusive education by ChildFund Belarus from Baranovichi State University, was invited to a national TV program “Morning Espresso” where she talked about the extreme importance of implementing the inclusion principles into the Belarusian educational system and the society on the whole. There were also articles published in Baranovichi newspapers “Nash Krai” and “Moi Universitet” covering the inclusion issues.
- Olga Svetlakova, a member of the National Trainers Team who chairs the Department of Special Education at Belarusian State Pedagogical University, participated in a conference on special education development where she made a presentation on inclusive education. The conference was conducted on October 12, 2013.

PROMOTION OF INCLUSIVE SOCIETY

- On December 1, 2013, the DPO ‘Otkrovenie’, an alum of ChildFund’s training program on Organizational Development in cooperation with the Minsk city administration, organized a major disco event “Dancing on the Wheels” which was timed to coincide with the International Day of Persons with Disabilities. Children with and without disabilities were invited from all over the city and participated in the event. This event was well-covered in the media and contributed to raising public awareness about disability issues. What is more, this event presented an excellent opportunity to unite children with and without disabilities by the means of an exciting activity and thus to truly promote the ideas of an inclusive society (<http://dancingwheels.by/deti-i-podrostki/studiya-dar/bolshaya-diskoteka-na-kolesax-v-preddverii-mezhdunarodnogo-dnya-invalidov/>).
- DPO ‘Children. Autism. Parents’, an alum of ChildFund’s training course on organizational development, initiated a press-conference about the exclusion of children with autism who do not attend school; according to Belarusian educational system, teachers come and educate them at home. However, in an inclusive society there should be a possibility for such children to attend school just like all other children do and for

this reason an introduction of a new staffing position is needed – the teacher’s assistant. All in all, the press conference was an important advocacy event that attracted public’s attention to disability issues on the whole and autism issues in particular.

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

In order to support the introduction and development of inclusive education of children and youth with disabilities, the project staff provided its technical support in the form of targeted consultations to the national trainer’s team. Members of the national Trainers Team continued working on the training manual program for publication.

- A working meeting of the trainer’s team on inclusive education was organized on November 12, 2013 in order to finalize a manual on inclusive education for its publishing and dissemination all over the country.
- One call for proposals to create a Resource Center on Inclusive Education was announced;
- Two trainings on inclusive education were completed.

ACTIVITY:

2 trainings on basic principles of inclusive education (December 20, 2013, Krevo/October 29, 2013, Smorgon)

Inna Telyak, a national trainers team trainer (trained by ChildFund), held 2 training sessions for 49 (forty nine) family members and representatives of the educational institutions and local administration, presented the conceptual framework of the inclusive education and explained the importance of dissemination of this information in the communities as well as the crucial importance of an inclusive society in general.

The framework of future activities was defined and areas that require specific attention were singled out (efficient team work, universal educational programs, and motivation).

DEVELOPMENT OF RESOURCE CENTER ON INCLUSIVE EDUCATION

- ChildFund Belarus announced a call for proposals on the Resource center, informing and encouraging the partner DPOs and other Belarusian DPOs to submit project proposals. The deadline for applications is 20 January, 2014. Hence, after all the applications are received and reviewed against the established criteria, one project to create a Resource center on Inclusive education for the total amount of approximately 4,300 USD will be awarded. The sub-grant is to be implemented in accordance with agreed work plan and budget with the support, guidance and monitoring by ChildFund Belarus.

VI. COORDINATION AND COOPERATION

COORDINATION WITH USAID

Irina Mironova, ChildFund's COP and Jahor Novikau, USAID AOTR, communicated regularly through meetings, e-mails and phone calls.

Cooperation with ChildFund International Headquarters

ChildFund Belarus was in regular communication with ChildFund International's Headquarters in Richmond via e-mail and Skype.

VII. PROJECT MANAGEMENT & STAFF DEVELOPMENT

ChildFund Belarus introduced a new system of staff performance development. Performance planning and evaluation meetings were scheduled for every project employee and conducted according to ChildFund guidelines. As a result of these meetings, all project staff has personal performance development plans that will be revisited in June, 2014. These plans reflect the defined learning goals, resources, and competences necessary for the employees to achieve growth within respective key result areas.

