

Inclusive Education for Children with Disabilities in Ukraine

2008 - 2013

Funded by the Canadian International Development Agency

***Inclusive education brings a new point of view.
Those with different opportunities should have equal
rights too! There is a world in every child, no matter
how small, Education, respect and equality for all!***



Final Project Narrative Report
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Canadian Centre on Disability Studies
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1. EXECUTIVE SUMMARY

The project “Inclusive Education for Children with Disability in Ukraine” was implemented over a five year period (2008 – 2013). The lead agencies for this project were the Canadian Centre on Disability Studies (CCDS), Canada and the Ukrainian Step by Step Foundation (SbS), Ukraine. More specifically, CCDS, as the Chief Executing Agency, was responsible for the overall management of the project and implementation of the Civil Society Component. Grant MacEwan University from Edmonton spearheaded the work of a team of inter-university consultants and was in charge of the Learning Institutions (Education) component. The Policy Component was a shared responsibility of the above two Canadian organizations, which were signatories to the CIDA Contribution Agreement. In Ukraine SbS was responsible for the overall project coordination and spearheaded the work of the Civil Society Component; National Assembly of Persons with Disabilities was the lead on the Policy Component and the Institute of Special Pedagogy spearheaded the Education Component .

The project was implemented within two pilot regions in Ukraine: Lviv and Crimea (Simferopol). Other regions in Ukraine, such as Kharkiv, Vinnytsia, Kirovohrad, Luhansk and Dnipropetrovsk were invited to participate in the dissemination of the project results. The region of Kyiv represented national interests, and representatives from that region were involved in an advisory capacity in the project development, implementation and evaluation stages in all three component areas – policy, learning institution and civil society.

The purpose of the project was to strengthen the capacity of targeted institutions (i.e. national, regional and municipal levels of the Ministries of Social Protection and Labour and Education and Science; learning institutions; and non-governmental organizations (NGOs)) in two pilot regions (Lviv and Simferopol/Crimea) to develop policies in support of inclusion of children with disabilities in schools and communities, establish inclusive education programs and strengthen civil society to advocate and deliver services.

The expected impact of the project was a strengthened civil society and improved policies to establish, support and advance inclusive education. The project worked towards this expected impact in a number of ways. One way was by providing joint training to government officials of two Ministries (Ministry of Social Development and Labour and the Ministry of Education and Science) at the national, regional and municipal levels, educators, and NGOs in policy development, policy analysis and consultative policy development. This training and other workshops helped the project meet the expected result of improved policy development, planning, coordination, accountability and service delivery practices within government and NGOs. Another expected result was targeted at strengthening of the civil society and a capacity to advocate and engage in participatory decision-making with government and other stakeholders regarding equal access to education. Gender equality was a cross-cutting theme that was addressed within all components of the project, with a more detailed strategy outlined below.

This project aimed to change the attitudes of government, education institutions and educators, and non-government organizations towards disability and inclusion by introducing different concepts, methods, and models as a means of demonstrating inclusion of individuals with disabilities in all levels of Ukrainian society. Children and youth were the target population of the project, but all of the citizens of Ukraine benefited from the project activities as issues of accessibility, inclusive education, and partnership were explored. Working in partnership with all three levels of government (municipal, regional, and national), educators, and non-government organizations, the project assisted Ukraine to develop the foundation for an inclusive society, namely: inclusive policies, a sustainable inclusive education program, and, sustainable community-based disability organizations. These activities attempted to build the capacity of the systems to support disabled children in their family home and community, substantially reducing the need to be separated from their parents and sent to boarding schools, and in turn increasing the opportunities for inclusion in Ukraine's society.

The project's methodology was based on equal partnership among academics, governments and community, with a particular focus on the social model of disability, gender equality, and knowledge transfer. The project provided an opportunity for all three levels of government to participate in the implementation of the project including the national level (Kyiv), regional level (Lviv and Crimea), and municipal level (Lviv and Simferopol). A central assumption was that sustainable social change rests upon a foundation of partnership that is closely linked to the target population.

The issue of inclusion of children with disabilities was linked to multiple government Ministries. For the purpose of this project, the focus was on working with the Ministries of Social Protection and Labor, and Education and Science. The former was responsible for the provision of social services to disabled children and their parents, and the latter is responsible for the provision of education, including inclusive education.

The three main areas of activity to achieve the project aim were policy development, inclusive education, and a strengthened civil society. Specific critical activities for the project included:

- Training in disability and policy development
- Policy analysis
- Composite school education
- Parent empowerment for education
- Upgrade of working teachers
- New course in Bachelor program
- NGO capacity building
- New model of Inclusion Resource Centre (IRC)
- Development of new model of innovation grants
- NGO communication capacity
- Information network

One primary project output emphasized increased capacity of targeted institutions and NGOs to effectively and independently deliver training programs in disability, inclusive education and inclusive policy. Another output was the enhanced ability of key stakeholders to participate collaboratively in designing and delivering services and programs to support inclusion of children and youth with disability in schools and communities in two pilot regions. The evaluation data collected throughout project implementation demonstrated that all of the performance indicators related to the project outputs and outcomes have been achieved. Interviews with parents of children with disability, educators and NGO staff, as well as evaluation forms completed by participants of the trainings indicate that their level of knowledge increased as a result of taking part in the training sessions. The increased capacity of trainers, parents, government representatives and educators has been demonstrated by the manner in which they have implemented this new knowledge and skills into practice.

At the outcome level the project as whole achieved a number of significant results:

The establishment of policy frameworks in Ukraine which promote inclusive education in schools and communities in the two pilot regions and nationally;
The delivery of inclusive education programs for children and youth with disabilities in the two pilot regions and the introduction of inclusive education to the new regions;
The increased role and capacity of civil society organizations to support and advance inclusive education in the two pilot regions and nationally; and
The strengthened capacity of a core group of stakeholders to advance their networks and collaboratively develop and implement inclusive education policies and practices in Ukraine.

The project has strategically focused in four areas to ensure systemic and sustainable changes in addressing social and economic inequalities for children (adults) with disabilities and their families in Ukraine: knowledge mobilization, policy development and practice, organizational development (governmental and non-governmental), and partnership development. Project achievements became prevalent in all of these areas. In addition to existing project objectives, the following overall priorities were identified and addressed by the project:

- Mobilization of value-based disability and inclusion knowledge among professionals and parents;
- Facilitation of further action-oriented collaborative planning among IRC stakeholders in inclusive education in supporting families with children and youth with disabilities in regular schools and communities;
- Sustaining of intersectoral “Network for Inclusion. School for All”, which was established by the project through the work of the civil society component and currently is being facilitated by the Simferopol IRC. The Network for Inclusion has been working towards public awareness and effective and collaborative support to inclusion of children/youth with disabilities in schools and community.

There is growing understanding in Ukraine at the institutional, local, regional and national levels (evidenced by more inclusive policies, government decrees, action programs, change of attitudes, better school-parent collaboration) that inclusive education trend in Ukraine has reached the point of no return. Lead stakeholders in the pilot regions are prepared and motivated to establish themselves as agents of change for proliferation of inclusive education.

Overall, the outcomes of this project are far-reaching and affect change in capacities at the individual and organizational levels, as well as systemic change in how children with disabilities and their parents are supported in Ukraine. The project not only significantly contributed to the systemic changes in education of children with disabilities in Ukraine, greater social and economic opportunities for families with children with disabilities and future independence of children and youth, but also raised significant interest in inclusive education and disability from a social and human rights perspectives among all sectors in Ukraine.

Overall, sustainable project results by component include the following:

Policy

The interest in disability issues and inclusive initiatives by government, community organizations, universities and other sectors in Ukraine continue to grow. The most significant forces to this continuously increasing interest in inclusion are: greater understanding of existing attitudinal, systemic and physical barriers in Ukrainian society; collaborative efforts of and pressure on governments and communities by parents of children with disabilities; leadership and commitment by disability stakeholder groups; increasing expectations from the international community with regards to inclusion, especially related to the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD); and ultimately, the recognition by the Ukrainian society of the importance of inclusion.

The National Assembly of Persons with Disabilities in Ukraine (NAIU), the lead Ukrainian organization for the policy component, continues to play the lead role in promoting inclusive education throughout Ukraine. With a country-wide membership and consultative status with the UN, NAIU is an important resource for disability community mobilization and capacity building, as well as direct influence on policy makers. NAIU has increased its capacity to build partnerships, promote new knowledge and advocate for changes needed to address disability issues in Ukraine amongst professionals, government officials and policy makers.

The principles and approaches that CCDS and NAIU demonstrate in the project became increasingly important to other stakeholders and are being incorporated in their new initiatives. Examples include: a) an agreement between the project and the National Coalition of Parents in Ukraine to facilitate the development of the national network “Parents for Inclusion”, which is become a broad initiative called “Network for Inclusion. School for All”; and b) numerous regional initiatives project stakeholders

including NAIU, the Institute of Special Pedagogy (ISP), Ukrainian Step by Step Foundation (SbS), schools, parents organizations, University Ukraina, regional access committees, other universities). It is becoming more and more challenging to identify where the project ‘stops’ and where other initiatives start – which is an illustration of positive impact of the project strategies and approaches and is a positive indicator of the project’s success.

The project has become a catalyst to important 25 legislative and policy changes that are conducive to sustainability of results. Please see Appendix J for the list. In recent years, with the assistance of the project, Ukraine has made significant steps that provided for establishing generally sound political, legislative and policy frameworks. Key achievements included:

- In December 2009 the Parliament ratified the UN Convention on the Rights of Persons with Disabilities.
- On August 1, 2012 Ukraine adopted a National Action Plan geared at implementation of provisions of the UN Convention on the Rights of Persons with Disabilities during 2012-2020. This comprehensive program among other aspects envisages concrete measures, including financing, aimed at proliferation of inclusive education. In particular, the target for 2015 is to have 107,000 students with disabilities included in mainstream schools; 122,000 students in 2018 and 138,000 students in 2012.

The project was instrumental in information and expertise exchange across Ukraine on disability and inclusion issues, organization of International consultations and working groups promoting inclusion.

Learning institutions (Education)

Educators in the pilot regions and other regions of Ukraine start to realize that inclusive education is their professional future. Many of them want to (while some may simply have to) embrace this new reality, seek professional development opportunities, and learn how to work in close partnership with other professionals, parents and students. Lead stakeholders at the national level and in the pilot regions are prepared and motivated to establish themselves as agents of change for inclusive education. In terms of professional development, the following courses have been developed, approved by the Ministry of Education of Ukraine and integrated into the existing systems of in-service and pre-service teacher preparation programs sustained by government funding.

In 2009 the project initiated the establishment of the Inclusive Education Task Force, which was set up at the Ministry of Education and Science of Ukraine. The Task Force included representatives of all Canadian and Ukrainian partner organizations, who worked together with the Ukrainian ministerial officials and policy makers to develop detailed recommendations based on best Canadian practices and expertise with regard to Inclusive Education (IE). The project developed, translated and localized several

guidelines pertaining to the IE legislation/policies. The project used the “Disability Lens” to identify the gaps in the current Ukrainian legislation and policies. As a result, in August 2011 the Cabinet of Ministers of Ukraine adopted the Policy # 872 “On Implementing Inclusive Education in Schools of Ukraine”.

The project worked together with the Ministry of Education to develop professional competencies and the scope of practice of teacher assistants (TAs). The project developed a guidebook to demonstrate the roles of TAs in inclusive settings based on Canadian and international experience. The project shared materials of MacEwan’s TA preparation program with the Ukrainian partners. In 2011 Teacher Assistant (TA) was judicially recognized as a profession in Ukraine and in 2012 a program for TA preparation at the bachelor level was launched at the Pedagogical College of Ivan Franko National University of Lviv (one of our main partner institutions).

Five 18-hour courses have been integrated into the national IPUT (Institutes for Professional Upgrading of Teachers) curriculum taught to all working teachers across Ukraine:

- Introduction to Inclusive Education
- Leadership in Inclusive Settings at School
- Assessment and Evaluation in Inclusive Classroom
- Differentiated Instruction in Inclusive Classroom
- Professional Collaboration in Inclusive School

The Ministry of Education and Science of Ukraine has also approved a 54-hour comprehensive inclusive education course developed by the project and recommended it for integration into existing pre-service teacher preparation programs across the country. It should be noted that the above courses are accompanied by published detailed methodological guidebooks for instructors such as “inclusive Classroom Strategies” “How to Make Your School Inclusive” “Ukrainian Sign Language” dictionary as well as reading materials that include numerous translations from contemporary international IE literature., “Such as “Supporting Diversity in the Classroom” by Loreman et al.

A 4 year bachelor level Teacher Assistant program was successfully launched at the Lviv Pedagogical College of the Lviv Ivan Franko University, one of the project partner organizations. Master’s level courses on IE were integrated into the Master of Education program offered by Kyiv-based Hrinchenko University.

Instructors from the Ukrainian Institutes of Post-Diploma Education (IPUTs) and pedagogical universities were sensitized and trained on all the newly integrated 18-h and 54-h IE courses to be methodologically and conceptually ready for practical delivery of the courses to pre-service and in-service teachers.

The Ministry of Education and Science approved the Ukrainian Index of Inclusion, which was developed by the project in collaboration with the Open Society Foundation as a

comprehensive national tool for ongoing evaluation of “inclusiveness” of schools in the policies, school practices and classroom strategies domains.

The project has been instrumental for developing long-term programs to promote and support Inclusive education in the pilot regions. The total number of children with disabilities that study in inclusive settings in 2012/13 is: 106 students in Crimea (including 10 students with special needs in Simferopol pilot school #3); 90 in Lviv (including 27 students with special needs in Lviv pilot school #95).

Civil Society

Since 2008, there is a significant increase in new projects initiated by civil society groups and supported by different foundations (international) and local and national governments. Among others, the most illustrative example is the International Renaissance Foundation (IRF) that accentuated its focus on inclusive education. During the Inception Visit (June 2008), project partners met with IRF, a Ukraine-based fund. Follow the meeting, the IRF allocated \$100,000 in US funds towards inclusive education programs supporting the project. Between 2009 and 2012 there are almost 30 projects with the direct connection to inclusive education and access to education for people with disabilities that received financial support from IRF. The grantees are civil society organizations from different regions in Ukraine, including our pilot regions. The project partnered with some of them (such as Inclusion Index development or Network for Inclusion). The project regularly received requests to provide consultation, advice and to develop partnerships on a regular basis.

Significant progress has been made in the work of Pedagogical Medical Psychological Consultations (PMPC). PMPC was not included in the key project partners at the beginning of the project due to a historical role in lives of families of children with disabilities in Ukraine, which was not always positive. Working with PMPC was an important focus in removal barriers to education, building intersectoral collaboration and ensuring transformational and systemic changes in Ukraine. CCDS faced substantial reluctance from some parents and educators about working with PMPC and it took considerable efforts and skills to develop partnership with a focus on common goal – improving lives of children in the community. The development and approval of a new PMPC regulation allows for a shift from focusing on diagnosing children with disabilities and designing a segregated education program, to providing recommendations to parents and teachers regarding inclusive education options and supports while taking into consideration the child’s functional abilities.

Currently, more and more PMPC staff are involving parents in the decision-making process, as well as reaching out to the regular schools. In the last two years of the project, there has been a significant increase in parents’ lobbying for the rights of their children with disabilities. This role of parents is increasingly accepted by professionals and policy makers. New opportunities for advancing public awareness are arising from project collaboration with such organizations as the Ukrainian Down Syndrome Organization and Parents of Children with Autism.

However, what is most notable is the significant impact the project has made in facilitating the change in attitude in Ukraine towards the inclusion and full participation of children and youth with disability. The project was able to achieve results within three components and across two regions that were necessary for the change to occur. Not only did the shift occur due to successful completion of the activities within each component but it also contributed to the social stability and reform process in Ukraine promoting democratic values, human rights and inclusion of all citizens. People became more interested in such issues as disability, inclusion, accessibility, human rights of persons with disability, and children's rights were able to access the project trainings and resources, which were disseminated and promoted in mass media in different regions of Ukraine. Not only children with disability but also parents with disability (Tatiana Barantsova, a wheelchair user from Luhansk) were able to access the mainstream schools where their children study. Persons with disability became more proactive in sending their message to the Ukrainian society (Bohdan Mojsah, a blind person from Lutsk now publishes information regularly in the journal *Disability and Society*). Overall, persons with disability became more active in public life (paraplegics Lilia Shkolnik and Oleh Myskiv are permanent members of the Crimean public committee on accessibility). More and more websites become accessible for persons with disability across Ukraine (the website of the National Assembly of persons with Disability is accessible for blind).

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3. PROJECT SUMMARY

Project rationale and justification

Disabled children in Ukraine have historically been viewed as “invalids” with little potential to become productive members of society. These children have often been taken away from their parents and placed in internats, which are long-term institutions where children with disabilities receive medical consultations, treatment and very basic education. Parents of children with disabilities have also received intense pressure from the state and medical establishment to place their children in institutions. Although parents have resisted the institutionalization of their children, many parents have been compelled to place their children in internats due to the lack of available resources in the community. Parents who refused to place their children with disabilities in internats were often criticized because the choice to raise their child in the home was seen by many medical professionals, educators, and the general public as irresponsible and unwise. As Mykola Swarnyk (2007), one of the founders of the parents’ movement in Ukraine, described the situation with children with disability in Ukraine: “We all had rights on paper, where everyone was happy and did not foresee special needs. Therefore, for these children [with disabilities] they built internats outside of towns, which many considered a perfectly normal, rational way to deal with the problem of disability.”

Persons with disabilities who sought to further their education beyond the secondary level were compelled either to study in specialized (sometimes residential) vocational or technical schools, or to enrol in training courses designed especially for people with disabilities. Persons with severe disabilities would be unlikely to secure work requiring an advanced degree — manual, unskilled labour was deemed more “appropriate” for persons with disabilities — and thus should be prevented from draining resources from the system of university education. This discriminatory system placed citizens with disabilities at a disadvantage socially and economically, creating a permanent underclass of “invalids.” During a 2007 interview, Yaroslav Hrybalskyy, a wheelchair user and disability rights activist from Lviv, reflected back on the 1980’s: “There were very few intellectuals among invalids. We did a survey, and no one on our list was doing intellectual work — they were all blue-collar workers, without any meaningful education.”

Although there were signs of a shift in the perception of people with disability and disabled children in Ukraine, there were very few community-based services to assist parents and their children, and of the services that did exist, most were focused only on the medical rehabilitation of disabled children. The majority of the government funding also supported the institutional model and not inclusive education. Very few schools in Ukraine were accessible; most teachers were not trained in educating children with disabilities, and schools did not prepare students so that they could live independently in the future.

The legislation and regulations at the national, regional and municipal levels of government in Ukraine were not targeted at inclusion of children with disabilities. Some progress had been made to develop legislation to address disability issues, but overall legislation had only peripherally addressed the issue of inclusion or it has remained in draft form. There were no separate policies regarding children with disabilities, but rather the subject of children with disabilities was addressed to a limited extent in existing laws/legislation and regulatory documents.

The European Union/Ukraine Action Plan identified the strengthening of civil society within Ukraine as a top priority. The Plan advocates for a convergence of EU standards and Ukraine's education and social policies and practices expressing Ukraine's commitment to educate each child to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. That involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students).