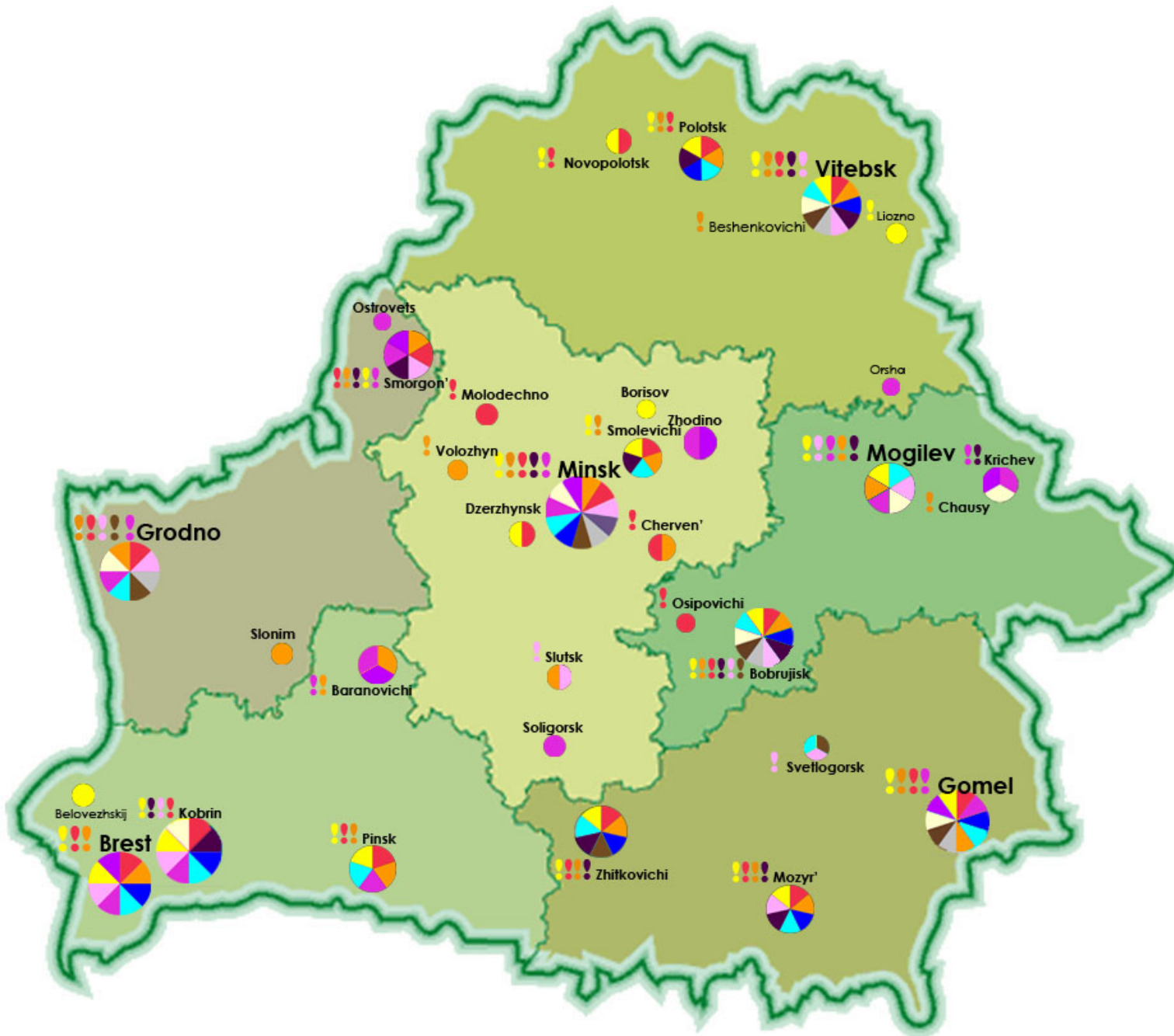
There are changes in the ChildFund management positions: Elena Zalutskaya left the organization after the end of her maternity leave. Olga Valkovich was hired and approved by USAID AOTR as the PWD Project Manager.

VIII. BUDGET

This quarter, the project expenses were \$ 59,639.94 including ICR; this represents 25% of the annual budget of \$236,511.46.

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

Annex 1: PWD Project Map (October 1, 2013 – December 31, 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



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Annex 2. Sub-grants implemented in October-December 2013

Summary

#	Sub-Grantee Name	Project name	Grant amount	Project dates	Status
Inclusive Education					
1	Baranovichi State University	Inclusive teacher for inclusive education	\$3,670	June 26, 2013 December 26, 2013	Completed. Final report submitted
2	Smorgon Pre-school #6	At home amongst friends	\$2, 755	June 28, 2013 December 28, 2013	Completed. Final report submitted
3	Mozyr school #10	School for everyone	\$2, 746	October 23, 2013 March 23, 2014	IN OPERATION

Sub-grantee name: Baranovichi State University		Grant amount: \$3,670	Project dates: June 26, 2013 Dec 26, 2013
Project duration: 6 months			
Sub-grantee contact information: 21 Voikova str., Baranovichi, Brest region, tel: +375 163 401340, e-mail: hvv64@tut.by			
Sub-grant coordinator: Vera Khitryuk, PhD of Pedagogical Science, Baranovichi University.			
Project name:	Inclusive Teacher for Inclusive Education		
Brief description:	The project aims at developing a university curriculum for education-related courses that includes the inclusive education component. This enables university graduates to work within inclusive environments. The establishment of an innovative curriculum will be enhanced by the promotion of inclusive values through a media campaign, sensitization initiatives that will		

engage Baranovichi community.

Planned services and planned number of beneficiaries:

- Develop and conduct a survey to assess the needs seen by education authorities of Baranovichi town and area with respect to specialists' professional competence required to introduce inclusive approaches into their respective institutions. 100 respondents
- Two two-day trainings to introduce students to the key competences that define quality and effectiveness of inclusive education. 40 students
- Two one-day trainings to supply students with knowledge and skills required to plan and carry out media campaign 24 students
- Information leaflet 'School for everyone' 1000 copies
- Mass media campaign to promote positive attitudes towards inclusion and inform general public about innovations in teacher training curriculum 1000 leaflets handed out
- Development of a study course 'Basics of Inclusive Education' to be included in the curriculum of the 'Primary Education', 'Pre-school Education', and 'Social work' university degrees. One study course developed
- The final roundtable meeting to share project experience and results with interested stakeholders such as Ministry of Education, heads of secondary and higher education institutions. 35 specialists

Established services and number of beneficiaries:

- Develop and conduct a survey to assess the needs seen by education authorities of Baranovichi town and area with respect to specialists' professional competence required to introduce inclusive approaches into their respective institutions. 131 respondents (64 male/67 females)
- An analysis of the survey results and publishing two articles on inclusion in educational magazines 2 articles
- Two two-day trainings to introduce students to the key competences that define quality and effectiveness of inclusive education. 40 students
- Two one-day trainings to supply students with knowledge and skills required to plan and carry out a media campaign 24 students
- Information leaflet 'School for everyone' 1247 copies
- Mass media campaign organized by students to promote positive attitudes towards inclusion and inform general public about innovations in teacher training curriculum 1000 leaflets handed out
- Development of a study course 'Basics of Inclusive Education' to be included in the curriculum of the 'Primary Education', 'Pre-school Education', and 'Social work' university degrees. One study course developed

	work' university degrees.	
	<ul style="list-style-type: none"> • The final roundtable meeting to share project experience and results with interested stakeholders such as Ministry of Education, heads of secondary and higher education institutions. 	43 (7 males/36 females)
Project outcomes for the whole project period :	<ul style="list-style-type: none"> • 131 leaders of the pre-schools and masters of secondary schools in Baranovichi town and Baranovichi region analyzed opportunities for inclusion in education and made a list of the necessary knowledge, competencies and personal qualities. • 100% (against 80% planned) of the target student group, the future teachers, changed in a positive way their opinion about inclusive education and are ready to implement it in their future profession. • One of the most significant outcomes of the sub-grant activities is the inclusion of the developed study course 'Basics of Inclusive Education' into the curriculum of Baranovichi University. Thus students who study to get 'Primary Education', 'Pre-school Education', or 'Social work' university degrees are to complete the above-mentioned course. The Ministry of Education highly appreciated this training course and recommended all the universities in the country to include it into their curriculum for students- of Pedagogical Departments. This course was already adopted by Brest university and included into their curriculum. Vitebsk University invited Vera Hitruk, the sub-grant project coordinator, member of ChildFund trainer's group on inclusive education and author of this training course to visit their university next quarter and present this training course. 	