In order to establish an Inclusive Education system in Ukraine, input was required from multiple stakeholders including governments, local disability organizations, parents, educators, and the students themselves. In particular, civil society and inclusive education are inextricably linked in that they each require the other's support in order to achieve their mutual goals. For example, a stronger disability NGO would be able to advocate for inclusive education and have the capacity to provide supportive services to children and their families. In turn, inclusive practices in the education system demonstrate the benefits to not only disabled children and their families, but to society as a whole. Inclusion of one particular group, in this case, disabled children, provides evidence for inclusion of other marginalized groups.

Inclusive Education is essentially "education for all." Disability movement activists, parents of children with disability and children's rights advocates in Ukraine advocated for the systemic approach towards inclusive education in Ukraine engaging educators, local and national government, NGOs, parents and persons with disability. The essential 'building blocks' of an Inclusive Education system which were established with the help of the project stakeholders included:

- Policy/Legislation – administrative and legal means to ensure that education is available to all;
- Planning – teachers and service providers with the direction and skills they require to support disabled children in the classrooms;
- Accessibility – barrier free environment and the communication tools necessary for students to fully participate in the classroom setting;
- Testing – adapted methods of assessing the progress of disabled students; and,
- Continuing Education – access to ongoing education for personal development and empowerment.

The project "*Inclusive Education for Children with Disabilities in Ukraine*" was proposed to strengthen civil society and improve policy, planning, coordination, accountability, and social service delivery as it relates to inclusive education and children with disabilities and their families. The project was designed to strengthen the civil society and improve policies to establish, support and advance inclusive education for children with disabilities and their families. The project focused on children and youth with disabilities ages 6 – 18, although the expectation was that the project would have a broad reaching impact on all children and families.

The purpose of the project was to strengthen the capacity of targeted institutions (i.e. national, regional and municipal levels of the Ministries of Social Protection and Labour and Education and Science; learning institutions; and NGOs) in two pilot regions (Lviv and Simferopol/Crimea) to develop policies in support of inclusion of children with disabilities in schools and communities, establish inclusive education programs and strengthen civil society to advocate and deliver services.

The expected outcomes of the project included:

- Improved policy framework on inclusion by targeted institutions (i.e. national, regional, and municipal levels of the Ministry of Social Protection and Labour and Ministry of Education and Science; learning institutions; and NGOs) in two pilot regions (Lviv and Simferopol).
- Improved delivery of inclusive and accessible educational programs for children and youth with disabilities established in two pilot regions and introduced into the national education system; and, improved capacity of NGOs to support and advance inclusion of children and youth with disability and their families in two pilot regions and nationally.

The expected outcomes of the project addressed the key areas of the United Nations Convention on the Rights of the Child (CRC), namely:

- Provision of the basic needs for a child to develop - The project was designed to assist Ukraine to develop an inclusive environment to foster healthy child development for children with disabilities.
- Protection from all forms of abuse – The project was targeted at assisting Ukraine to revise and develop policies in support of inclusion of disabled children in society including schools, thus reducing the vulnerability of children resulting from the practice of separating children from their families and communities.
- Participation of the child in all decisions concerning the development of the child and the child's status as an independent human being and citizen – the project assisted Ukraine to create the mechanisms in the policy development, education and civil society components for disabled children and their parents to participate (whenever possible) in the decisions that impact their lives.

The project has been implemented over a five year period (2008 – 2013) within two pilot regions in Ukraine: Lviv and Crimea (Simferopol). Other regions in Ukraine, such as

Kharkiv, Vinnytsia, Kirovohrad, Luhansk, Uzhhorod and Dnipropetrovsk were involved in the dissemination of the project results. The region of Kyiv represented national interests and representatives from the region were involved in an advisory capacity in the project development, implementation and evaluation stages in all three component areas – policy, learning institution and civil society.

The project's methodology was based on equal partnership among academics, governments and community, with a particular focus on the social model of disability, gender equality, and knowledge transfer. The project provided an opportunity for all three levels of government to participate in the implementation of the project including the national level (Kyiv); regional level (Lviv and Crimea); and, the municipal level (Lviv and Simferopol). A central assumption was that sustainable social change rested upon a foundation of partnership that was closely linked to the target population.

The issue of inclusion of children with disabilities was linked to multiple government Ministries. The project demonstrated collaboration with the Ministries of Social Protection and Labour, and Education and Science. The former was responsible for the provision of social services to disabled children and their parents and the latter was responsible for the provision of education, including inclusive education.

Direct and indirect beneficiaries

The Canadian Centre on Disability Studies (CCDS) led the project and provided overall project management and reporting responsibilities as well as providing expertise in the areas of civil society development, disability issues, inclusion, partnership, human rights, and culture. CCDS was also specifically responsible for completing all objectives and activities associated with the civil society component of the project, and in partnership with Grant MacEwan University, completed the objectives and activities associated with the policy component.

CCDS worked within a partnership that already existed with the University of Manitoba (Faculties of Social Work and Education), University of Winnipeg, and the Province of Manitoba, and built on other partnerships from its previous project in Ukraine (Reforming Social Services in Ukraine). The Government of Manitoba Department of Family Services and Housing and Department of Education, Citizenship and Youth were involved in the project as well as the Association of Parents of Disabled Children.

Grant MacEwan University in Edmonton, Alberta, led the learning institutions component of the project. This network called Canada-Ukraine Research Team (CURT) is comprised of over a dozen specialists in inclusive education and involves faculty from MacEwan's Disability Studies and Special Education Assistant programs. CURT also includes faculty from the University of Alberta (Department of Education Psychology; the Western Canadian Centre for Studies in Deafness) and doctoral researchers from the Institute of Special Pedagogy, Academy of Pedagogical Sciences of Ukraine. In Edmonton, the partners include Alberta Education and a number of NGOs

(e.g. Canada Ukraine Alliance for Deaf and Hard of Hearing) and community organizations interested in supporting this project.

The project involved recipient country partners at the national and regional levels, with some partners acting in an advisory capacity only, and other partners acting as project advisors as well as being participants and recipients of project activities (i.e. target organizations). Partner and target organizations were chosen on the basis of the match between project needs and organization operational activities; geographic location; existing expertise; and, previous involvement with Canadian and other international partners. NGO partners and target organizations in particular were selected according to the specific skills and expertise in advocacy and service provision within the disability field. The following were some of the factors taken into consideration when selecting NGO project partner and target organizations:

- credibility: acceptability to all stakeholders, including government;
- competence: relevant skills and experience, proven track record;
- local knowledge;
- representation: community ties, accountability to members/beneficiaries, gender sensitivity;
- governance: sound internal management, transparency, financial accountability, efficiency;
- legal status: being registered locally or nationally.

A list of the organizations/institutions/partners and their role in the project is provided in Appendix C.

The partner institutions representing the government sector include:

- The Ministry of Social Protection and Labour (National level - Kyiv) – advisor and project participant
- The Ministry of Education and Science (National level – Kyiv; the Ministry of Education and Science of the Autonomous Republic of Crimea – regional level in Crimea) – advisor and project participant.

The partner institutions representing the education sector include:

- Institute of Special Pedagogy/Academy of Pedagogical Sciences (Kyiv) – advisor and project participant
- Institute for Professional Upgrading of Teachers (Lviv, Crimea, Kyiv) – advisor and project participant
- National Pedagogical University of M.P.Drahomanov (Kyiv) – advisor and project participant
- Ivan Franko National University (Lviv) – advisor and project participant
- Crimean State Engineering Pedagogical University (Simferopol) – advisor and project participant

The partner organizations representing the NGO community and their corresponding roles are as follows:

- Step by Step Foundation – advisor on policy, education and civil society
- The National Assembly of the Disabled of Ukraine – advisor on policy and civil society
- Lviv Independent Living Resource Centre – advisor in the area of accessibility issues (policy and civil society)
- Disabled Women’s Network “Lubomira” – advisor on gender issues
- Jurveda Children’s Information and Rehabilitation Centre – advisor on education and policy areas

Total amount of CIDA and other investments

Table 1: Project Budget by Major Component and Source

| <i>Activity</i> | <i>CIDA</i> | <i>Canadian Partners In-Kind</i> | <i>Ukrainian Partners In-Kind</i> | <i>Total</i> |
|--|------------------|----------------------------------|-----------------------------------|------------------|
| 1. Policy | 714,800 | 264,800 | 246,000 | 1,225,600 |
| 2. Learning Institutions | 1,295,395 | 133,980 | 575,031 | 2,004,406 |
| 3. Civil Society | 1,296,200 | 325,800 | 300,800 | 1922,800 |
| 4. Management, Steering Committee and Project Conference | 892,750 | 229,000 | 73,000 | 1,194,750 |
| Contingence Cost/Overhead (12%) | 500,777 | - | - | 500,777 |
| TOTALS: | 4,699,922 | 953,580 | 1,194,831 | 6,848,333 |

Governance structure and brief project structure using WBS

Serving as the Canadian Executing Agency (CEA), the Canadian Centre on Disability Studies (CCDS) led the project fulfilling overall project management and reporting responsibilities, including programmatic and financial responsibilities. CCDS was responsible for the compilation and submission to CIDA of all the narrative and financial reports and forecasts for the project and also for assembling and submitting to CIDA all of the reports on the progress of the project in achieving its targets (outcomes) and accomplishing the objectives of the project according to Results Based Management. As well, CCDS provided expertise in the areas of civil society development, disability issues,

inclusion, partnership, human rights, and culture. A CCDS-based project coordinator was responsible for day-to-day project coordination and implementation, including the workplans, reports (with acknowledgement of CEO) and communication.

As partners, both CCDS and Grant MacEwan University were jointly and severally responsible in achieving the results of all three project components as defined in the approved Logical Framework Analysis. Each organization took a leadership role to implement one component of the project and share leadership on the remaining component. CCDS was specifically responsible for completing all objectives and activities associated with the civil society component of the project. Grant MacEwan University was specifically responsible for completing all activities and achieving the objectives associated with the learning institutions component. CCDS together with Grant MacEwan University worked to implement the policy component based on the principles of partnership, including joint decision-making processes, accountability and shared resources.

Project Management Level

A Canada-Ukraine Steering Committee (decision-making body) was established during the project start-up. The Steering Committee met annually in Ukraine and/or in Canada via Skype. The Steering Committee was comprised of representatives from: CCDS (2); MacEwan University (2); Regional Coordinating Committees (2 from each pilot region); 3 representatives from Ukrainian National Advisory Committee (one from each sector).

The central responsibility of the Steering Committee was to ensure that the project's purposes and results are met: set and monitor broad policy directions for the project within the scope of the interrelated project objectives; regularly review work plans and the progress; provide feedback and guidelines to the regions.

Two Advisory Committees, one in Canada and one in Ukraine, were established to ensure that the project has access to the best knowledge, expertise and has ability to disseminate and promote project best practices across Ukraine. In Canada, the *Canadian Advisory Committee* comprised of CCDS, Grant MacEwan University, community and government representatives. The role of the Canadian Advisory Committee was to provide recommendations and feedback on project activities, and generate further ideas with respect to project implementation. A *National (Ukrainian) Advisory Committee* was also established and comprised of representatives from the national government Ministries of Social Protection and Labour and Education and Science, the Regional Coordination Committees, project partner learning institutions and NGOs. There was equal representation from each of the three sectors on the Ukrainian National Advisory Committee. The Ukrainian Advisory Committee fulfilled an advisory role to the Project Steering Committee and Regional Coordinating Committees, and engaged in activities of knowledge sharing, joint learning, and interregional and intersectoral collaboration.

Project management staff consisted of Project Coordinators (CCDS and CURT) in Canada and Ukraine along with administrative support staff. There was also a Project Director (CCDS) in which a portion of time was devoted to overseeing the project.

Regional Coordinating Committee Level and Staff

Regional Advisory (Coordinating) Committees (RCC) were established in each selected pilot region and included representatives of all key partners and target organizations, to ensure partnership representation (disability community/government/university/service providers) and gender equality. There was a full-time Regional Coordinator and administrative assistant in each of the two regions working with the RCCs and Inclusion Resource Centres. RCCs were responsible for implementation of the project at regional level in all aspects within the context of the decisions made by the Project Steering Committee. Specific recommendations were developed by each RCC to ensure implementation, coordination, networking and effective use of resources at the regional level and contributing to the national level. Each RCC worked closely with the Inclusion Resource Centres, with involvement in their establishment. RCCs met on a monthly basis and had strong links, through representation, with the Project Steering Committee. RCCs and Regional Coordinators were responsible for collecting information, monitoring the progress and risks and regular (quarterly and annually) reporting on program implementation to the Project Steering Committee.

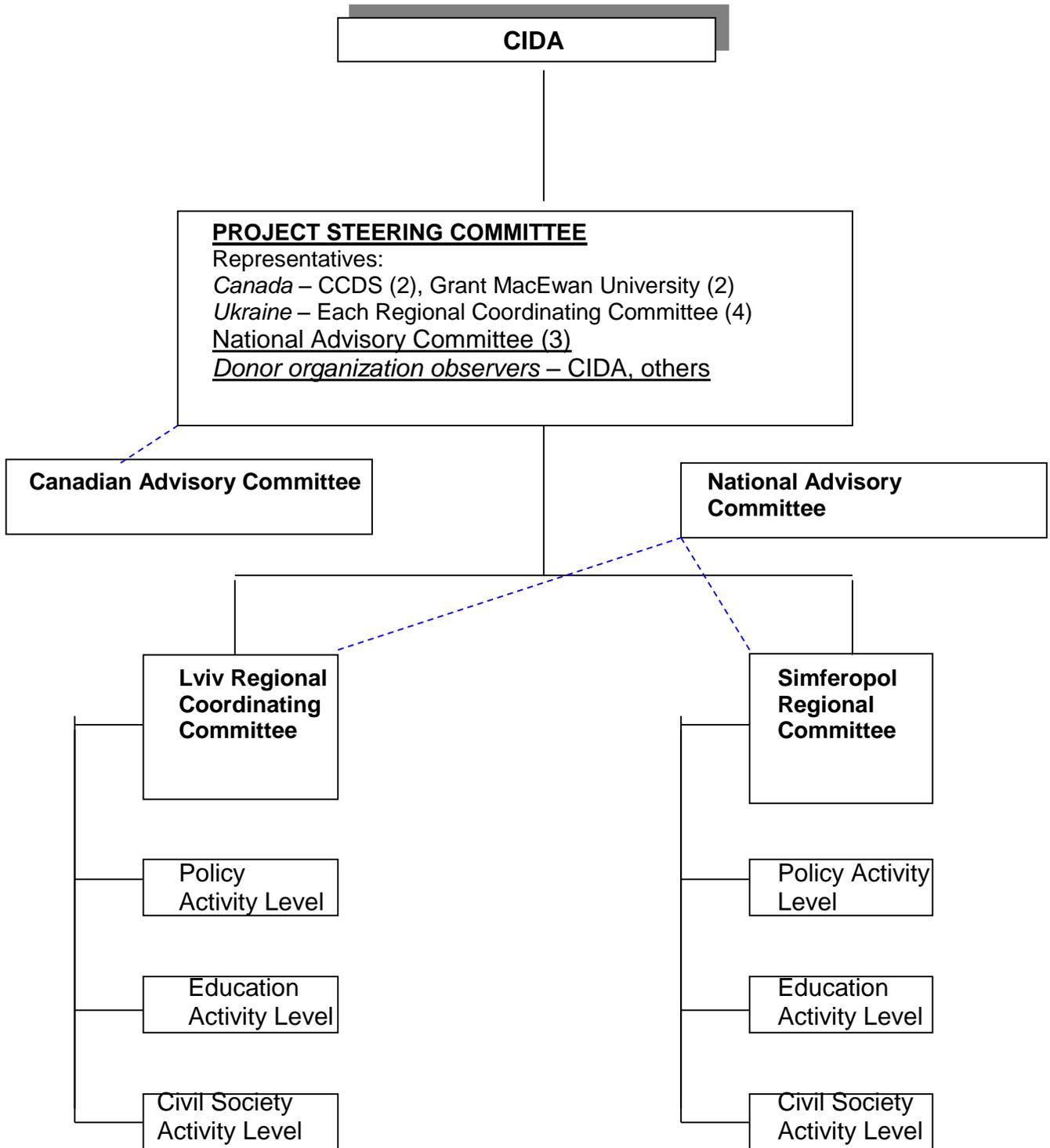
Management Strategy

The Project Management Strategy has been developed within the context of the recent consultations with the key Ukraine sectors and groups, as well as CIDA's project management requirements. Management strategy was based on the following key elements and corresponding actions:

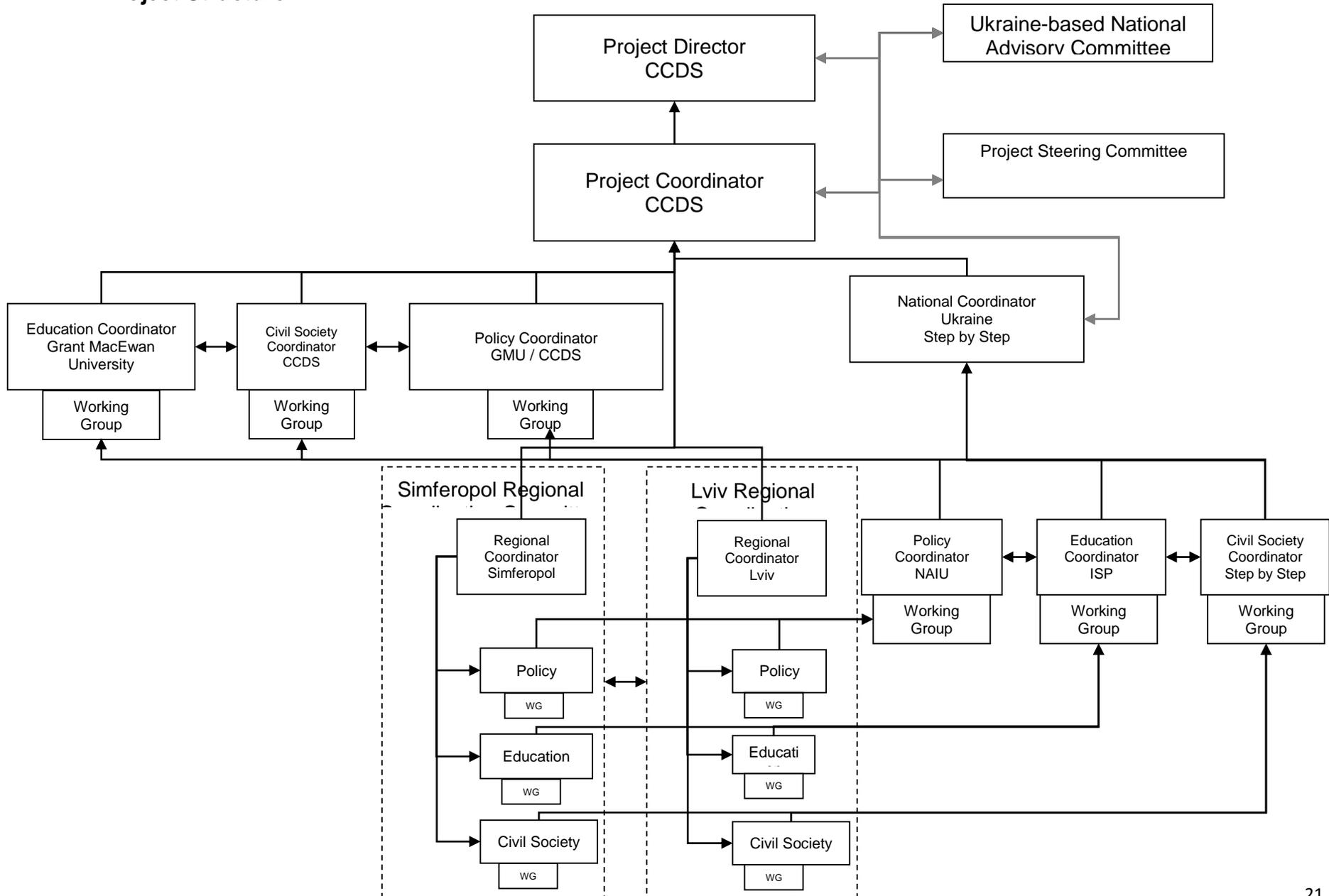
- **Overall project management, including national and regional levels** - hire qualified and experienced personnel; provide orientation and on-going support and training for all staff in Canada and Ukraine; on-going open communication and data collection from all partners and pilot regions;
- **Results Based Management and RBM-based reporting** - ensure that senior staff have expertise and experience in RBM and working with CIDA; provide orientation and training to Project Steering Committee and Ukraine-based personnel on national and regional levels, as well as members of the Coordinating Committees;
- **Quality control** - involve the best available expertise and knowledge from Canada and internationally; development of “best practice” and the most appropriate and culturally sensitive models of programs and services based on the internationally recognized approaches and methodology; involvement of consumers and their families in development and implementation of “best models”; on-going monitoring, modification and dissemination of “best practices”;
- **Cost control and effectiveness** - building upon previous projects that proved their effectiveness and sustainability; on-going financial monitoring and analysis; and,

- **Risk identification and risk management** – manage risks during the life of the project according to the mitigation strategies outlined and related to project purpose and expected project results.

MANAGEMENT AND IMPLEMENTATION STRUCTURE



Project Structure



| Project Outcomes | Outputs | Activities | Time-Frame | Budget | Responsible |
|--|---|---|---|-----------------------------------|---|
| <p><u>Policy level:</u> Policy frameworks promoting the inclusion of children with disabilities in schools and communities established in a participatory manner in both pilot regions by the Ministry of Social Protection and Labor and the Ministry of Education and Science.</p> | <p>1.1. Targeted institutions (i.e. national, regional, and municipal levels of the Ministries of Social Protection and Labour and Education and Science; learning institutions; and NGOs) are able to deliver effectively and independently training on policy development related to disability inclusiveness in both pilot regions and in the municipalities of Lviv and Simferopol.</p> | <p>Activity Set 1.1 – Training in Disability and Policy Development</p> <ul style="list-style-type: none"> • Develop a model of an ongoing professional development training program in disability and policy development. • Develop and deliver training modules including teaching material on disability awareness (social model of disability, human rights, gender equality, inclusion, and accessibility) jointly to representatives of government (national, regional, and municipal), NGOs, and educators • Develop and deliver training modules including teaching material on policy development (public consultation process, disability lens, policy analysis) jointly to representatives of government (national, regional and municipal) NGOs, and educators • Develop and deliver to representatives from the MoSP&L a training module on integrated social service delivery and funding • Develop and deliver to representatives from the MoE&S training modules on Inclusive Education • Provide coaching and mentoring to the individuals in Ukraine that have been trained in the above-noted modules | <p>May 2008 – October 2012</p> <p>March-April 2009</p> <p>May 2010</p> <p>May 2011</p> <p>February 2009</p> <p>ongoing</p> <p>May 2008-October 2012</p> | <p>\$224,100</p> <p>\$224,100</p> | <p>CCDS, GMU, MoSP&L, MoE&S partner- NGOs partner – universities</p> |
| | <p>1.2. Capacity of trained officials in targeted institutions (as stated above) to undertake policy analysis improved in both pilot regions and in the municipalities of Lviv and Simferopol.</p> | <p>Activity Set 1.2 – Policy Analysis (using Disability Lens)</p> <ul style="list-style-type: none"> • The Ministries of Social Protection and Labour and Education and Science jointly review and assess, using a disability lens, existing disability related policies at the municipal, regional and national levels • With Ukrainian partners, create an inventory of existing inclusion related policies and legislation. • Document any evident gaps in policies and legislation. • Develop recommendations for improved inclusion related policy and legislation. • Provide analysis of costs and benefits for each recommendation. | <p>May – December 2008</p> <p>September – December 2008</p> <p>January 09-October 2012</p> <p>January 09-October 2012</p> <p>May 2008-October 2012</p> <p>May 08, May 09</p> <p>May 10</p> <p>February 2009</p> | <p>\$266,600</p> | <p>CCDS, GMU, MoSP&L, MoE&S, partner- NGOs partner – universities</p> <p>CCDS, GMU, MoSP&L, MoE&S, partner- NGOs partner - universities</p> |
| | <p>1.3. Ability of all three levels of government, learning institutions, and NGOs to develop policies collaboratively improved in both pilot regions</p> | | | | |

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| | and in the municipalities of Lviv and Simferopol. | <p>Activity Set 1.3 – Consultative Policy Development</p> <ul style="list-style-type: none"> • Develop a model of a consultation process based on the Round Table concept. • Conduct round table discussions with government officials, NGOs, educators, and persons with disabilities and their family members. • In a collaborative manner, identify the major policy areas targeted for change taking into account the gaps in inclusion policy noted as part of the policy analysis. • Create a joint work plan to develop the improved policies • Develop a strategy to support government to implement the policies developed. | April-May 2010 October 2010 | | |
| <p><u>Learning Institutions level:</u> Delivery of inclusive and accessible education programs for children and youth with disabilities established in the two pilot regions and introduced in three additional regions of Ukraine (Zaporizha, Dnipropetrovsk and Kiev).</p> | 2.1 Capacity of schools (two pilot schools) to design and deliver inclusive and accessible education programs for children and youth with disabilities developed in two pilot schools. | <p>Activity Set 2.1 – Composite School Education (grades 1-11)</p> <ul style="list-style-type: none"> • Establish two pilot model inclusive schools in Ukraine. • Create ongoing system in schools of teams of professionals who are consultants to advise teachers and children with disabilities. • Create programs that link pilot schools with Inclusion Resource Centres • Monitor and assess learning at inclusion schools in comparison to regular schools and segregated schools. • Establish student services <p>Activity Set 2.2 – Parents Empowerment for Education</p> <ul style="list-style-type: none"> • Needs assessment to identify strategy for parents of children with disabilities • National and international networks on inclusive education link parents, teachers, principals and administrators. • Assist parents in initiating projects to improve facilities and services for children with disabilities. • Parents learn from training on “Teacher assistant” and “Ukrainian sign language” modules. | <p>May08-Dec.12 September /10 September 07-09</p> <p>September 08-Sept.2011 Sept.10-Dec.12</p> <p>Sept.08-Dec.12</p> <p>May 08-Dec.12 May08-Dec.08</p> <p>Jan.09-Dec.12</p> <p>April 09-Dec.12</p> <p>Sept.09-Dec.12</p> <p>May08March13 May08-April09</p> <p>May09- June09</p> <p>Sept.09-Dec.12</p> | <p>\$436,825 This activity set will involve the development of the National Differentiated Instruction system and will entail changes in the school financing (money goes with child)</p> <p>\$274,980</p> <p>\$ 89,600</p> | <p>GMU, U of A, Institute of Special Pedagogy, Partner Universities, two schools in pilot regions, MoE</p> <p>GMU, UofA, Partner universities, Alliance for the Deaf, CCDS</p> <p>GMU, UofA, Partner Universities, IPUTs, Pilot schools</p> |

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| | <p>2.2 Improved ability of parents of disabled children to participate more actively in the education of their children in two pilot schools.</p> <p>2.3 Improved ability of Institutes of Professional Upgrading for Teachers (Kyiv, Crimea, Lviv) to deliver in-service courses in Inclusive Education to teachers in pilot regions and beyond (minimum two additional regions).</p> <p>2.4 Improved ability of Drahomanov University (Kyiv), Ivan Franko University (Lviv) and Crimean Technical Pedagogical University (Simferopol) to deliver pre-service program for inclusive teacher major in specialized degree.</p> | <p>Activity Set 2.3 – Upgrade of Working Teachers</p> <ul style="list-style-type: none"> • Develop courses on inclusive education that are culturally sensitive and appropriate for teachers of all subjects in Ukraine. • Deliver preparatory training to faculty and staff of the Institute of Professional Upgrading of Teachers (IPUT) • Link teachers of two pilot schools with IPUT and Inclusion Resource Centres. • Teachers in three oblasts receive in-service upgrading introductory course on inclusive education. <p>Activity Set 2.4 – New Major in Bachelor Program</p> <ul style="list-style-type: none"> • Develop Ukrainian major stream in Inclusive Education in bachelors programs of three universities. • Produce learning materials and resources in hard copy and electronic versions. • Upgrade knowledge and skills of teachers working in two pilot schools. • Create opportunities for bachelor level graduates of the major to continue their studies at the graduate level. | <p>Sept.09-March13</p> <p>May08-Mar13 Sept08-Sept.09</p> <p>May08August09</p> <p>Sept.09-Dec.12</p> <p>Sept.11-Dec.12</p> | <p>\$ 279,990</p> <p>This Activity set will also support the IPUTs in curriculum development</p> | <p>GMC, UofA, Partner Universities, IPUTs, MoE</p> |
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| <p><u>Civil Society level:</u> Capacity on non-governmental organizations to support and advance the inclusion of children and youth with disabilities in the two pilot regions and nationally improved.</p> | <p>3.1A Improved knowledge of selected NGOs* in two pilot regions on the inclusion of children and youth with disabilities in schools and communities. * (Lviv Independent Living Resources Centre, Nadiya Association, Parents Association in Novy Rozdil, Parent Association in Brody, Physically Handicapped and Able Bodied)</p> | <p>Activity Set 3.1 – NGO Capacity Building</p> <ul style="list-style-type: none"> • Develop a training targeted towards NGOs to address organizational development, governance, management, sustainability, and advocacy • Develop training modules including preparation of curriculum and teaching material on organizational development, governance, management, sustainability, and advocacy. • Deliver training modules using the 'train the trainer' model to the NGO participants (including parent representatives) within the first three years of the project's lifespan. <p>Activity Set 3.2 – New Model of Inclusion Resource Centre</p> <ul style="list-style-type: none"> • Develop a model of an Inclusion Resource Program ("Centre") which acts as the hub for information gathering and dissemination, child and parent support, initiation of services and funding support. • Establish a Board of Directors for two pilot Inclusion Centres (with representation from regional partnering sectors – NGOs, municipal and regional governments, service providers, universities, pilot schools). • Implement the model in two regions of Ukraine – Simferopol and Lviv. • In collaboration with parents, students, government, NGOs and educators, identify specific regional priority areas for modelling inclusion (e.g. accessibility, transportation, attendant care) as the basis for establishing targeted programs. | <p>September 2008-October 2012</p> | <p>\$603,450</p> | <p>CCDS, partner-NGOs</p> |
| | <p>3.1B Ability of the selected NGOs to design and deliver inclusion services and programs for children and youth with disabilities in the two pilot regions.</p> | | <p>October 2009</p> <p>May 09, May 10, May 11</p> <p>May 08-October 2012</p> <p>December 2008</p> <p>December 2009</p> <p>January-May 2010</p> <p>January 2010-October 2012</p> <p>September 2009</p> <p>December 2009</p> <p>May 2009</p> | <p>\$233,750</p> <p>\$108,000</p> <p>\$54,000</p> | <p>CCDS partner-NGOs partner – universities</p> <p>CCDS, GMC, MLSP, ME, partner- NGOs partner – universities</p> |

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| | <p>3.2. Pilot Inclusion Resource Centres developed and established in the two pilot municipalities to model and advance the inclusion of children with disabilities, by acting as a hub for information gathering and dissemination, child and parent support, initiation of services and funding.</p> <p>3.3. A Model Innovation Grant System to fund on a cost-sharing basis (between local NGOs and municipal government) community programs and services in support of inclusion of children with disabilities established in the two pilot municipalities.</p> <p>3.4. Increased capacity of the targeted NGOs to develop and implement effectively a communication strategy (including public awareness campaign using municipal, regional and national mass-media) for the two Inclusion Resource Centres</p> | <p>Activity Set 3.3 – Development of Model Innovation Grants</p> <ul style="list-style-type: none"> • Establish a process and test innovative programs through an alternative funding model consisting of a grant system based on a cost-sharing approach with the local governments. • In collaboration with the NGOs, government and universities, establish the criteria for grant funding, i.e. the types of services to be purchased based on current gaps in community-based facilities. • In collaboration with the NGOs, government and universities, establish the process for distributing the grant funding through the Inclusion Resource Centres. • Establish the methods of reporting the status of the grant fund to the source organizations and government. <p>Activity Set 3.4 – NGO Communication Capacity</p> <ul style="list-style-type: none"> • Provide support to the Inclusion Resource Centres to develop a communications strategy of a targeted group of NGOs as a means of increasing the public's awareness of disability issues, such as accessibility and inclusion. • With the NGOs, contact Ukrainian and Canadian – Ukrainian mass media (newspapers, radio, television, Internet) and provide information based on the communications strategy. <p>Activity Set 3.5 – Information Network</p> <ul style="list-style-type: none"> • In collaboration with NGOs, universities and government, and initiated by the Inclusion Centers, establish information networks and information dissemination plan. • Establish a collaborative web-site to disseminate knowledge, provide latest resources, and provide an on-line forum on disability issues and inclusion, policies and best practices. • Support NGOs, educational institutions and universities in establishing publicly accessible electronic database for promotion of available services and programs. • Assist the information network to coordinate annual conferences as a means of informing project stakeholders and the public of the project activities and results. | <p>December 2008-October 2012</p> <p>May 2008 on a regular basis till the end of the project September 2008 – October 2012</p> <p>December 2008-October 2012</p> <p>December 2009</p> <p>June 2009</p> <p>October 2012</p> | <p style="text-align: center;">\$49,000</p> | <p>CCDS, partner-NGOs partner – universities</p> <p>CCDS, partner-NGOs partner – universities</p> |
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| | <p>3.5. Ability of the targeted NGOs (up to 9) to initiate and sustain an information and knowledge based network with stakeholders to advance inclusion of children with disabilities in the two Inclusion Resource Centres</p> | | | | |
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4. PROJECT CONTEXT

Since the late 1980s, the issues and experiences of disabled individuals have been increasingly raised as areas that require reform, enhancement, and systemic change. Individuals with disabilities who reside in Ukraine were viewed for years by their fellow citizens as incapable “invalids” who were not able to learn, work, or function adequately in the community. That negative perception was most apparent in how Ukrainian society viewed its disabled children.

Children with disabilities were, for the most part, hidden from Ukrainian society. Many disabled children were separated from their parents and placed in special educational establishments or “special boarding schools” from the time they were very young. The impact of the boarding school system on the advancement and learning of disabled children was mixed, but the most damaging aspect of the system was its entrenchment of the notion that children with disabilities were to remain separate from their family and the community, with few opportunities for inclusion in the education and employment sectors. Segregation of children with disabilities contributed to the segregation of the society as a whole. Families with children with disabilities tend to be poorer than other families. Lacking proper support from the state and with limited access to quality basic social services for treatment and care of their children, parents saw institutionalization as the only viable alternative. The reality was that many parents felt they had no choice but to give up their children. What those families needed was strong social and economic support.

Since 1990s number of steps has been initiated by the Government of Ukraine towards good governance, empowerment of the civil society, democratization and social and education reform. These ideas have taken root in Ukraine, but only to a small degree. Several initiatives have been supported by the World Bank, USAID, CIDA and other donors. Although the World Bank has not specifically addressed inclusive education in its Equal Access to Quality Education project, it provided funding in the form of seed grants to Ukraine’s schools and pre-schools through its Social Investments Fund. The focus of the funding was primarily in the area of modernizing Ukraine’s school system, such as renovating structures (but not addressing accessibility), providing information and communication technology, and developing standards. USAID support was primarily focused on disability and equal access programs.

According to the Convention on the Rights of the Child, United Nations 1989 - Article 23, NGOs complement government efforts and assume an important role in developing new initiatives to further the rights of persons with disability and disabled children, such as: coordinating the activities of different parties to maximize effectiveness; and, furthering the meaningful involvement of persons with disability, their family members and the broader community in the effort to improve the lives of vulnerable groups and supporting advocacy work.

Civil society plays a key role through voluntary action taken by citizens, NGOs, informal groups, neighbourhood groups, religious groups, and consumer groups demanding good

governance and building communal solidarity. Civil society and inclusion are inextricably linked in that they each require the other's support in order to achieve their mutual goals. For example, a stronger disability NGO community would be able to advocate for inclusive education and have the capacity to provide supportive services to children and their families. In turn, inclusive practices in the education system demonstrate the benefits to not only disabled children and their families, but to society as a whole. Inclusion of one particular group, in this case, disabled children, provides evidence for inclusion of other marginalized groups.

The “Inclusive Education for Children with disabilities in Ukraine project contributed to CIDA’s programming objectives in Ukraine to improve economic opportunities for Ukrainians in a strengthened democracy. It focused on developing inclusive policies and programs and promoting inclusive education, with an emphasis on using a knowledge-based and participatory decision making process. Involving children with disabilities and their families in promoting inclusive education helped them exercise their rights and gain social and economic independence, which significantly contributed to the economic and social growth in Ukraine.

The project played a significant role in assisting various stakeholder groups in the project’s two pilot regions, Lviv/region and Simferopol/Crimea, to build stronger networks and collaboratively develop, promote and implement inclusive education policies and practices. Significant impact of the project was observed in the ‘new’ regions – Kharkiv, Luhansk, Dnipropetrovsk, Kirovograd, and Vinnytsa, which were identified as ‘dissemination’ regions, as well as other positive changes were taking place across Ukraine. The project as whole has achieved a number of significant results:

- The establishment of policy frameworks in Ukraine which promote inclusive education in schools and communities in the two pilot regions and nationally. The full list of policies can be found in Appendix J. These policy frameworks include the Ukrainian Index of Inclusion, which was approved by the Ministry of Education and Science. The Index was developed by the project in collaboration with the Open Society Foundation as a comprehensive national tool for ongoing evaluation of “inclusiveness” of schools in the policies, school practices and classroom strategies domains.
- The delivery of inclusive education programs for children and youth with disabilities in the two pilot regions and the introduction of inclusive education to the new regions (for example 2 new regions – Dnipropetrovsk and Kharkiv approved at the municipal level 10 kindergartens and 10 mainstream schools, which are inclusive and accept children with all disabilities. In these new regions PMPCs encourage parents to send their kids to mainstream kindergartens and schools);
- The increased role and capacity of civil society organizations to support and advance inclusive education in the two pilot regions and nationally (created network of parents became an instrumental tool of information and knowledge exchange, advocacy and lobbying, new partnerships created in the framework of

the project gave beginning to new projects, like :Developing Inclusive School Together” funded by the Open Society Institute (partnership of Step by Step and the National Assembly of Disabled);

- The strengthened capacity of a core group of stakeholders to advance their networks and collaboratively develop and implement inclusive education policies and practices in Ukraine (Inclusion Resource Centers in two pilot regions became very popular among parents and professionals and attractive to new regions. There is a high level of interest in other regions of Ukraine in similar centers, which was supported by the USAID’s new project “Inclusive Resources Centers” (Step by Step), innovation grants initiated by the project became part of the Lviv regional educational plan in Lviv and Lviv region).

The project has strategically focused in four areas to ensure systemic and sustainable changes in addressing social and economic inequalities for children (adults) with disabilities and their families in Ukraine: knowledge mobilization, policy development and practice, organizational development (governmental and non-governmental), and partnership development. Project achievements are obvious in all of those areas.