Sub-grantee name: Smorgon preschool #6	Grant amount: \$2,755	Project dates: June 28, 2013 Dec 28, 2013
Project duration: 6 months		
Sub-grantee contact information: 11 Pochtovyj, Smorgon, Grodno region, tel: +375 159 222 449		
Sub-grant coordinator: Irina Makarenko, Smorgon Preschool #6 Director.		
Project name:	At Home amongst Friends	
Brief description:	The goal of the project is to promote the introduction of inclusive approaches into pre-school educational system in Smorgon through increasing the professional competence of local ECD specialists and of administrative body of early	

childhood education that will represent 100% of state preschool education services providers in Smorgon. The promotion will be enhanced through several public events within the project.

Planned services and planned number of beneficiaries:

- Initial conference to introduce preschool education administration, ECD specialists and parents to the idea, concept and activities of the project
48 specialists
27 parents
- Training on inclusion for administration of Smorgon preschools
9 preschool directors
- Training on inclusion for ECD specialists and physical education teachers
9 physical education teachers
20 ECD specialists
- Training on organization of mass inclusive events for music teachers and ECD specialists
9 music teachers
20 ECD specialists
- Training on organization and management of inclusive theatre studio
9 music teachers
20 ECD specialists
- Concert event 'We are different, we are equal'
27 children
- Recreation event 'My family, sport and me'
27 parents
27 children
- Talent show 'Light up your star'
27 parents
27 children
- Start a theatre studio 'Buratino' to engage children with disability and normally developed children in the activities.
15 children
- The final conference to share project experience and results with preschool education authorities of Smorgon, ECD specialists and parents of children with disabilities
70 participants

Established services and number of beneficiaries:

- Initial conference to introduce preschool education administration, ECD specialists and parents to the idea, concept and activities of the project
39 specialists*
27 parents
- Training on inclusion for administration of Smorgon preschools
10 preschool directors
10 deputy directors
- Training on inclusion for ECD specialists and physical education teachers
9 physical education teachers
20 ECD specialists
- Training on organization of mass inclusive events for music teachers and ECD specialists
9 music teachers
20 ECD specialists
- Training on organization and management of inclusive theatre studio
9 music teachers
20 ECD specialists
- Concert event 'We are different, we are equal'
27 children (11 males, 16 females)

	<ul style="list-style-type: none"> • Recreation event 'My family, sport and me' 	<p>27 parents 22 children (10 males/12 females)</p>
	<ul style="list-style-type: none"> • Talent show 'Light up your star' 	<p>27 parents 25 children (10 males, 15 females)</p>
	<ul style="list-style-type: none"> • Start a theatre studio 'Buratino' to engage children with disability and normally developed children in the activities. 	<p>15 children</p>
	<ul style="list-style-type: none"> • The final conference to share project experience and results with preschool education authorities of Smorgon, ECD specialists and parents of children with disabilities 	<p>84 participants (5 males/79 females)</p>
<p>Project outcomes for the whole project period :</p>	<ul style="list-style-type: none"> • The Smorgon sub-grant activities prepared the necessary environment for employing the inclusive educational practices in the town – the planned number of the specialists was introduced to basic concepts of the inclusive education and inclusive society. The emphasis was made on the mass cultural events where children with disabilities had an opportunity to demonstrate their talents and truly experience the inclusion. During the conference the main achievements of the activities were summed up and challenges on the way to inclusive society were discussed which contributed a lot to raising awareness on the issues of inclusion among the specialists and general public on the whole. 	
<p>Notes</p> <p>* The planned number of the specialists did not attend the conference since there was another event (obligatory for the school principles) that coincided with it. The sub-grantees were unaware of this obligatory event due to little experience in the sub-grant management. However, they learnt to take into consideration the necessity of inquiring information about all the events happening while planning their activities.</p>		