A Gender Equality Strategy was developed and implemented early on and throughout the project and addressed two of CIDA’s objectives on gender equality: human rights for women and girls and access to and control over the resources and benefits of development for women and girls.

The project ensured that the specific needs and different strategic interests for disabled girls and boys were met and addressed. An assessment was conducted of the physical conditions, safety and other factors that provide a positive impact on achieving gender equality as it related to the project results. Initially, the project was engaging with the Women’s Rehabilitation and Information Centre “Lubomira” to conduct and advise on the gender analysis within each component of the project. The Women’s Rehabilitation and Information Center “Lubomira” actively collaborated with the Canadian Centre on Disability Studies since 1998 with respect to gender and disability issues. “Lubomira” contributed towards gender participatory research in 2000 in the framework of the Ukraine project *“Reforming Social Services”*, and in conjunction with CCDS, was engaged in implementation of the project *“Gender and Disability”* funded by AUCC, 1999. The organization obtained funding from the Canada-Ukraine Gender Fund to implement the project, *“Developing the Disabled Women’s Network in Ukraine”* (\$60,000) and successfully collaborated with grassroots organizations in four regions of Ukraine. In July 2006, CCDS and “Lubomira” carried out the project *“Disabled Women from Chernobyl-Contaminated Areas Contributing to Change”* providing recommendations to the Ministry of Social Protection and Labour on improved programming for disabled women who reside in contaminated areas. Sadly, the Executive Director of the organization, Mrs. Bojchyshyn passed away Mrs. Natalia Kurhanovska acted as a project’s Gender Equality Advisor. She is a well-known leader of gender and human rights movement in Ukraine.

The Gender Advisor was responsible for baseline data collection and ongoing data collection. Specifically, the Advisor with the Project Team undertook to do the following:

- to collect gender-disaggregated data
- to perform gender-based analysis
- to integrate the key findings of the analysis in the design of the initiative
- to formulate explicit gender equality results at the output and outcome levels
- to formulate where appropriate gender equality performance measurement indicators
- to address gender equality issues in the risk management strategy
- to formulate strategies to achieve gender equality results and performance indicators, and
- to assist the Canadian and Ukrainian partners to achieve gender equality results and performance measurement indicators.

Baseline data and performance indicators were prepared in accordance with the CIDA Gender Policy Guidelines and included in the project work plan, with adequate budget allocated in order to achieve the desired results. Inclusion in training sessions, consultation activities and access to job recruitment and other project-related activities were conducted with regard to due consideration of the needs of both boys and girls, and men and women equally. Where specific barriers to equal treatment were identified, special programs were identified to overcome disparities in gender equality. Evaluation of the extent to which the Gender Equality Strategy has been achieved was based on the measurement of the performance indicators at the output and outcome levels.

5. OVERALL PROJECT PERFORMANCE ASSESSMENT

Policy Component

| Expected Outcome (as per LFA) | Performance Indicators (as per LFA) | Achieved Outcome | Actual Indicators | Comments and Variances |
|--|---|---|--|------------------------|
| Outcome 1: Policy Presence of the policy framework/s promoting the inclusion of children with disabilities in schools and communities on a national level (lead by the Ministries of E&S and SP &L) and in the two pilot regions | 1a. Number of new policies developed and existing policies adjusted to address disability inclusiveness at the regional and local levels in two pilot regions | The Canadian and local partners of the project made significant contributions in developing policies, which advance inclusion for persons with disabilities, in the pilot regions and nationally. | 25 national policies, which support the implementation of inclusive education, introduced or amended during the project period with active engagement of the project partners (see Appendix J) | |
| | 1b. Extent to which government, learning institutions and NGOs implement and participate in collaborative policy processes | The project facilitated and developed a mechanism for inclusive policy development process, involving cross-sector and interdepartmental stakeholders. | An interdepartmental working group established at the level of two Parliamentary Committees to address the issues regarding the right of persons with disabilities to | |

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| | | | <p>education and the implementation of this right.</p> <p>Institute of Special Pedagogy, pilot universities and pilot schools took an active part in the work of the interdepartmental committee established at the Ministry of Education to develop/ monitor/ implement IE policies, in particular, National Policy (Polozhennya) on IE and the Policy on Teacher Assistant.</p> | |
|--|--|--|---|--|

| Expected Output | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
|---|--|--|--|---|
| <p>1.1 Targeted institutions (i.e. national, regional/Lviv and Simferopol, and municipal levels of the Ministries of Social Protection and Labour and Education and Science; learning institutions; and NGOs) are able to deliver effectively and independently training programs in disability and inclusive policy (Model of ongoing professional training)</p> | <p>1.1a Number and type of policy development training modules developed and delivered by Ukrainian trainers</p> <p>1.1b Degree to which training has resulted in increased learning by participants</p> | <p>Training modules¹ developed, namely.:</p> <ol style="list-style-type: none"> 1. 'Introduction to Disability Issues' 2. 'Social Policy Development' 3. 'Accessibility and Universal Design' 4. 'Consultative Policy' 5. 'Interdepartmental Approach for Implementing Inclusive Education' | <p>Five training modules developed and distributed nationally</p> <p>Five training courses developed and distributed nationally</p> <p>Three guides developed and distributed nationally</p> <p>1. The team of trainers and lecturers (25 persons) trained at the start of the project to work with various target groups (school teachers and principals, civil servants, university students and instructors, architects, etc.),</p> | <p>To meet the demand for project materials, additional copies were printed thanks to the financial contribution by NAIU.</p> <p>Due to high interest from the other regions more participants took part in trainings. In addition to pilot regions, trainings were provided to participants from Vinnytsa and Lugansk oblasts.</p> |

¹ The training modules were developed to hold trainings for a broad range of target groups. At present they are used by various NGOs (parent groups, human rights and disability organizations).

| Expected Output | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
|-----------------|--------------------------------------|---|---|------------------------|
| | | <p>Training courses² developed, namely:</p> <ol style="list-style-type: none"> 1. 'Disability and Society' (36 hours). 2. 'Accessibility and Universal Design' (18 hours) 3. 'Teacher Assistant within the Inclusive Education System' (72 hours) 4. 'Inclusive Policy Development' (18 hours) 5. 'Consultative Policy' (18 hours) <p>Guides³ developed:</p> <ol style="list-style-type: none"> 1. 'Disability and Society' 2. 'Architectural Accessibility of Schools' 3. 'Accessibility and Universal Design' <p>A resource package that contains project publications from the policy component</p> <p>25 trainers and lecturers trained</p> <p>Trainings provided to government representatives and professionals</p> | <p>grew as a result of increased outreach to other regions that embraced the project philosophy and thanks to the NGO network created under the project.</p> <p>The training course 'Disability and Society' delivered at 7 universities</p> <p>The course 'Accessibility and Universal Design' incorporated as part of curriculum for architects and inspectors of the State Architectural and Construction Inspectorate</p> <p>The courses on 'Inclusive Policy Development' and 'Consultative Policy' delivered at the Academy of Public Administration under the President of Ukraine (Kyiv, Lviv)</p> <p>25 trainers and lecturers trained</p> <p>4 national and 6 regional trainings provided to stakeholders, including the heads of education departments, PMPCs, social protection departments from 27 oblasts of Ukraine.</p> | |

² The training courses were designed to be used in the formal education system. They are intended for universities and in-service training institutes conducting professional development activities for civil servants and teachers.

| Expected Output | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| <p>1.2 Increased capacity of policy makers (in targeted institutions - as stated above) to undertake inclusive policy analysis and development on national level and in both pilot regions</p> | <p>1.2a Number and content of policies reviewed, analyzed and gaps noted</p> <p>1.2b Extent to which the recommendations reflect the new knowledge of policy analysis using a disability lens</p> | <p>- a review of policies on community-based services to children with disabilities;</p> <p>- a review of policy regarding the allocation of funds for the implementation of inclusive education;</p> <p>- a review of policy regarding internat placement of children with disabilities and programming and services provided for them within the boarding schools (internat) system.</p> <p>Regional policies established to develop inclusive education in Lviv and Crimea</p> <p>Alternative Report to the UN Committee on UNCRPD</p> | <p>Policies and programs analyzed:</p> <ul style="list-style-type: none"> - 25 national policies - 5 key education laws; - 3 national programs <p>25 policies were amended/developed on the national level regarding the education for persons with disabilities and the implementation of inclusive education.</p> <p>A new legislative framework created giving a legal status to inclusive education as an educational option</p> <p>A national program on inclusive education and regional policies/programs on IE established to develop inclusive education in Lviv, Crimea and also Dnipropetrovsk, Vynitsia and Kharkiv</p> <p>Alternative Report to the UN Committee on UNCRPD, developed through collaboration of project partners and other NGOs</p> | |

³ The themes of the courses and training modules produced by the project are innovative for Ukraine, which made it necessary to provide the relevant theoretical readings. The learning guides are used by university professors, students, trainers and NGO leaders to familiarize themselves with the theoretical background for the presented ideas. Currently, these guides are the only source of theoretical knowledge about disability, inclusive policy development, accessibility, and universal design.

| Expected Output | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| | | reflect a rights-based approach to inclusive education for persons with disabilities | Interdepartmental teams established in the pilot regions Amended national regulations on PMPC (open consultations with parents), developed national regulations on inclusive education, prepared official letter to the Ministry of Education regarding the development of individual plans | |

| Expected Outcome (as per LFA) | Performance Indicators (as per LFA) | Achieved Outcome | Actual Indicators | Comments and Variances |
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| <u>Planned Outcome 2: Learning Institutions</u> Delivery of inclusive and accessible education programs for children and youth with disabilities established in the two pilot regions and introduced in three additional regions of Ukraine (Zaporizha, Dnipropetrovsk and Kiev). | 2 a Attitudes and satisfaction level of students, parents and teachers regarding educational programs, support services and inclusive environment 2b. Number of inclusive and accessible education programs available in Lviv and Crimea and introduced in three additional regions of Ukraine | 2 a.: The education system of Ukraine is enhanced with necessary resources to provide for delivery of inclusive education across the country. | 2.a Five 18-hour courses and a 54 hour course supported by comprehensive contemporary methodological and learning resources packages have been integrated into the national in-service and pre-service teacher preparation programs sustained by Ukrainian government funding. An academic program for Teacher Assistant preparation at the bachelor level is launched at the Lviv Pedagogical College Ukrainian Index of Inclusion is approved by the Ministry of Education and Science as a national comprehensive tool to measure multifaceted inclusiveness of | This initiative was spearheaded by the project and co-sponsored by the International Renaissance Foundation. |

| Expected Outcome (as per LFA) | Performance Indicators (as per LFA) | Achieved Outcome | Actual Indicators | Comments and Variances |
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| | | | <p>schools in the domains of school policy, school practice and classroom strategies.</p> <p>Practical guidebooks “How to Make your School Inclusive” and “Classroom Strategies in Inclusive Settings” are available for teachers in inclusive schools.</p> | |
| | | <p>2.b Delivery of inclusive and accessible education programs for children with disabilities is established in both pilot regions and introduced in Kyiv, Dnipropetrovsk, and Kharkiv.</p> | <p>Both pilot regions adopted regional programs to support people with disabilities: 2011-2016 regional program in Lviv; 2012-2016 regional program in Crimea.</p> <p>106 children with disabilities joined over 50 mainstream schools across Crimea in the fall of 2012.</p> <p>90 children with disabilities joined over 40 ⁴mainstream schools across the city of Lviv in the fall of 2012.</p> <p>Over 80 % of teachers; 70 % of parents; 70 % of students report high level of satisfaction (within the range of quite satisfied to completely satisfied) with regard to educational programs, support services and inclusive environment.</p> <p>98⁵ children with disabilities joined over 22 mainstream schools in Dnipropetrovsk, Kyiv and Kharkiv</p> | <p>Source of information: local departments of education and Ministry of Education and Sciences of Ukraine.</p> <p>Feedback surveys collected from the pilot schools communities in March-April 2013 (teachers of primary and secondary school, teacher assistants, psychologists, speech therapists, and parents of children with special needs)</p> |

⁴ The exact data are being specified at present by local departments of education.

⁵ The exact data are being specified at present by local departments of education

| Expected Outcome (as per LFA) | Performance Indicators (as per LFA) | Achieved Outcome | Actual Indicators | Comments and Variances |
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| | | | in the fall of 2012. | |

| Expected Output (as per LFA) | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| 2.1 Increased capacity of two pilot schools to design and deliver inclusive and accessible education programs for children and youth with disabilities. | <p>2.1a Degree to which classrooms become inclusive (refers to methodologies and physical accessibility)</p> <p>2.1b Number of inclusive and accessible education programs established in the two pilot schools</p> <p>2.1c Number of children with disabilities attending pilot schools (transferred from individual/home-based schooling or internats)</p> | 2.1 Pilot school # 95 in Lviv and pilot school # 3 in Simferopol serve as practical models in delivering accessible, inclusive education programming to increasing numbers of children and youth with disabilities. | <p>2.1.a – 2.1.c Effective inclusive education approaches and practices, such as student centered teacher-TA-resource professional-parent collaboration are evident in education of students with disabilities in both pilot schools;</p> <p>Collaborative classroom and school-based leadership team approach to ongoing evaluation and improvement of the school "inclusiveness" in terms of school policies, practices and classroom strategies;</p> <p>Evaluation and monitoring protocols (i.e. tools, and processes) are in place and being implemented to guide progress (i.e. Ukrainian Index of Inclusion; student assessment procedures; Individual Education Plans, (IEP)s, accessibility audits);</p> <p>3 Teaching Assistants (TAs), psychologist, speech pathologist, social educator are in</p> | <p>Developing knowledgeable and motivated school leadership teams that incorporated teachers, parents, resource professionals and school administrators proved to be one of the key success factors for implementing ongoing transformation towards inclusion in both pilot schools.</p> <p>Ensuring physical accessibility of both pilot schools proved to be extremely difficult primarily due to lack of local funding . Ultimately, CIDA supported the decision by the project to reallocate necessary funds in order to assist the schools in building the ramps and making toilets accessible.</p> <p>Yaroslav Hrybalski, project coordinator in Lviv, was instrumental in implementing the physical accessibility audit in both pilot schools and coordinating the accessibility work.</p> |

| Expected Output (as per LFA) | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| | | | <p>place in Lviv pilot school; 6.5 professional resource personnel, including the functions of teacher assistants are in place in Simferopol pilot school to support children and work with teachers and parents;</p> <p>Teachers and education professionals in both pilot schools demonstrate confidence⁶ in applying in their daily classroom strategies inclusive education knowledge and skills acquired through extensive hands-on 120 hour course;</p> <p>Increased number of students with range of disabilities now attending the pilot schools in Simferopol (#3) and Lviv (#95) (i.e., autism; Down Syndrome;cerebral palsy speech impairments, developmental disabilities, hearing impairments); currently 41 students attend both pilot schools.</p> <p>Physical accessibility issues being addressed at the local, school, classroom levels. Both schools are now equipped with ramps and accessible toilets.</p> | <p>10 students attending Simferopol pilot school include:</p> <ul style="list-style-type: none"> - 3 children with developmental delays; - 2 children with infantile cerebral palsy; - 2 children with autism; - 1 child with Down syndrome; - 1 child with severe somatic disorders; and - 1 child with severe hyperactivity. |

⁶ We trust this is an important indicator. Over the years our experts observed how the level of confidence had been growing from complete despair “what am I going to do with these kids?” to “I have necessary knowledge and skills” to teach and support children with disability. Level of the teacher confidence is one of the key success factors in inclusive settings.

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| <p>2.2 Improved ability of parents of children with disabilities to participate more actively in the education of their children in two pilot schools.</p> | <p>2.2a Level of participation of parents of children with disabilities in education process</p> <p>2.2b Level of parental influence on decision regarding education options for their children with disabilities</p> <p>2.2c Number of parents trained in Ukrainian Sign Language and number of personnel trained in Teacher Assistant module</p> | <p>2.2 Increased awareness and knowledge on the part of parents of children with disabilities in both pilot schools and pilot regions with regard to inclusive education, supports for their child, and options for educating their child;</p> <p>Increased active role of parents on collaborative classroom and school leadership teams in both pilot schools;</p> <p>Increased understanding among all stakeholders of the critical role of parents in educating children with disabilities in inclusive education settings.</p> | <p>2.2 a-2.2 b Parents of children with disabilities in both pilot schools/regions demonstrate advocacy skills and ability to make an informed choice regarding their children's education in inclusive settings;</p> <p>Parents of children with disabilities in both pilot schools work closely with the teachers, administrators, TAs and resource professionals in implementing assessment and Individual Education Plans to maximize student success.</p> <p>Parents in the pilot schools/pilot regions and beyond have access to 9 guidebooks developed by the project that sensitize parents of children with a range of disabilities to their role as active partners in providing optimum education to their children in inclusive settings.</p> <p>Parents Information /knowledge dissemination systems (regular Open House sessions; ongoing media advertizing; social networking) regarding inclusive education are in place in both pilot schools/regions and beyond.</p> <p>Parents of children with disabilities work closely with local Pedagogical Medical Psychological Commissions and Inclusive Resource Centres (IRC) stakeholder groups in determining the optimum education pathway for their children.</p> <p>Parents of children with disabilities confidently exercise their legitimate right to be the ultimate decision makers regarding educating their children in inclusive settings.</p> | <p>The "Parents' Summer School", held in Lviv and Crimea in June of 2010 proved to be instrumental for fostering parents- teachers collaboration in both pilot schools. The workshops that brought together 10 Canadian parents of children with disabilities and over 80 participants from both pilot regions and other regions of Ukraine empowered the parents and teachers, and equipped them with practical strategies of effective collaboration in inclusive education settings. The event was organized together with the Civil Society component.</p> <p>It was originally planned to turn the parents into voluntary TAs, since Teacher Assistant profession did not exist in Ukraine at the time – hence the wording of the 2.2.c indicator in the LFA ("number of personnel trained in TA module").</p> <p>Although parents in both pilot schools were sensitized to the adapted Canadian learning materials "Teacher and Teacher Assistant: roles and Responsibilities", the project decided that it would be methodologically and ethically inappropriate to engage parents of children with disabilities in any formal training based on the Teacher Assistant (TA) program, since such training could have created confusion as to the roles and responsibilities of the parents as quasi professionals. Instead the TA materials were used to train TAs in both pilot schools, which had the opportunity to establish such TA positions as an experiment.</p> <p>Over 4 years the project worked closely with the Ministry of Education of Ukraine to have TA added to the National Register of Professions and have its professional competencies and roles defined.</p> |
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| Expected Output (as per LFA | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| | | | <p>2.2.c 30 parents of and hard-of-hearing children in Lviv demonstrate knowledge and skills of Ukrainian Sign Language (USL) acquired through USL evening classes delivered at pilot school # 95.</p> <p>Parents of deaf and hard of hearing children in pilot regions and beyond have access the natural USL guidebook/dictionary developed by the project.</p> | <p>When TA was legally recognized in Ukraine in 2011 the project TA materials were used to assist Ukrainian partners in developing an academic TA preparation program geared towards professional Teacher Assistants.</p> <p>Such 4 year bachelor level program was successfully launched in 2012 at the Lviv Pedagogical College of the Lviv Ivan Franko University , one of the project partner organizations.</p> |

| Expected Output (as per LFA) | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| <p>2.3 Improved ability of Institutes of Professional Upgrading for Teachers (IPUTs) (Kyiv, Crimea, Lviv) to deliver in-service courses in Inclusive Education to teachers in pilot regions and beyond (minimum two additional regions).</p> | <p>2.3a Number and inclusive nature of courses delivered annually by IPUT faculty to the working teachers of the pilot regions and beyond.</p> <p>2.3b Level of knowledge and skill improvement trained teachers demonstrate in inclusive education practices.</p> | <p>2.3 IPUTs in Kyiv region, Crimea, Lviv, Rivne, Kharkiv, Poltava and Dnipropetrovsk deliver five contemporary 18-hour courses on key aspects of inclusive education as part of the mandatory system of professional development for teachers sustained by government funding.</p> <p>IPUT instructors in pilot and extension regions are professionally prepared to deliver five 18-hour courses to practicing school teachers on key aspects of inclusive education.</p> | <p>2.3.a Key 'Ukraine-specific', inclusive education courses developed and integrated nationally into the curriculum of IPUTs: -Introduction to Inclusive Education; -Assessment and Evaluation in Inclusive Classroom; -Differentiated Instruction in Inclusive Classroom; -Professional Collaboration in Inclusive Setting; -Leadership in Inclusive Settings at School.</p> <p>41 instructors from IPUTs in pilot and extension regions report increased level of knowledge and skills regarding IE courses acquired via seminars and workshops held in 2010-12.</p> <p>2.3.b Teachers and education professionals in both pilot schools demonstrate high level of competence in applying knowledge and skills on inclusive education acquired through extensive hands-on 120 hour course in their daily school practices and classroom strategies.</p> <p>Ministry of Education reports upgrading of knowledge and skills of over 2500 practicing school teachers across Ukraine (including pilot and extension regions) that took the "Introduction to IE course" at regional IPUTs in 2011-2012</p> | <p>Introduction of newly-developed 18-h courses on IE into IPUT curricula was delayed due to the rigorous and time-consuming process for Ministerial approval of educational courses and readings, necessary to be recommended for country-wide implementation. That was the main reason why two courses (Leadership in Inclusive Schools; Assessment and Evaluation in Inclusive Classroom were approved in 2011) and 2 courses (Professional Collaboration in Inclusive Schools and Differentiated Instruction in Inclusive Classroom) were approved in 2012. Consequently, the training of IPUT instructors to deliver all five IE courses was completed in Year 5.</p> <p>Due to a larger degree of institutional autonomy Lviv IPUT demonstrated a higher level of commitment to early integration of all five 18-h IE courses into their curricula, whereas Crimean IPUT (Simferopol) was less proactive, which delayed integration of all five new courses until Years 4 and 5.</p> <p>The 120-h hands-on training course, delivered by the Education Component experts to all teachers/resource professionals/administrators in both pilot schools in the first half of the project, was vital for timely preparation of the schools for inclusive programming as per the project plan.</p> |

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| <p>2.4 Improved ability of Universities (Kyiv), Ivan Franko University (Lviv) and Crimean Technical Pedagogical University (Simferopol) to deliver pre-service program for students using developed courses.</p> | <p>2.4a Number of “inclusive education” courses developed and approved</p> <p>2.4b Level of knowledge and skills of specialty trained faculty at three universities</p> <p>2.4c Number of pre-service students demonstrating advanced knowledge and skills in working with children with disabilities in inclusive setting</p> | <p>Universities in pilot regions (Hrinchenko University in Kyiv; Pedagogical College/Ivan Franko University in Lviv and Crimean Technical University in Simferopol) and pedagogical universities in extension regions (including Vynnytsia, Zaporizhzhia, Khmelnytsk, Kharkiv, and Chernihiv) deliver integrated 54-hour course “Fundamentals of Inclusive Education” as part of the mandatory system of professional development for future teachers, sustained by government funding.</p> | <p>2.4.a54-h comprehensive course “Fundamentals of Inclusive Education”, is officially recommended by Ukrainian Ministry of Education (Decree #1/14-1913, dated 13.02.2012) for integration into curricula of all pedagogical universities across Ukraine.</p> <p>54-hour course “The Fundamentals of Inclusive Education” is introduced in the curricula of Pedagogical College of Ivan Franko National University of Lviv and Crimean Engineer and Pedagogical University in Sept. 2012.</p> <p>Four modules – “Introduction to Inclusive Education”, “Differentiated Instruction”, “Assessment and Evaluation in Inclusive Classroom”, “Professional Collaboration” –are introduced into curricula of Pedagogical College of Ivan Franko National University of Lviv;</p> <p>Three 6-h. modules on inclusive education are integrated into existing Psychology, Pedagogy and Teaching Methodology courses delivered at all departments of the Ivan Franko National University of Lviv.</p> <p>36-h course “Inclusive Education: Theory and Practice” with a special focus on leadership and collaboration in IE, is developed and introduced at Kyiv Hrinchenko University</p> <p>2.4.b 29 university instructors in pilot and extension regions are professionally prepared to deliver 54-hour</p> | <p>As was reported earlier, the original plan of Activity 2.4.3 as presented in 2008 LFA was to set-up 200 hour IE program in partner universities and put pilot school teachers through it. As the project evolved, it was mutually decided to put more emphasis on in-service teacher preparation programs and integrate new IE modules into national IPUT curriculum. Similar approach was taken with regard to the pre-service curriculum. At the moment, pilot school teachers have benefited from 120-h. hands-on course on IE, and there is no need for them to take a 54-h course that became available across Ukraine in 2012. However, Kyiv based Hrynchenko Pedagogical University launched the Masters IE Program in 2012 with assistance from the project, so the teachers and administrators from pilot regions as well as from other regions of Ukraine will be able to benefit from this new opportunity.</p> <p>Representatives of the Dragomanov University took part in the project activities</p> |
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| Expected Output (as per LFA | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| | | | <p>integrated course “Fundamentals of IE” to future teachers of inclusive classes.</p> <p>30 instructors from pedagogical universities across Ukraine are sensitized to deliver 54-h integrated course “Fundamentals of Inclusive Education”</p> <p>2.4.c 75 pre-service students majoring in “Elementary Schooling”, „Pre-School Education”, „Social Pedagogy” and “Special Needs Education” trained under the new curriculum program in Lviv, Crimea, and Kyiv and demonstrate and report satisfactory level of knowledge and skills in IE practices /classroom strategies during field placements in inclusive settings.</p> <p>32 ⁷graduate program students at Kyiv Hrinchenko University demonstrate/report increased level of knowledge and skill in IE leadership/collaboration principles/strategies</p> | <p>during the first 18 months of the project. However, they displayed limited level of commitment to the project , and subsequently Dragomanov University was replaced by the Kyiv Hrinchinko University at the recommendation of the Ministry of Education of Ukraine and Step-by-Step.</p> |

⁷ The exact data are being specified at present.

| Expected Outcome (as per LFA) | Performance Indicators (as per LFA) | Achieved Outcome | Actual Indicators | Comments and Variances |
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| <p><u>Outcome 3: Civil Society</u> Increased capacity of civil society organizations to support and advance the inclusion of children and youth with disabilities in the two pilot regions and nationally</p> | <p>3a. Number and type of activities carried out by pilot Inclusion Resource Centers and targeted stakeholder organizations</p> | <p>The project (mainly through the IRCs) analyzed existing services and resources for inclusive education in the pilot regions and identified gaps to be addressed.</p> <p>The project (mainly through the IRCs) has made significant progress in addressing gaps identified through the analysis above, by developing and providing a range of services for families in three categories: (1) information/advice, (2) coordination of services, and (3) navigation (ongoing guidance).</p> <p>The project increased resources and supports available for the implementation of inclusion on the grassroots level, by introducing and promoting the Innovative Grant Model, which the project created, in the pilot regions.</p> <p>The project created opportunities (knowledge and skills, resources, possibilities for advocacy and lobby), networks, and resources for parents, schools, preschools, local programs, and governments to collaborate in promoting inclusion for persons with disabilities in the pilot regions and nationally. As a result, parents of children with disabilities are empowered and have increased influence in the education and rights for their children.</p> | <ul style="list-style-type: none"> - Regular monthly consolidation of project stakeholders around the needs and rights for education of each individual child - Facilitation of stakeholders' efforts (including mainstream schools) to bring each child to school (pilot and other schools) - Lobby and advocacy for childrens' rights to study in the neighbourhood schools across Ukraine - Coordination services provided for 32 parents - Navigation services provided for 54 families - Over 35 trainings provided for parents, educators, and NOGs - 25 workshops/ information sessions held - Over 30 national and regional consultation meetings in which IRCs participated | |
| | <p>3b Level of participation (commitment) of stakeholder organizations in functions of two new Inclusion Resources Centers/Programs in the pilot regions.</p> | <p>The IRCs established a strong network among local stakeholders, who formally joined by signing on the memorandum, in the pilot regions.</p> | <ul style="list-style-type: none"> - Over 10 NGOs became a former member of IRC by signing an agreement - 2 national and 5 regional Ministries participated in IRC meetings - Over 200 parents in two pilot regions joined in the parent network that IRCs created. | <p>If there is any planned objectives for the civil society component that have not been achieved???</p> |

| Expected Outcome (as per LFA) | Performance Indicators (as per LFA) | Achieved Outcome | Actual Indicators | Comments and Variances |
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| | <p>3c. Number of inclusive promotion campaigns launched throughout Ukraine by the national NGOs.</p> | <p>Local project partners launched a number of inclusive promotion campaigns in the pilot regions and nationally.</p> <p>The first of these campaigns advocated the inclusion of children with Down syndrome in all aspects of life, specifically in regular education environment. This campaign facilitated a series of broadcasts on country-wide TV-channels and resulted in the targeted program to include children with Down syndrome that was adopted by Kyiv city authorities.</p> <p>NGO ‘Aurveda’ submitted a project proposal “Ukraine’s NGOs to support inclusive education” to strengthen networking by engaging young people with disabilities as agents for inclusion in different regions.</p> <p>Other project activities included traditional interregional competitions of drawings (2009), essays (2010), photos (2011), and stories of inclusion through the eyes of parents.</p> <p>The newly established Network for Inclusion initiated a campaign to advance inclusion across Ukraine.</p> <p>Over 5 years of the Project over 20 high-profile events were conducted that attracted media attention.</p> | <ul style="list-style-type: none"> - Over 10 NGOs became a former member of IRC by signing an agreement - 2 national and 5 regional Ministries participated in IRC meetings - Over 200 parents in two pilot regions joined in the parent network that IRCs created. | |

| Expected Output (as per LFA) | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| <p>3.1A Improved knowledge of selected NGOs* in two pilot regions on inclusion of children and youth with disabilities in schools and communities.</p> <p>* (Lviv Independent Living Resources Centre, Nadiya Association, Parents Association in Novy Rozdil, Parent Association in Brody, Physically Handicapped and Able Bodied)</p> | <p>3.1a Level of knowledge of NGOs in:</p> <p>a) addressing the needs of children and youth with disabilities and their families,</p> <p>b) developing inclusive policies,</p> <p>c) enhancing disability-specific programs.</p> | <p>A package of training materials developed on inclusion and civil society, organizational arrangements, and management of NGOs.</p> <p>Trained trainers of community leaders</p> <p>Trainings held for advocates and members of NGOs representing persons with disabilities and parents of children with special needs from pilot and 'additional' regions (Dnipropetrovsk, Kharkiv, Lugansk).</p> | <p>Training modules developed, published and made available online in the pilot format, including:</p> <p>'Organization development' (21 hours), 'Governance of NGOs' (17 hours), 'Management of NGOs' (20 hours), 'Sustainability of NGOs' (20 hours), 'Advocating for children with special needs in education' (11 hours).</p> <p>A total of 32 NGOs took part in these trainings. A team of local trainers (32 persons) were trained: 2008 – 36; 2009 – 42; 2010 – 147; 2011 – 138; 2012 – 120. A total of 483 people attended trainings (according to event sign-in sheets).</p> | <p>Not all organizations involved at the initial stages have been actively engaged during the entire project period. Some of them withdrew for personal reasons (e.g. PHAB), but the total number of active and concerned organizations increased manifold.</p> |
| <p>3.1B Increased ability of the key stakeholders to participate collaboratively in designing and delivering services and programs to support inclusion of children and youth with disabilities in schools and communities in two pilot regions.</p> | <p>3.1b Number and type of new services/ programs established for children and youth with disabilities and their parents by the stakeholder organizations</p> | <p>A national pilot program conducted to facilitate 'Social adaptation and community integration of children with special needs through regular school education'. The program was continued till 2013.</p> <p>Local NGOs initiated a number of inclusion-related programs in Lviv, Crimea, Kyiv, Dnipropetrovsk, Lutsk, and Kharkiv.</p> | <p>The national pilot program was extended to 36 schools in 12 oblasts of Ukraine.</p> <p>Inclusion-related programs initiated by local NGOs across Ukraine:</p> <ul style="list-style-type: none"> - 7 programs in education - 5 programs in professional development | <p>Interdepartmental barriers continue to present a problem. They create obstacles to engaging professionals from rehabilitation centres and social service agencies to provide services at schools for a fee.</p> |

| Expected Output (as per LFA) | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| | | | <ul style="list-style-type: none"> - 5 programs for parents - 4 programs in psychological support for learning - 2 programs on accessibility | |
| <p>3.2 Pilot Inclusion Resource Centres/Programs developed and established in the two pilot municipalities to model and advance the inclusion of children with disabilities, by acting as a hub for information gathering and dissemination, child and parent support, initiation of services and funding.</p> | <p>3.2a Number and nature of stakeholder organizations formally supporting IRC/P</p> <p>3.2b Number of services created such as: information gathering, knowledge and best practice dissemination, peer support; and, initiation of new services</p> | <p>Increase in number of stakeholder organizations which are formally supporting the IRCs.</p> <p>A great number of services created in the areas of family support and guidance, collaboration between special and regular schools, coordination of therapies, and parent-to-parent trainings.</p> | <p>Based on the Memoranda of Cooperation, at the start of 2010, 4 NGOs supported the Inclusive Resource Centre and in 2012 – 17 NGOs. In Crimea 9 and 25 respectively.</p> <p>Services created:</p> <p>a) Ongoing family support and guidance - 38 cases out of 48 children were successfully included in regular education settings, whereas in Crimea 61 children started attending regular schools and 9 more were enrolled in regular preschool programs.</p> <p>b) Collaboration between special and regular schools in both pilot regions(which regions?). Experience of collaboration spread to other regions</p> <p>c) Coordination of therapies (speech and language therapists, psychologists) were made available at the pilot schools and PMPCs.</p> <p>d) “Parent-to-parent” trainings (14) i(how many training sessions and in which regions?)n both pilot regions.</p> | |

| Expected Output (as per LFA) | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
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| <p>3.3 A Model Innovation Grant System to fund on a cost-sharing basis (between local NGOs and municipal government) community programs and services in support of inclusion of children with disabilities established in the two pilot municipalities.</p> | <p>3.3a Extent to which funds have been committed by the local government to the alternative funding model</p> <p>3.3b Number and type of community-based programs funded by the newly established alternative funding model</p> | <p>An innovative small grant model set up, piloted and disseminated to promote inclusion in both pilot regions</p> <p>The innovative grant model, which has been formally adopted in Crimea and Lviv</p> | <p>Crimean authorities allocated 9 million UAH to activities related to implementing inclusive education, ensuring accessible school environment, supports and related services.</p> <p>Lviv authorities used budget funds to procure 4 buses that are accessible for persons with disabilities and handed them over to Brody, Gorodok, Mostyska and Yavoriv districts. The budget of the regional 'Education Development Program' covering the period between 2013 and 2016 includes funding for the specific project "Inclusive Education for Persons with Special Educational Needs".</p> <p>The developers of the Lviv Education Development Program for 2013/16 used the toolkit of the innovative small grant model, e.g. application forms, evaluation sheets, guidelines on eligible and ineligible expense items, etc.</p> <p>Eight small grants were provided, utilizing the Innovation Grant Model to the following recipients: In Crimea</p> | <p>Given the difficult economic situation, these programs may be underfunded if there is no sufficient budget to cover 'protected expenditure items' – salaries and utility payments.</p> |

| Expected Output (as per LFA) | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
|--|--|---|--|---------------------------|
| | | | 1) 'Malenka Kraina' [<i>Small Country</i>], Bakhchisaray 2) 'Zlagoda' Special School 3) Simferopol City PMPC 4) Simferopol preschool # 66 In Lviv 1) 'Prominchyk' Down Syndrome Association 2) Lviv 'Nadiya' [<i>Hope</i>] Secondary School 3) 'Nadiya' [<i>Hope</i>] Association, Brody 4) Sokal Association of PWD | |
| 3.4 Increased capacity of the targeted NGOs to develop and implement effectively a communication strategy (including public awareness campaign using municipal, regional and national mass-media) for the two Inclusion Resource Centres | 3.4a Evidence of a comprehensive communication strategy developed and implemented by the NGOs 3.4b Degree to which the communication strategy receives media support, such as number of articles, radio and television programs | Wide visibility of the project and promotion of inclusive education manifest in various forms of media (e.g. press conferences, project events, news articles, TV commercials) across the country An effective awareness-raising campaign conducted by community organizations and IRCs in the pilot regions and other regions A variety of media strategies used in different regions (e.g. billboards in Lviv to publicize the IRC activities, regular collaboration with the local morning TV-program). In Crimea the focus is on shared press conferences with governmental agencies and on awareness-raising tours to Crimean towns. | Over 5 years of the Project over 20 high-profile events were conducted that attracted media attention (see the Annex xx for the list of publications*). Adequate information about policies and regulations can be found at the Ministry of Education website, other education web portals that often reprint information from the project website. For example, one news item from the project website was reprinted/ disseminated over 70 times by other Internet sites. On average, the messages on Facebook receive 100 views, sometimes from 300 to 500. It remains the most up-to-date | |

| Expected Output (as per LFA) | Performance Indicators (as per LFA) | Achieved Output | Actual Indicators | Comments and Variances |
|--|--|---|--|---|
| | | <p>A media campaign held by the Down Syndrome NGO</p> <p>A number of video films created about the project (see the list in the footnote)</p> | <p>and accessible communication tool.</p> | |
| <p>3.5 Ability of the targeted NGOs (up to 9) to initiate and sustain an information and knowledge based network with stakeholders to advance inclusion of children with disabilities in two pilot regions</p> | <p>3.5a Number of participants from each sector (government, education institutions, NGO's and parents) involved in the networks and the annual conferences</p> <p>3.5b Degree to which project stakeholders including government, learning institutions, NGOs, and children with disabilities and families share information and knowledge via the website, and other available venues.</p> | <p>The Network for Inclusion established and sustained, comprised of local governments, NGOs, IRCs, PMPCs, schools and individuals professionals</p> <p>The project website, which contains all information resources, reports, publications, contacts, and useful links developed and accumulated through the project</p> <p>The project Facebook page</p> | <p>Over 70 participants in the Network for Inclusion: - 52 NGO representatives, - 8 professionals, and - 1 educator (21 members are individuals and 14 are organizations involved in the project on a regular basis.)</p> <p>2 national and 4 regional conferences 35 round tables 80 workshops</p> <p>16,500 of visits to the project website (updated version)</p> <p>3100 active discussions on the project Facebook page; 103,518 active Facebook friends; 7 countries are actively engaged in Facebook discussions/coments (Ukraine, Russia, Belarus, Canada, Turkey, Israel, Egypt).</p> | <p>Initially it was planned to have the forum on the project website. However, later it became obvious that Facebook offered a more effective platform for prompt sharing of information.</p> |

6. PROJECT MANAGEMENT

Canadian Center on Disability Studies (CCDS) was responsible for efficient management of all contributions under the Project and, jointly with the local partners, for the overall attainment of project results (outcomes and outputs) by the end of the project that included:

- Management, coordination, monitoring, and reporting on Project activities in collaboration with Ukrainian partner organizations;
- Preparation of Narrative and Financial Reports (including Requests for Advance Payment);
- Annual workplans (including a Communication Strategy), and the Project Final Report;
- Administering CIDA's Contribution and other contributions in accordance with the terms and conditions agreed to in the Contribution Agreement, which included ensuring of the proper control and disbursement of project funds;
- Providing the necessary contribution (in-kind or financial) and professional, technical and
- Administrative services agreed;
- Providing the necessary contributions (in-kind or financial) and professional services required from all other Canadian and Ukrainian partners, in order to implement Project activities and attain the anticipated outputs and outcomes by the end of the Project;
- Recruiting, selecting, and/or sub-contracting individuals, consultants, firms, or institutions to provide the type and level of consulting services and training required to successfully implement the Project and achieve results.