<p>Sub-grantee name: Mozyr Secondary School #10</p> <p>Project duration: 5 months</p>	<p>Grant amount: \$2,746</p>	<p>Project dates: October 23, 2013 March 23, 2014</p>
<p>Sub-grantee contact information: 57 Frunze str., Mozyr, Gomel region, tel: +375 23 6324742, e-mail: mozyr-school@yandex.ru</p>		

Sub-grant coordinator: Kozlovskaya Anzhela, Mozyr secondary school #10 deputy director.

Project name: School – for Everyone

Brief description: The project is aimed at the inclusion of children with special needs into the educational process and the community life on the whole. This goal is achieved by the means of raising public awareness about the benefits of inclusive education; professional trainings on inclusive principles for the teaching staff of the Mozyr secondary school and creating material and technical facilities for the children with special needs.

Planned services and planned number of beneficiaries:		
• A training session on the basic principles of inclusive education conducted by a trainer from the national training team with participation of partner organization	11 specialists 7 parents	
• Workshop on the sign-language mastering	13 specialists 9 children	
• Press-conference “Perspectives of Education in the Changing World”	20 specialists 12 parents	
• Collecting materials for publishing a brochure “First Steps of Inclusive Education in Mozyr”	34 parents	
• Collecting materials for setting up a “Sign Speech”	14 specialists 12 parents	
• Purchasing the loudspeaker equipment for children with hearing impairments	11 children 10 specialists	
• Workshop on use of the loudspeaker equipment	11 children 10 specialists	
• Conducting classes for children with the help of the loudspeaker equipment	11 children 10 specialists	
• A presentation of the Mozyr nursery and secondary school activities as far as the work with children with special needs is concerned	14 parents	
• Training session for parents “The Role of Parents in Inclusion of Children with Special Needs”	15 parents	
• Building a network among the parents of children with hearing impairments	15 parents	
• Organizing a city exhibition of hand-made crafts by children with hearing	Mozyr citizens	

impairments		Number of Participant	Total	In the reported period
Established services and number of beneficiaries:	• A training session on the basic principles of inclusive education conducted by a trainer from the national training team with participation of partner organization		-15 specialists 5 parents	15 specialists 5 parents
	• Purchasing the loudspeaker equipment for children with hearing impairments		-10 children (4 males/ 6 females) 13 specialists	10 children (4 males/ 6 females) 13 specialists
	• Workshop on use of the loudspeaker equipment		5 children (4 males/1 female)* 13 specialists	5 children (4 males/1 female)* 13 specialists
	• Workshop on the sign-language mastering		9 specialists 7 children (4 males/3 females)	9 specialists 7 children (4 males/3 females)
	• Collecting materials for setting up a mount "Sign Speech"		12 parents 13 specialists, 10 children (4 males/ 6 females)	12 parents 13 specialists, 10 children (4 males/ 6 females)
<p>*Note The number of children who participated in the workshop on use of the loudspeaker equipment was fewer than the planned number since the sub-grantee school administration was unaware of the fact that some of the children who underwent certain medical interventions cannot use the loudspeaker equipment. This fact is taken into consideration for planning future activities.</p>				

Annex 3 ChildFund Helps Parents of Children with Disabilities To Become Leaders in Their Communities

Raising a child with disabilities requires emotional strength, fortitude, and flexibility. Parents give all their time and energy to meet the special needs of a child, so they can find themselves overwhelmed by various medical and caregiving responsibilities. Additionally, these families have to face the problems of social non-acceptance of their children, including stigma and discrimination, limited educational opportunities, to say nothing of poorly developed barrier-free environments. Many parents try to adapt to the existing state of affairs -- some of them are too weary to solve these problems, others do not believe it would be possible to bring about change. Those families who don't give up mostly strive for improving the situation only for their own child. Just a small number of parents take action which can benefit not only their family but the whole community.