A *Project Steering Committee (PSC)* was established during project start-up. The Steering Committee met annually, at a minimum, in Ukraine or as determined. The Steering Committee comprised of representatives from: CCDS (2); Grant MacEwan University (2); Regional Coordinating Committees (2 from each pilot region); representatives (3) from the Ukrainian National Advisory Committee (one from each sector). Specifically, the PSC was responsible for: ensuring that the project's results are achieved; setting and monitoring broad policy directions for the project within the scope of the interrelated project objectives; receiving and approving workplans; reviewing and approving progress reports; and providing feedback and guidelines to the regions. Representatives of the the Canadian International Development Agency (CIDA) and the Canadian Embassy in Ukraine were invited to attend the meetings.

Two *Advisory Committees (AC)*, one in Canada and one in Ukraine, were established to ensure that the project had access to the best available knowledge and expertise and that best practices were disseminated across Ukraine. In Canada, the *Canadian Advisory Committee* comprised of CCDS, Grant MacEwan University, and community and government representatives. The role of the Canadian Advisory Committee was to provide recommendations and feedback on project activities, and generate further ideas with respect to project implementation. A *National (Ukrainian) Advisory Committee* was also established and comprised of representatives from the national Ministries of Labour

and Social Policy and Education and Science, the Regional Coordination Committees, participating learning institutions and NGOs. The Ukrainian Advisory Committee fulfilled an advisory role to the Project Steering Committee and Regional Coordinating Committees, and was engaged in activities of knowledge sharing, joint learning, and interregional and intersectoral collaboration.

Regional Coordinating Committees (RCC) were established in each selected pilot region and included representatives of all key partners and target organizations, to ensure partnership representation (disability community/government/university/service providers) and gender equality. There was a full-time regional coordinator and administrative assistant in each of the two regions working with the RCCs and the Inclusion Resource Centres. RCCs were responsible for coordinating project activities at the regional level within the context of the decisions made by the Project Steering Committee.

In addition to the overall project management structure, each component was managed autonomously to ensure attention to specific project activities. It should be noted that key staff in Canada and Ukraine met regularly, on at least a six-month interval basis in Ukraine. Many administrative and management issues were addressed through on-site meetings and visits, and on-line (e-mail, Skype). In addition, weekly reports delivered by e-mail and telephone ensuring ongoing communication and allowed for planning and problem solving.

The timing of the project was opportune for all the components. The project's focus on influencing the national developments coincided with a general receptivity to new approaches across the country. While the accomplishments may not be attributed entirely to the project, there is no doubt that that the project provided both the means and a focus for new initiatives at the local and national level.

There were some challenges associated with the timing of project activities. The first relates to the initial phase of the project which was planned for 2007 but was actually initiated in 2008. The development of administrative policies to guide the project in the beginning was also a challenge but overall the project did not encounter any serious scheduling difficulties.

Logistical difficulties included language, material and communication. With respect to language challenges, most of the Canadian consultants did not speak Ukrainian and the project relied on the use of interpreters and translators. Consultants had to plan the materials well in advance in order to enable time for translation of overheads, reading materials and course materials. One suggestion for similar projects is to assign one primary interpreter to each component and/or course. A second implication of language differences concerns time and cost of delivery. Teaching with an interpreter takes almost twice as much time as teaching in the language of the student. Communication issues are defined here as those involving planning and decision-making processes between the partners. There were frequent visits to Ukraine from Canadian team members and Skype and e-mail provided a valuable communication link between visits. In general,

implementing a project of this magnitude requires two general qualities on the part of the Canadian participants. First, it is important to have a clear sense of the project's mission and to be conscious of the need to ensure that service quality is maintained. Second, it is essential that individuals working on a project be flexible, and willing to adapt to the implementation challenges that often arise. In general, both the Ukrainian and Canadian participants in this project demonstrated these qualities, and Ukrainian partners made every effort to respond to the challenges that arose during implementation.

The cultivation of the positive public relations has been a specific objective of the civil society component from the outset of this project. Relations with various government departments, learning institutions, NGOs and parents' groups were established at the beginning of the project, and considerable emphasis was placed on maintaining them throughout its life. In the early stages, visits were arranged with the Ministry of Education and Social Policy, key regional departments and Mayor's office (Lviv, Simferopol) to explain the project and establish support for the initiative. In addition, a public relations consultant was hired to assist selected NGOs with developing an outreach strategy and the capacity to implement effectively the strategy on the inclusiveness of children and youth living with disabilities and also strengthening the ability of selected NGOs to initiate and sustain an information and knowledge-based network with stakeholders to advance inclusion of children with disabilities across Ukraine. The purpose of the project outreach strategy was to ensure dissemination (targeted and broad) of resources and information regarding the project (e.g., activities, results, participants) and to facilitate coordinated outreach activities to increase public awareness and gain broad support for inclusive education.

General objectives included the following:

- To advance public knowledge regarding the project by highlighting and disseminating project activities, results and accomplishments;
- To further promote positive changes in the general public's attitude towards disability issues in Ukraine by disseminating knowledge about human rights for persons with disabilities, inclusive education, and social inclusion;
- To enhance awareness of and create public support for inclusive education among stakeholder groups and the public throughout Ukraine;
- To promote effective communication, outreach and networking practices among project partners;
- To sustain effective cooperation with the mass media to promote inclusive education for the following audiences:
 - Families of children with disabilities;
 - Families of children without disabilities;
 - Professionals in education, social services, rehabilitation and other fields that are relevant to supporting children with disabilities and families;
 - Government officials and policy makers who work in education, social protection, and rehabilitation, and other fields that are relevant to supporting people with disabilities (architecture, transportation, etc.);
 - Regional and national journalists;

- General public.

The following activities are examples of how this strategy was implemented with more details included in the work plan of individual components:

- Promoting pre- and in-service courses, and open access to the project-developed learning material on the project website and via partners to facilitate positive attitudinal changes toward disability and inclusive education and increase knowledge of all stakeholders;
- Facilitating round tables to advance information and knowledge sharing, to provide an opportunity for an open and ongoing dialogue, and to sustain collaborative efforts in promoting inclusive education and ensuring systemic changes;
- Publicizing the availability of project-developed pre- and in-service courses via the project website for professionals and community leaders in Ukraine;
- Utilizing communication and media technologies to facilitate participation in forums and to promote inclusion through social networks;
- Providing additional consultations for networking with mass media, including information on how to draft media releases and organize information campaigns. This will include efforts to develop ‘permanent’ sections in national and local newspapers which will sustain/advance awareness about the rights of people with disabilities, including the right to inclusive education;
- Promoting the advancement of the “Network for Inclusion. School for Everyone” forum through the project website, Facebook, and mass media. The forum will help to sustain the parents’ network, disseminate information about the project and inclusive education, and assist parents in lobbying for the rights of their children with disabilities;
- Creating a media network to provide information about events promoting inclusion in the project’s pilot regions and in Kyiv. Feedback will be invited on all the project initiatives and project resources will be disseminated through electronic networks, forums and newsletters, brochures and advertisement of events;
- Encouraging broad public interest and support for inclusion using Facebook and the project website.

From the outset of the project, collaborative relationships with other learning institutions across Ukraine were developed. These relationships resulted in an exchange of information and materials on a regular basis. The national (and international) network – “*Network for Inclusion. School for All*”, became an instrumental public relations tool facilitating effective advocacy for the inclusion of children with disability. 51 organizations representing different sectors from different regions joined the “Network for Inclusion: School for All” and together they organize and carry out national campaigns in support of inclusive education for children with disabilities in Ukraine. In terms of outreach, media interviews with project participants were conducted on a regular basis. The project’s website and Facebook page continue to be active upon project completion for dissemination of resources. The project website has averaged

around 10,000 visitors in the last few quarters, and Facebook is very popular and attracts many participants nationally and internationally who actively discuss disability issues and issues related to inclusive education.

Summaries of project accomplishments and activities were prepared, updated and disseminated at intervals throughout the project. Several conference presentations were made both in Ukraine and Canada and coverage of the project activities was featured in newspaper articles and television in Ukraine. Participation in project conferences was particularly effective because that enabled communication with key officials from government and universities. Those helped to establish important network and reputation of the project. Through the National Assembly of Disabled the project established important contacts with the National Parliamentary Committee on Social Protection of Vulnerable Groups in Ukraine and the Para-Olympic Committee. To increase public awareness of disability issues and inclusive education in Ukraine, Each pilot school has developed 3 documentaries about practical experiences of introducing inclusive education, so there are 6 in total; 3 of them are available in English. They are available on the SbS website.

7. RISK MANAGEMENT

Overall, the original risk assessment proved to be valid and accurate. Over five years the project has experienced and successfully mitigated the following major challenges that could have hampered achievement of the expected results. A summary of the risks and strategies to mitigate those risks are summarized in the table below:

Table 4: Potential Risks and Mitigation Strategies

| Result Level | Mitigation Strategy |
|--|---|
| Output Level Risk | |
| Frequent change in staff in the government Ministries at the national, regional and municipal levels | Prepared and signed implementation agreements with the Ministries of Social Protection and Labour and Education and Science at all three levels and in both pilot regions |
| Round Table participants cannot agree on target policies for change and the work plan | Organized a series of Round Tables with a particular focus or theme in order to allow for an agreement to be reached |
| Resistance from the parents of children without disabilities to accept children with disabilities | Evidence based information campaign in the schools and mass media |

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| Lack of funding at the local level to provide for architectural accessibility of the pilot schools. | The project reallocated available funds to build the ramps and improve the toilets in both pilot schools |
| Although Teacher Assistant (TA) was de jure added to the National Register of professions, its functions, roles, scope of responsibility and required level of education are not defined. | The project set-up a TA committee that included representatives from the Ministry of Education to establish professional competencies and the scope of responsibility for TAs. A bachelor level TA preparation program was launched at Lviv Pedagogical College. |
| Lack of commitment to establish Inclusion Resource Centre in pilot sites | Prepared and signed implementation agreements with identified NGOs early in the project |
| Government does not agree to participate in an alternative funding model | Organized discussions with regional and municipal government representatives in order to receive the commitment within the first year of the project |
| Outcome Level Risk | |
| Regress of the economic, social, and/or political progress that Ukraine has experienced in 2005 resulting in Ukrainians wanting to focus on factors other than inclusion | The government of Ukraine officially proclaimed its course towards integration with the European Union. People of Ukraine as demonstrated by the Orange Revolution were willing to build a state based on democratic principles and rule of law. |
| Key individuals in Ukraine, including institutional personnel, government officials, and NGOs show less interest than is anticipated in the main tenets of the project, including the social model approach to disabilities, and the emphasis on a collaborative approach | The best practices and success stories used by the project were emphasized in the public awareness campaigns and other project dissemination methods. The training sessions also addressed that risk. |
| Impact Level Risk | |
| Dramatic change in the political situation in Ukraine to undermine democracy and rule of law | The project worked towards strengthening civil society independent of the state to ensure that inclusion and human rights were addressed in Ukraine. |

8. CROSSCUTTING THEMES AND PRIORITIES

An important crosscutting goal for all CIDA projects is the promotion of gender equality throughout the project design and implementation. The project team employed the Gender Equality Strategy that was developed at the beginning of the project. That strategy addressed CIDA's objectives of human rights for women and girls, and access to and control over the resources and benefits of development for women and girls. The project was able to: a) promote gender equality and gender-sensitivity across all the project components; b) ensure equal access to and participation in decision-making and equal opportunities to participate in the education process; and c) reduce identifiable gender inequalities. The project built the capacity of more than 250 project participants to apply a gender sensitive approach in their work. Those project participants included members of the project team (national and regional levels), the core cohort of trainers/leaders, and the members of project stakeholder organizations. The capacity building process that addressed gender equality included information and coaching sessions, workshops, and training and course development sessions.

The project developed a document "Gender Equality and Inclusive Education in Ukraine", which became the foundation of the Gender section in the "Introduction to Disability" module (Policy component). The document addressed gender equality and equity, gender mainstreaming, gender analysis and needs assessment, gender-specific action, and gender-sensitive monitoring and evaluation. Those elements addressed gender concerns at various stages of the project cycle and supported gender mainstreaming strategies.

The project achieved significant progress in ensuring equal representation of both genders among trainers and participants, and in some cases saw the need to foster the participation of men in order to address the overlooked needs of fathers of children with disabilities, for example, and single fathers in particular. The Gender Committee was created to provide support to the project team in monitoring the incorporation of gender issues in project activities, as well as in collecting gender-specific data on an ongoing basis. In addition to promoting gender equality and gender-sensitivity, the project raised a new dimension in Ukraine: the relationship between gender and disability, its complexity and its impact on equal access to inclusive education for both genders. The project facilitated discussion about the intersection of gender and disability in Ukraine and raised the following questions:

- How do cultural norms about gender roles play out in the lives of persons with disabilities and how does this affect the progression of inclusion in Ukraine?
- What is the relationship between women with disabilities and poverty?
- How does disability affect the level of education, employment status, and income level of women with disabilities?
- How does disability affect the independence and marital status of women with disabilities?
- What is the effect of economic recession on the level of funding support for women and girls with disabilities?

- How does the society perceive women and girls with disabilities with respect to motherhood?
- How does gender affect the level of psychological stress, self-esteem, and/or social acceptance of children with disabilities?
- How does gender affect the career choices of children with disabilities?

Gender Considerations by Activity

| Activity | Gender Considerations |
|---|--|
| Management Component: Project coordination, national collaboration and implementation | |
| Work of the regional committees (RCCs); the national advisory committee (NAC); all working groups and project steering committee (PSC). | Ensure representation of both males and females on committees; Foster inclusion of females in the traditionally male-dominated area of policy development, and of males in female-dominated NGO and education areas. This is a focus on capacity building and ensuring equal opportunities for both genders. Participation should be based on merit and professional capacity or lived experience rather than gender or seniority. |
| Project site visits and meetings with all the partners. | During site visits, management takes notice of gender issues and raises as appropriate with partners. |

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| Policy Component: Policy frameworks promoting the inclusion of children with disabilities in schools and communities established in a participatory manner in both pilot regions by the Ministry of Social Protection and Labour and the Ministry of Education and Science. | |
| Activity Set 1.1 – Training in Disability & Policy Development | |
| Model ongoing professional development: pre- and in-service options in disability and inclusive policy development. | Gender committee reviews training module content; makes recommendations. |
| Build the capacity of cohort of “Leaders/Trainers”. | Gender is considered in developing gender-balanced cohort and capacity building. |
| Deliver pre- (modules-based developed courses) and in-service (training modules - “Introduction to Disability”, “Policy Development”, “Accessibility”, “Public Consultation/Round Table”) options. | Participants of trainings are invited with an eye toward achieving gender representation; Involvement of men in female-dominated areas and that of women in traditionally male dominated areas was encouraged; Gender committee is available to provide consultations/sessions during all trainings; Regional and national trainings incorporate gender related topics. |
| Provide support and mentoring to the individuals in Ukraine that have been trained in the above-noted modules/courses. | Gender committee is available as a resource. |

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| Activity Set 1.2 – Policy Analysis (using Disability Lens) | |
| The Ministries of Social Protection and Labour and Education and Science jointly reviewed and assessed, (using the disability lens) existing policies at the municipal, regional and national levels, and identified gaps and needs. | Disability lens tool includes filter for examining impact of gender. |
| Activity Set 1.3 – Consultative Policy Development | |
| Develop a joint workplan to improve social and education policies; Identify major social and education policy areas for change and strategies to support government in implementing changes. | Gender committee reviews documents including work plans and strategies and makes recommendations. |
| Conduct national and regional roundtables with government officials, NGOs, educators, and persons with disabilities and their family members. | Participants invited to achieve gender representation, Involvement of men in female-dominated areas and that of women in traditionally male dominated areas was encouraged. |

Learning Institutions Component: Delivery of inclusive and accessible education programs for children and youth with disabilities established in two pilot regions and introduced in three additional regions (Kharkiv, Kyiv, Vinnytsia, Kirovograd, Dnipropetrovsk).

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| Activity Set 2.1 – Composite School Education (grades 1-11) | |
| Finalize school transformation plans and have them approved by local governments; Ensure a psychological-pedagogical assessment of children with disabilities in pilot schools; Create ongoing system in schools of teams of professionals who are consultants to advice teachers and children with disabilities. | Gender committee is available to provide feedback, recommendations on school transformation plans. |
| Teachers/administrators from pilot and “observer” schools take inclusion courses provided by the local universities (these professional development classes; Delivery of courses in Lviv and Simferopol; Ukrainian consultants visit pilot schools in Ukraine to conduct workshops on leadership in promoting inclusive school environment. | Trainings, courses and workshops incorporate gender, particularly through the disability lens, and trainers receive training in gender considerations. |
| Establish student services. | Student services evaluated for gender sensitivity, ensuring, for example, that male teens requiring assistance have male assistants to respect privacy. |
| Activity Set 2.2 – Parents Empowerment for Education | |
| Needs assessment to identify strategy for parents of children with disabilities; National and international networks on inclusive education link parents, teachers, principals and administrators. | Develop strategies for encouraging involvement of fathers, including the need to address how professionals relate to them. |
| Parent groups take part in contextualizing the teacher assistant concept; Develop module for “Teacher Assistant”. Test module. | Encourage inclusion of men in Teacher Assistant profession through examples used in materials, trainings. |
| Selected Parent Guides and other learning materials from the teacher assistant program are translated into Ukrainian | Includes language regarding gender issues and teacher assistants. |
| Activity Set 2.3 – Upgrade of Working Teachers | |
| Develop 18-hr course “Fundamentals of inclusion”, which accounts for cultural differences and approaches of teachers of all topic areas; Develop a 36/72/144 h. course on inclusive education to be integrated into existing system of teacher skills upgrading; Train a cohort of instructors (IPUT) in Ukraine to deliver the above course; Deliver preparatory training to faculty and staff of the Institute of Professional Upgrading of Teachers (IPUT); Teachers in three oblasts receive in-service upgrading introductory course on inclusive education. | Course developers are responsible for gender analysis and recommendations; Courses and trainings should include consideration of gender issues. |
| Activity Set 2.4 – New Major in Bachelor Program | |
| Develop Ukrainian bachelor’s courses in Inclusive Education in three universities; Upgrade knowledge and skills of teachers working in two pilot schools; Upgrade knowledge and skills of teachers working in two pilot schools. | Promote profession among men as well as women for both – pre and in-service training. |

Civil Society Component: Capacity of civil society organizations to support and advance the inclusion of children and youth with disabilities in the two pilot regions and nationally improved.