Valentina is a mother of 12 year old Angelina, a girl with congenital violations of the musculoskeletal system. Angelina did not attend school up to 5th grade and received a home-based education. Being a very curious and smart girl, she was, however, withdrawn and shy and had to lead secluded life. In her search for support of children with disabilities and their families, Valentina became a member of the NGO "Belarusian Association of Assistance to Children and Young People with Disabilities" (BelAPDIIMI) in Kobrin in 2007. As a representative of this organization she took part in a series of ChildFund Belarus' activities: "Participation of people with disabilities in decision making processes: leadership, influence, motivation" training in 2009, "Interdisciplinary community councils on disability issues: practice and strategies of promotion" training in 2010, and training of trainers (ToT) for the Parenting Skills Enhancement program in 2011. These courses were the part of "Expanding Participation of People with Disabilities" component of the USAID funded project "Community Services to Vulnerable Groups". Valentina believes that participation in these activities helped her to better understand her daughter's interests, to discover her own leadership potential, to decide which direction to go and what actions to take to protect the rights of her child and the rights of people with disabilities in general. Inspired by the novel knowledge and skills, Valentina became one of the initiators of the project "I exist" within Kobrin branch of BelAPDIIMI in 2011. The project exposed Kobrin decision makers, school students as well as general public to the variety of information on needs and challenges of children with disabilities: pamphlets, billboard "Happy childhood for every child", and a video "Living equal among equals" that was broadcast on local TV.



Valentina and her daughter Angelina

As Angelina was growing up, Valentina came to understand that it would be better that her daughter not sit in isolation but receive education with other children in secondary school. However, this was not possible because of two serious obstacles: the lack of barrier-free environment in Kobrin schools and the lack of an assistant job position – a person who could accompany and assist a child with disabilities during classes. Due to these circumstances, four families rejected the idea to send their children with special needs to school that year. Valentina was the only one who did not give up. Valentina's leadership potential and acquired skills prompted her, first, to initiate a campaign on raising funds for the lifting device by educating people on disability issues and encouraging them to participate in making one school of Kobrin barrier-free. The required amount of money was soon collected and the lifting device for Angelina's school was purchased. Second, after several meetings and negotiations with local authorities, a job position of assistant was allotted. This was the first precedent for such a position in the region. In autumn 2012, Angelina went to the 5th grade. She quickly adjusted to the new conditions. Now Angelina has great success in all subjects, she gets on well with teachers and classmates and is no longer as shy as she used to be. Her assistant tries to encourage the child to be more independent, providing support only when it is really necessary.

Participation in ChildFund Belarus' "Leadership without limitations" training course within USAID funded "Expanding Participation of People with Disabilities" component in 2013 opened a new chapter in Valentina's life: she learned in detail about the essence and basic principles of inclusive education and recognized the need for advocacy efforts to bring about social change. Kobrin Habilitation center for children with disabilities invited Valentina to conduct sensitization workshop on inclusive education for teachers representing every school of the district. Sometime later Valentina held a similar training for parents of children with disabilities and parents of healthy children as well, explaining the benefits of inclusion for all. *"I see how the thoughts of participants change. People begin to realize that it is not a way out for children with disabilities to be isolated from the society and to study at home. And inclusive education is the best form of joint education for children",* Valentina says.

Valentina has drawn ambitious plans for the near future. She wants to gather representatives from local authorities for a sensitization workshop on inclusive education and to hold a similar event for school headmasters of the community. *"It is not enough to sensitize the teachers only: decisions related to the dissemination of inclusion depend primarily on administration".* Valentina is determined to organize a round table on the topic with all the stakeholders of the region: authorities, representatives of educational institutions, parents of children with disabilities, parents of healthy children. Next she plans to arrange an interview with experts on the issue on local television and to support her activities by creating and distributing brochures about inclusion among the population of the community.

"Participation in trainings prompted me to move from thoughts to actions. 'Leadership without limitations' was especially important to me: I realized that solving the problems of my child will not solve the problems of people with disabilities in general, at least in my community. This is why I do what I do now", Valentina says.