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| Activity Set 3.1 – Improved knowledge of selected NGOs in two pilot regions on inclusion of children and youth with disabilities in schools and communities; and increased ability of the key stakeholders to participate in designing and delivering services to support inclusion. | |
| Develop and deliver training programs, targeting NGOs to address organizational development, governance, management, sustainability, and advocacy; Modules: “Organizational Development”, “Governance”, “Management”, “Sustainability”, “Advocacy”; Deliver modules, using the “Train the Trainer” model for NGO representatives and other stakeholders (parents, media, policy makers, professionals etc) – in both pilot regions and nationally; | Trainings/modules incorporate gender, particularly through the disability lens; Trainers receive training in gender considerations; Invitation of participants achieves representation of both genders. |
| Activity Set 3.2 – New Model of Inclusion Resource Centre | |
| Build the capacity of the IRC staff and stakeholders; Identify regional priorities regarding children with disabilities and inclusive education, in collaboration with all stakeholders; Develop and implement the IRCs actions plans (linked to their functions and component workpan). | Stakeholders are trained to consider gender issues when determining regional priority needs. |
| Activity Set 3.3 – Development of Model Innovation Grants | |
| Establish a process and test innovative programs through an alternative funding model consisting of a grant system | The grants program is promoted in ways that encourage both genders to apply. |
| Establish the criteria for grant funding in collaboration with the NGOs, government and universities. | Gender is included as criteria for consideration in selection. |
| Activity Set 3.4 – NGO Communication Capacity | |
| Develop promotion strategy; Conduct round tables, press conferences, television interviews, Send material to the press, Monitor mass media; Along with developing a strategy, continuously raise awareness during public events, through mass media, internet, etc.; With the NGOs, contact Ukrainian and Canadian – Ukrainian mass media and provide information based on the communication strategy | It is examined how public information strategy may need to differentiate between how men and women receive information and information on disability in particular, to have greatest impact (gender specialist). Inviting and including both men and women is only one aspect. |
| Activity Set 3.5 – Information Network | |
| 3.5.1 In collaboration with stakeholders, and initiated by the IRC, establish information networks and information dissemination; Establish a collaborative website to disseminate knowledge, provide latest resources, and provide an on-line forum on disability issues and inclusion; Support NGOs, universities and educational institutions in establishing publicly accessible database for promotion of available services and programs; Assist the information network to coordinate annual conferences as a means of informing project stakeholders and the public of activities and results | Information networks have equal reach to both genders |

Environment

Throughout project activities, all project partners were encouraged to make environmentally friendly decisions. Project activities were planned to reduce negative environmental impacts. Some steps taken to reduce this negative impact included:

- Meetings with partners in more than one location were often held as teleconferences. The use of *Skype* has also reduced some operational costs.
- Activities involving Canadian partners in Ukraine were often grouped together to reduce the number of flights necessary.
- Each office was encouraged to reduce their use of energy and resources (lights in hallways, only print necessary documents, recycle paper).
- Discussions were held with partners about environmental strategies.

A lesson that can be learned in Canada from partners from Ukraine was reducing the use of electricity, gas, and other materials. As a developing country, people in Ukraine cannot afford to be wasteful, and for that reason they appeared to better conserve resources and energy.

A few project participants expressed interest in increasing the environmental awareness among project partners in the future. That however, was challenging, because various systems currently do not exist in Ukraine- such as recycling, emissions testing, or environmental awareness programs.

9. BUDGET MANAGEMENT

The budget was managed according to CIDA policy. Explanations and variances are available in the financial reporting for the project.

10. SUCCESS FACTORS

This project was initiated under CIDA's programming objectives for Ukraine for 2007/2011.

The project outcomes contributed indirectly to the reduction of poverty among one of the most discriminated groups – persons (children) with disabilities – by providing opportunities for them to realize their right to life-long education that will subsequently ensure their independence, employment and inclusion in society.

Intensive training and awareness-raising activities (workshops, trainings, lectures, communication through mass media) implemented for different target groups in the pilot regions and nationally contributed to the strengthening of democracy in Ukraine and to the development of a new inclusive policy in education. This is demonstrated by 25 laws and regulations adopted in the area of education for persons with disabilities; national and regional programs and plans implemented to improve the lives of people (children) with disabilities and to support their inclusion in community. The purpose of this work

was not to create ‘separate’ or ‘special’ rights for people with disabilities, but rather to include them into the existing system, policies and strategies on an equal basis and without discrimination. The practical application of the disability lens enabled decision-makers to review the current legislation and programs and introduce the necessary changes, which had a positive impact on children with disabilities regarding the realization of their education rights.

By involving maximum possible numbers of people with disabilities to its trainings and, later, by offering them an opportunity to become trainers themselves, the project was able to achieve a situation, where these participants currently teach the courses designed and conduct outreach and educational activities with various target groups. For example, at the Lugansk University a project-developed course is delivered by the only female professor in a wheelchair. After project trainings, the only female deputy in Ukraine using a wheelchair (Zhytomyr) now coordinates the relevant committee at the Zhytomyr City Council, promotes inclusive education and gives lectures.

Although the project provided an important impetus for and had a considerable influence on the development of inclusive policies in the area of education, democracy building, and the policy of non-discrimination with regard to disability in Ukraine; it was not able, however, to reach any significant change in overcoming attitudinal, or ‘mental’, barriers in society. People with disabilities are still not seen as equal contributors to the process.

The efforts to strengthen the capacity of NGOs, which was one of the project objectives, promoted the development of democratic principles in the State policy. The project outputs in this respect include: a powerful NGO network ‘School for All’, stronger movement of parents advocating their children’s rights, and a more active role of NGOs, that work towards the implementation of inclusive education, in the decision-making processes at the regional and national levels.

The newly established Inclusion Resource Centres (as per project objective) and the model of integrated services for children with disabilities launched under the project encouraged the pilot regions to rethink their policies regarding the economic factors of inclusive education. Through discussions and round tables with Ministry/department officials and Members of Parliament the project played an important part in creating an interdepartmental group with the purpose to remove institutional barriers, i.e. to introduce the necessary changes to laws and regulations, policy, education funding schemes, etc.

The project broadened the range of its activities significantly and went beyond its expected outcomes.

The overall target group increased substantially (involving 6 Ministries, employees of oblast, city and district PMPCs, school principals from different oblasts, representatives of higher education institutions, human rights and disability rights organizations, members of accessibility committees and others).

The review of policies at the regional/national level was undertaken and subsequent recommendations submitted to the relevant Parliamentary Committee and the Ministries stressing the need for changes, which led to important revisions of legislation. This work was prompted by the public session of the Government that took place on December 13, 2009 at the initiative of NGOs and with active lobbying by the National Assembly of Persons with Disabilities of Ukraine. This session adopted the Cabinet Resolution on Implementing Inclusive and Integrated Education and the Resolution to Ratify the UN Convention on the Rights of Persons with Disabilities.

The Inclusive Resource Centres, NGO network and the project website were essential for disseminating the project ideology to other regions, e.g. Lugansk, Vinnytsia, Dnipropetrovsk.

The involvement of PMPCs to project activities enabled the necessary legislative changes to be introduced and the function of this structure to be revised. This signified a positive step towards the implementation of inclusive education and encouraged parents of children with disabilities to reconsider their attitudes to the PMPC.

In the pilot regions the project helped to broaden the range of community based services available to children with disabilities. The project has been instrumental for initiating integrated delivery of services in both pilot regions. For example, some specialized services/therapies and resource personnel of the special education system are now reallocated to be made available to students with disabilities in inclusive settings. IRCs and PMPCs are used as community hubs to provide information and navigation to families with students with disabilities.

The process of interdepartmental collaboration launched by the project led to a revision of the existing policies regarding the allocation of funds for education of persons with disabilities. Now the policies that govern education of persons with disabilities are no longer viewed as the responsibility solely of the Ministry of Education and Science of Ukraine.

Thanks to the financial support provided by two strong NGOs, namely the Ukrainian Step-by-Step Foundation and the National Assembly of Persons with Disabilities of Ukraine, the intellectual outputs of the project were used to increase the practical scope of its implementation.

Ukraine's ratification of an international legal instrument – the UN Convention on the Rights of Persons with Disabilities and the Optional Protocol to it – became an unintended result for the project. This heightened the relevance of the project ideology with its focus on the social model of disability, universal design and accessibility, reasonable accommodation, a change in the approaches to disability issues and inclusive education.

Additionally, the participating NGOs contributed to the drafting of the Alternative Report to the UN Committee on the Rights of Persons with Disabilities (on the status of Article 24), which was not specifically planned in the project, but served as a good example of consolidation in the NGO sector.

Currently Ukraine supports numerous buildings that are institutions. The cost of maintaining these buildings (heat, upkeep, cleaning, staff, food, administration and much more) is high. These buildings could either become local schools if necessary, or closed down because the children return to their homes. In Canada when institutions were closed, the resources previously used to support the institutions could be applied to additional support for children in their local schools.

The project initiated collaboration with several boarding schools and engaged educators from institutions in trainings and resource sharing. Boarding school principals and teachers were exposed to concepts of disability, inclusion and inclusive education. That leads to important shift in understanding of all the advantages of inclusive education.

Historically, children with disabilities in Ukraine, were removed from their parental homes and placed in long term institutions where they were given some medical interventions and some basic education. The children were viewed as “invalids”, and referred to in policy as “invalids”. Typically when the children came of age, they would be transferred to another institution for older persons, allowing little or no opportunity for them to seek employment or even to be prepared for any type of job. Like any other parents, the Ukrainian parents of children with disabilities, wanted their sons and daughters with disabilities to be at home and grow up with their siblings and neighbourhood children. They did not want their families torn apart. They had become aware of what opportunities had been made available to children with disabilities in developed countries including Canada.

Local partners including school personnel, PMPC, the regions, and the country expressed interest in including children with disabilities in their neighbourhood schools, but they needed the tools to set the children and families up for success. To that end, the Project provided training for the teachers, education for the universities so they can prepare their upcoming teachers to be inclusive in their practices, policy analysis and changes to reflect inclusion, and collaborative work and planning with stakeholders.

Children with disabilities in institutions had little chance of ever gaining meaningful employment, and persons with disabilities who may have sustained their disabilities at a later age, typically found themselves without work and subsequently without resources to support themselves and their families. With the introduction of inclusive education, all children, including those with a variety of disabilities are welcomed into their neighbourhood schools. They can be educated to their maximum potential and ultimately be employed, thus being able to support themselves and contribute to the nation's economy, rather than have the state support them. Judging by the many families and stakeholders who attended training sessions, and inquired about inclusive

education for their regions (outside the pilot regions), it is clear that inclusive education, and inclusion in general, is no longer a dream, but a definite reality for boys and girls and men and women with disabilities.

The Project is consistent with Canadian foreign policy in that it promoted the rights of children with disabilities, and the rights of persons with disabilities in keeping with the UN Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities, and Article 7 of the UN Rights of Persons with Disabilities, focusing on children with disabilities. Potential benefits to Canada include developing partnership contracts between Ukraine and Canadian universities to promote international studies in the field of disabilities and inclusive education.

The promotion of Inclusive Education is consistent with the efforts of local organisations as is evidenced by the significant number of stakeholders involved in the Project. NGOs, schools, the three levels of government, have all worked hard in collaboration with each other to promote inclusion. This is not unlike the Canadian experience whereby families, and organisations such as Community Living Associations, and many more organisations have spent years to close down institutions and include all children in their local schools.

The project outputs have proved to be sustainable after its completion. Sustainability was a key focus of project activities. Examples of initiatives that will likely be sustained beyond the life of the project include:

- The training courses that will continue to be delivered through universities, the IPUT system and training workshops arranged for various target groups.
- The expertise of the pilot region IRCs will continue to be disseminated to other oblasts of Ukraine.
- In different oblasts the PMPCs are making efforts to improve their practices.
- The interdepartmental working group continues to work on legislative initiatives in education.
- The NGO network remains fully operational.
- The NAIU continues to maintain the project website.
- Statistics are monitored to plan the numbers of children with disabilities/special needs that are expected to come to schools in 2013/14 academic year.

Changes and additions were introduced to the Program for the Development of Education in Lviv Region for 2009–2012 and to the similar consecutive Program for 2013–2016 to take into account the needs of implementing inclusive education. The necessary funding allocations were envisaged to further promote the project ideas. In the Autonomous Republic of Crimea, the Ministry of Education and Science, Youth and Sports together with the Simferopol Education Department are committed to the process of finding and developing effective mechanisms to provide assistance and support in including children with special needs. The Republican PMPC is currently undergoing reorganization and a separate division ‘Inclusive Resource Centre’ is being established within this new structure.

Presently, the dominant mentality in Ukraine is not conducive to the reallocation of funds in the area of education at the national level. Special education is still funded separately. Inclusive education is seen as too expensive. Thanks to lobbying by the NAIU, changes are being prepared to the draft Law on State Budget for 2014 regarding the necessary provision to enable the process of inclusive education. In this respect the situation is much better in the pilot regions of the project, where local programs were adopted, interdepartmental coordination implemented and businesses (Autonomous Republic of Crimea) and NGOs involved to the funding of inclusive education.

The NGOs that were involved in the project will continue to monitor the realization of education rights of children with disabilities and follow up the status of the project outputs and best practices. With inclusive education being a priority of educational policy, the Ministry of Education and Science is required to monitor the situation.

The policy in the area of education of persons with disabilities in Ukraine builds on a legal framework that is based on international treaties and domestic laws and regulations. The stated policy of the Ukrainian government supports the inclusion of people with disabilities into society; however NGOs are concerned that it may be merely declarative in nature. For these reasons, the efforts to secure funding for inclusive education may fail to meet with adequate support at the national level.

The project was facilitated by the international policy and the adoption of a number of legal instruments by the United Nations and the Council of Europe, particularly the UN Convention on the Rights of Persons with Disabilities.

The project managed to build ‘a team of partners’, active throughout the entire implementation period, where the members coordinated their efforts with each other, exchanged information and engaged in shared discussion and decision-making. This team in itself is both an achievement and intellectual legacy that remains after the project’s completion. The Advisory and the National Committees followed up the project activities on ongoing basis and offered their feedback and recommendations. Constant communication was maintained between all project coordinators.

The design of the Project was developed in collaboration with the Ukraine partners who were, and continue to be, critical actors in promoting inclusion in Ukraine. Participants included women and men who have spent years working in the disability community. In addition, women and men with disabilities were integral partners in the Project, ensuring that crucial needs were not overlooked and were addressed efficiently and respectfully. Families, schools, government partners and NGOs were a part of developing the goals, objectives, results and performance indicators. The resources and services were designed and used effectively to respond to situations that were identified as being problematic or presenting as a risk. For example, some children could not attend school because they could not walk up the stairs. Ramps were built for the children to navigate with their wheelchairs. Some children required phonic ears to hear in the classroom. The phonic ears were provided. Some children could not learn in the way the teachers

were teaching. Teachers, families, and others were instructed in the use of individual program plans and differentiated instruction in order to teach the way children learned. Training and funding was appropriately applied to address the needs.

Risks were identified during the planning of the Project and strategies that were and could be monitored, were developed early on. Such identified risks included toilets that the children could not use because of their height or space, instructional strategies, universal design issues. When a new strategy was implemented, it was attempted on a small scale, massaged to be most effective, and then expanded in the best interest of the children. When new strategies were proven successful, the information was shared on the Project website, and the information was shared at gatherings. The learnings were documented locally and shared with all the stakeholders.

All the resources developed in the framework of the project were based on comprehensive needs assessment conducted in Ukraine and were developed in partnership created between Canadian and Ukrainian stakeholders. Project resources were utilised in strict accordance with the project work plan and budget.

The strong networks established in Ukraine, kept themselves apprised of innovations nationally and internationally. The Project worked with the partners to anticipate risks and respond proactively as much as possible. One of the anticipated risks was that schools might not embrace the notion of inclusion. While that was the case for a period of time, other schools in the regions demonstrated a desire to develop inclusive environments in their respective schools, thus encouraging the pilot schools to act proactively.

Another risk often cited in Ukraine was that the resources for inclusive education were inadequate. It was clear that special pedagogic and medical resources such as speech pathologists, psychologists, physiotherapists in Ukraine are much richer than those in Canada. It is a matter of using the resources somewhat differently.

The Project both anticipated and responded to change when the information received, required it. Resources and services were delivered to effectively respond to the specific conditions that presented themselves. Numerous books, articles and manuals were developed and reproduced to support the post-secondary education system, policy makers, educators, and families. Workshops were delivered on numerous subject matters including but not limited to, policy-making, universal design, inclusive education strategies, individual program planning, and differentiated instruction.

Women and men with or without disabilities in Ukraine, were taught to deliver training programs and they have taken on the role of providing training sessions throughout Ukraine in the interest of inclusive education and inclusive communities.

11. LESSONS LEARNED AND RECOMMENDATIONS

Ukraine has made significant progress in the area of education for children with disabilities. International initiatives have facilitated collaborative and systemic approaches to the development of policies and programs, including the preparation of professionals, community leaders, and parent-advocates to support inclusive education. New policies are in place, public awareness is growing, and parents are joining in advocating for the rights of their children with disabilities. However, there is still a significant gap between formal recognition of international conventions and national legislation and the reality of educating children with disabilities inclusively. Another significant gap is evident in understanding of the concept of disability and inclusive education. This gap is illustrated by the existence and competing nature of the two parallel systems of regular education and special education in the country.

Although, there is a growing understanding of the rights of persons with disabilities in Ukraine, the actual translation of rights-based policies into programs and supports varies and is quite often based on the needs of system(s) rather needs/rights of individuals. In addition, the prevalent view among professionals is that the majority of children with disabilities should be attending special schools and/or receiving home-based education. The main argument in favour of this view is that special schools have greater capacity to address the needs of children with disabilities and therefore are the best placement option. Various terms are used to describe children with disabilities, such as children with special education needs, children who require correction, children who require rehabilitation, children with deficiency of physical and psychological development, and children-invalids. The term ‘children with disabilities’ was adopted by this project and recommended to replace all other existing terms which are discriminatory. An increasing number of people are adopting this new term.

Significant progress has been made in the work of PMPC since 2009. More and more PMPC staff is involving parents in the decision making process, as well as reaching out to the regular schools. However, outdated classification and assessment methods, which are focusing on detecting disability, continue to be significant barriers. The most common practice among professionals was to find a ‘suitable placement’ for a particular child without paying sufficient attention to the child’s support needs and required changes in schools policies and practices.

Several lessons learnt and recommendations emerged from the analysis of project activities. Some of the major issues to consider in future projects of a similar nature and scope are summarized below.

- The promotion of social reform and inclusion is essential to the development of civil society. Despite an increased awareness of disability, rights of children with disabilities and their parents, and benefits of inclusive education, there is still lack of understanding of the social and human rights models of disability and its implication for policy and practice by practitioners. Many practitioners still think

about “who should be included” rather thinking about “how to include a child with a disability.”

- The project demonstrated that that a social model of disability can be successfully implemented in spite of prevailing medical model of service delivery. However, this needs to be accomplished by ongoing education and advocacy efforts directed at all levels of government in order to extend this model as a core component of the disability and inclusion policy in Ukraine. It is also necessary to continue lobbying government to provide funding to NGOs to ensure the sustainability of these innovative services.
- Value-based knowledge continues to be a novelty in Ukraine and has to be shared and embraced by practitioners (including schools, regional departments of education, and PMPCs).
- Participatory approaches are extremely important to social development and education projects. They are essential to the implementation and sustainability of new initiatives and they help to ensure the adaptation of new models in a cross-cultural context. Participatory approaches were relied upon throughout this project, and this helped to ensure that the principles of social development, such as capacity-building, mutuality and partnership building were extended to the process of designing and implementing new education and services models.
- Interpretation and professional terminology is a critical issue, particularly in introducing new disciplines. To ensure consistent use of professional terminology a core group of interpreters should be used. Frequent orientation sessions for interpreters and translators to introduce new content can help to prevent problems in communication and promote efficiency in the translation of materials. Professional dictionaries are also considered to be an important resource in supporting the continued development of professional terminology.
- A related implication of language differences concerns time and cost delivery. Sufficient time and consultations is an important requirement in future initiatives where a large quantity of technical translation is required. In recognizing the importance of language, it is also important to ensure adequate funds are available to provide sufficient quality translation.
- The education system has slowly began to change their attitudes from arguing that they do not accept children with disabilities in their schools due to the lack of supporting staff, specialists, and accessibility to asking themselves “what do we (e.g., schools) have to do to accommodate every child, including a child with a disability?”
- The tension between the special education and regular education systems on systemic, institutional, professional and individual levels continues to be an obstacle for children with disabilities and their families in accessing quality education in their communities. There is a lack of understanding that the focus

on inclusive education supports the transition from two parallel systems to one, enables effective use of resources, and ensures the rights of children.

- Unresolved differences in channelling finances at the regional vs. municipal levels continue to hamper more rapid development of inclusive education in the country and lead to the lack of integrated service delivery and ineffective use of available human and material resources.
- The focus of education in many cases is still on ‘teaching curriculum’ rather than ‘teaching children’, which creates attitudinal, professional barriers to inclusion and inclusive education.
- However, despite remaining challenges there is growing understanding at the institutional, local, regional and national levels (evidenced by more inclusive policies, government decrees, action programs, change of attitudes, better school-parent collaboration) that inclusive education trend in Ukraine has reached the point of no return, which is evidenced by increasing support to IE at regional levels, namely through official programs to involve more schools into IE array.
- The strategies and interventions implemented by the project have led to a growing understanding among all sectors that inclusive education is a shared responsibility of many partners/sectors and is reflective of their values, interests, knowledge, skills, and human and financial resources. Unfortunately, however, many existing structures and sectors in Ukraine work in isolation, and quite often compete for the same ‘target population’ in order to maintain their existing funding, organizational status, professional influence, and so on. Essential for removing barriers to inclusive education are the mobilization of value-based disability and inclusion knowledge, the facilitation of partnership and broad involvement of parents.

This project has raised awareness of the need for ongoing work in the sphere of education and social service reform in Ukraine. The gains that have been made in the context of the project need to be protected and built upon, with particular attention to the needs of areas outside pilot regions. Two areas of critical importance are the continued development of professional education in inclusive education and continued efforts to foster collaboration between government and non-government agencies.

The continuing involvement and consultations between Canadian and Ukrainian partners highlights the strength of partnerships which have developed over the life of the project.

Annex A – Final Approved Logic Model and PMF

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| Country/Region | Ukraine – Lviv Oblast and Crimea Autonomous Republic | Project No. | Z020798 |
| Project Title | "Inclusive Education for Children with Disabilities in Ukraine" | Project Budget | \$4.9 Million |
| CEA/Partner Organization | Canadian Centre on Disability Studies (Manitoba) - Grant MacEwan University (Alberta) – Partner Organization | Project Manager | Canadian Centre on Disability Studies: Dr. Olga Krassioukova-Enns, Executive Director; Allen Mankewich, CCDS Communication/Policy Analyst; Dr. Youn-Young Park, CCDS Senior Researcher (PhD in IE) CIDA: Steve Podesto, Senior Project Officer |
| Related C/RPF Dated | Link with the Ukraine CDPF and CIDA priorities: This project is contributing to CIDA's programming objectives in Ukraine to improve economic opportunities for Ukrainians in a strengthened democracy, by focusing on the development of inclusive policies and programs to promote inclusive education for children and youth with disabilities, with an emphasis on knowledge-based and participatory decision making process among and within the education, civil society and government institutions. Inclusive education is the way for children with disabilities and their families to gain social and economic independence, and for Ukraine, is the way to realize the country's economic potential and address the rights of its citizens. | Project Team Members | Consortium: Mrs. E. Chornoboy, Director Children Special Services and Interdepartmental Initiatives Disability programs (Department of Family Services and Housing, Manitoba); Mrs. J. Blais, Director Program and Student Services Branch (Department of Education, Manitoba); Yuri Konkin (GMU), Education Component Coordinator CIDA: Denise Conway - Education Advisor; Shawn Hayes - Gender Equality Advisor; Michelle Tremblay - Environment Advisor; Françoise Coupal - RBM and Risk Advisor. |
| NARRATIVE SUMMARY | | | |
| Project Goal (Program Objective) | EXPECTED RESULTS | PERFORMANCE MEASUREMENT⁸ | ASSUMPTIONS / RISK INDICATORS |
| To strengthen civil society and improve policy, planning, coordination, accountability, and social service delivery as it relates to inclusive education and children with disabilities and their families | Impact 1. Strengthened civil society and improved policies to establish, support and advance inclusive education for children with disabilities and their families | Performance Indicators 1.1 Degree to which policies related to education of children with disabilities are inclusive 1.2 Degree to which the education system implements inclusive practices with respect to children with disabilities in primary and secondary schools 1.3 Level of participation (a) and influence (b) of civil society on inclusive policy development process | Assumptions /Risk Indicators 1. Dramatic change of the political situation in Ukraine to undermine democracy and rule of law |
| Project Purpose | Outcomes | Performance Indicators | Assumptions/Risk Indicators |
| To strengthen the capacity of targeted institutions (i.e. national, regional and municipal levels of the Ministries of Social Protection and Labour and Education and Science; learning institutions; and NGOs) in two pilot regions (Lviv and Simferopol/Crimea) to | <u>Outcome 1: Policy</u> Presence of the policy framework/s promoting the inclusion of children with disabilities in schools and | 1a. Number of new policies developed and existing policies adjusted to address | 1. Frequent change and staff rotation in the Ministries of Social Protection & Labour and Education and Science |

⁸ Gender Equality Notes:

A) All indicators at the Outcome and Output Levels will include gender disaggregated data.

B) Gender equality results will be formulated and performance measurement indicators will be developed based on the gender-based analysis and risk management strategy, which will be completed at the initial stage of the project.

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| <p>develop policies in support of inclusion of children with disabilities in schools and communities, establish inclusive education programs and strengthen civil society to advocate and deliver services.</p> | <p>communities on a national level (lead by the Ministries of E&S and SP &L) and in the two pilot regions</p> <p><u>Outcome 2: Learning Institutions</u> Delivery of inclusive and accessible education programs for children and youth with disabilities established in the two pilot regions and introduced in three additional regions of Ukraine (Zaporizha, Dnipropetrovsk and Kiev⁹).</p> <p><u>Outcome 3: Civil Society</u> Increased capacity of civil society organizations to support and advance the inclusion of children and youth with disabilities in the two pilot regions and nationally</p> | <p>disability inclusiveness at the regional and local levels in two pilot regions</p> <p>1b. Extent to which government, learning institutions and NGOs implement and participate in collaborative policy processes</p> <p>2a. Attitudes and satisfaction level of students, parents and teachers regarding educational programs, support services and inclusive environment</p> <p>2b. Number of inclusive and accessible education programs available in Lviv and Crimea and introduced in three additional regions of Ukraine</p> <p>3a. Number and type of activities carried out by pilot Inclusion Resource Centers and targeted stakeholder organizations</p> <p>3b. Level of participation (commitment) of stakeholder organizations in functions of two new Inclusion Resources Centers/Programs in the pilot regions.</p> <p>3c. No. of inclusive promotion campaigns launched throughout Ukraine by the national NGOs</p> | <p>2. The economic, social, and/or political progress that Ukraine has experienced in recent years will regress, resulting in Ukrainians wanting to focus on factors other than inclusion</p> <p>3. Key actors in Ukraine, including institutional personnel, government officials, and NGOs show less interest than is anticipated in the main tenets of the project, including the social model approach to disabilities, and the emphasis on a collaborative approach</p> |
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⁹ In April 2011, Steering Committee discussed proposed changes re ‘additional regions’ – it was suggested - Kharkiv, Zhytomyr, and Kirovohrad. As per CIDA’s comments – none of these regions are in CIDA’s priorities list. Project will monitor and document the impact in those regions as well.

| Activities / Resources | Outputs | Performance Indicators | Assumptions/Risk Indicators |
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| <p>Activity Set 1.1 – Training in Disability and Policy Development</p> <p>1.1.1 Develop a model of an ongoing professional development training program in disability and policy development</p> <ul style="list-style-type: none"> • Develop and deliver training modules including teaching material on disability awareness (social model of disability, human rights, gender equality, inclusion, and accessibility) jointly to representatives of government (national, regional, and municipal), NGOs, and educators • Develop and deliver training modules including teaching material on policy development (public consultation process, disability lens, policy analysis) jointly to representatives of government (national, regional and municipal) NGOs, and educators • Develop and deliver to representatives from the MoSP&L a training module on integrated social service delivery and funding • Develop and deliver to representatives from the MoE&S training modules on Inclusive Education • Provide coaching and mentoring to the individuals in Ukraine that have been trained in the above-noted modules <p>Activity Set 1.2 – Policy Analysis (using Disability Lens)</p> <p>1.2.1 The Ministries of Social Protection and Labour and Education and Science jointly review and assess, using a disability lens, existing inclusion related policies at the municipal, regional and national levels</p> <ul style="list-style-type: none"> • With Ukrainian partners, create an inventory of existing inclusion related policies and legislation. • Document any evident gaps in policies and legislation. • Develop recommendations for improved inclusion related policy and legislation. • Provide analysis of costs and benefits for each recommendation. <p>Activity Set 1.3 – Consultative Policy Development</p> <p>1.3.1 Develop a model of a consultation process based on the Round Table concept</p> <ul style="list-style-type: none"> • Conduct round table discussions with government officials, NGOs, educators, and persons with disabilities and their family members. • In a collaborative manner, identify the major policy areas targeted for change taking into account the gaps in inclusion policy noted as part of the policy analysis. • Create a joint work plan to develop the improved policies • Develop a strategy to support government to implement the policies developed. <p>Activity Set 2.1 – Composite School Education (grades 1-11)</p> <p>2.1.1 Establish two pilot model inclusive schools in Ukraine</p> <p>2.1.2 Create ongoing system in schools of teams of professionals who are</p> | <p>1.1 Targeted institutions (i.e. national, regional/Lviv and Simferopol, and municipal levels of the Ministries of Social Protection and Labour and Education and Science; learning institutions; and NGOs) are able to deliver effectively and independently training programs in disability and inclusive policy (Model of ongoing professional training)</p> <p>1.2 Increased capacity of policy makers (in targeted institutions - as stated above) to undertake inclusive policy analysis and development on national level and in both pilot regions</p> <p>1.3 Improved ability of all three levels of government, learning institutions, and NGOs to work collaboratively to develop inclusive policies (in both pilot regions and in the municipalities of Lviv and Simferopol)</p> <p>2.1 Increased capacity of two pilot schools to design and deliver inclusive and accessible education programs for children and youth with disabilities.</p> | <p>1.1a Number and type of policy development training modules developed and delivered by Ukrainian trainers</p> <p>1.1b Degree to which training has resulted in increased learning by participants</p> <p>1.2a Number and content of policies reviewed, analyzed and gaps noted</p> <p>1.2b Extent to which the recommendations reflect the new knowledge of policy analysis using a disability lens</p> <p>1.3a Number of Round Table discussions held by the Ministries with equal participation of representatives from government, education institutions and NGO sectors</p> <p>1.3b Degree to which the targeted ministries at the national, regional and municipal level will have adopted new methods in policy analysis and policy development</p> <p>2.1a Degree to which classrooms become inclusive (refers to methodologies and physical accessibility)</p> | <p>1.1 Frequent change in staff in the government Ministries at the national, regional and municipal levels</p> <p>Response: Prepare signed agreements with the Ministries of Social Protection and Labour and Education and Science at all three levels in the pilot regions</p> <p>1.2 Participants do not acknowledge and identify gaps in inclusion policies</p> <p>Response: Provide detailed comparison of inclusion policies in other countries and associated benefits to children and families, and society as a whole</p> <p>1.3 Round Table participants cannot agree on target policies for change and the work plan</p> <p>Response: Organize a series of Round Tables with a particular focus or theme in order to allow for sufficient time for an agreement to be reached</p> <p>2.1 Lack government financial involvement to improve accessibility of the pilot schools.</p> <p>Response:</p> |

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| <p>consultants to advise teachers and children with disabilities</p> <p>2.1.3 Create programs that link pilot schools with Inclusion Resource Centres</p> <p>2.1.4 Monitor and assess learning at inclusion schools in comparison to regular schools and segregated schools</p> <p>2.1.5 Establish student services</p> <p>Activity Set 2.2 – Parents Empowerment for Education</p> <p>2.2.1 Needs assessment to identify strategy for parents of children with disabilities</p> <p>2.2.2 National and international networks on inclusive education link parents, teachers, principals and administrators</p> <p>2.2.3 Assist parents in initiating projects to improve facilities and services for children with disabilities</p> <p>2.2.4 Parents learn from training on “Ukrainian sign language” guidebook and personnel trained with module “Teacher assistant”</p> <p>Activity Set 2.3 – Upgrade of Working Teachers</p> <p>2.3.1 Develop courses on inclusive education that are culturally sensitive and appropriate for teachers of all subjects in Ukraine.</p> <p>2.3.2 Deliver preparatory training to faculty and staff of the Institute of Professional Upgrading of Teachers (IPUT)</p> <p>2.3.3 Link teachers of two pilot schools with IPUT and Inclusion Resource Centres.</p> <p>2.3.4 Teachers in three oblasts receive in-service upgrading introductory course on inclusive education.</p> <p>Activity Set 2.4 – New Courses in Bachelor Program</p> <p>2.4.1 Develop Ukrainian courses focusing on Inclusive Education on bachelors’ level of three universities.</p> | <p>2.2 Improved ability of parents of children with disabilities to participate more actively in the education of their children in two pilot schools.</p> <p>2.3 Improved ability of Institutes of Professional Upgrading for Teachers (Kyiv, Crimea, Lviv) to deliver in-service courses in Inclusive Education to teachers in pilot regions and beyond (minimum two additional regions).</p> | <p>2.1b Number of inclusive and accessible education programs established in the two pilot schools</p> <p>2.1c Number of children with disabilities attending pilot schools (transferred from individual/home-based schooling or internats)</p> <p>2.2a Level of participation of parents of children with disabilities in education process</p> <p>2.2b Level of parental influence on decision regarding education options for their children with disabilities</p> <p>2.2c Number of parents trained in Ukrainian Sign Language and number of personnel trained in Teacher Assistant module</p> <p>2.3a Number and inclusive nature of courses delivered annually by IPUT faculty to the working teachers of the pilot regions and beyond</p> <p>2.3b Level of knowledge and skill improvement trained teachers demonstrate in inclusive education practices</p> <p>2.4a Number of “inclusive education” courses developed and approved</p> <p>2.4b Level of knowledge and skills of specialty trained faculty at three universities</p> <p>2.4c Number of pre-service students demonstrating advanced knowledge and skills in working with children with disabilities in inclusive setting</p> | <p>Secure written commitment from the Ministry of Education and Science and its regional/municipal branches to ensure accessibility of the two pilot schools. As well as providing a comparative analysis of the accessibility costs and included them in the annual school's maintenance and repairs budget. An aligned dissemination strategy will be provided and an active involvement of parents and NGO's in the planning, the implementation and the monitoring of the rehabilitation projects will be made</p> <p>2.2 Lack of experience and resources for parents of children with disabilities to advocate their vision and choice in working with educators and administrators</p> <p>Response: Educators, researchers, consultants, administrators will collaborate to learn and get support from each other in advancing inclusion</p> <p>2.3a Resistance from the parents of children without disabilities</p> <p>Response: Evidence based information campaign in the schools and mass media will be prepared and children will be involved in dialogues on the theme of diversity, acceptance and tolerance</p> <p>2.3b Lack of Capacity at IPUTs to deliver new courses on inclusion</p> <p>Response: The experienced faculty of the pedagogical universities will provide support and additional training to IPUTs</p> <p>2.4 Lack of interest on the part of the pre-service and in-service students to enrol in the new program</p> <p>Response: Demonstrate improved quality of teaching practice based on inclusive setting</p> |
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| <p>2.4.2 Produce learning materials and resources in hard copy and electronic versions.</p> <p>2.4.3 Upgrade knowledge and skills of teachers working in two pilot schools.</p> <p>2.4.4 Create opportunities for bachelor level graduates with completed courses to continue their studies at the graduate level.</p> <p>Activity Set 3.1 – NGO Capacity Building</p> <p>3.1.1 Develop a training targeted towards NGOs to address organizational development, governance, management, sustainability, and advocacy</p> <ul style="list-style-type: none"> • Develop training modules including preparation of curriculum and teaching material on organizational development, governance, management, sustainability, and advocacy. • Deliver training modules using the ‘train the trainer’ model to the NGO participants (including parent representatives) within the first three years of the project’s lifespan. <p>Activity Set 3.2 – New Model of Inclusion Resource Centre (in existing NGOs)</p> <p>3.2.1 Develop a model of an Inclusion Resource Program (“Centre”)</p> <ul style="list-style-type: none"> • Establish governance structures for two pilot Inclusion Centres (with representation from regional partnering sectors – NGOs, municipal and regional governments, service providers, universities, pilot schools). • Implement the model in two municipalities of Ukraine – Simferopol and Lviv. • In collaboration with parents, students, government, NGOs and educators, identify specific regional priority areas for modelling inclusion (e.g. accessibility, transportation, attendant care) as the basis for establishing targeted programs. <p>Activity Set 3.3 – Development of Model Innovation Grants</p> <p>3.3.1 Establish a process and test innovative programs through an alternative funding model consisting of a grant system based on a cost-sharing contribution with the local governments and NGO’s</p> <ul style="list-style-type: none"> • In collaboration with the NGOs, government and universities, establish the criteria for grant funding, i.e. the types of services to be purchased based on current gaps in community-based facilities. • In collaboration with the NGOs, government and universities, establish the process for distributing the grant funding through the Inclusion Resource Centres. • Establish the methods of reporting the status of the grant fund to the source organizations and government. | <p>2.4 Improved ability of Drahomanov University (Kyiv), Ivan Franko University (Lviv) and Crimean Technical Pedagogical University (Simferopol) to deliver pre-service program for students using developed courses.</p> <p>3.1A Improved knowledge of selected NGOs* in two pilot regions on inclusion of children and youth with disabilities in schools and communities.</p> <p>* (Lviv Independent Living Resources Centre, Nadiya Association, Parents Association in Novy Rozdil, Parent Association in Brody, Physically Handicapped and Able Bodied)</p> <p>3.1B Increased ability of the key stakeholders to participate collaboratively in designing and delivering services and programs to support inclusion of children and youth with disabilities in schools and communities in two pilot regions.</p> <p>3.2 Pilot Inclusion Resource Centres/Programs developed and established in the two pilot municipalities to model and advance the inclusion of children with disabilities, by acting as a hub for information gathering and dissemination, child and parent support, initiation of services and funding.</p> | <p>3.1a Level of knowledge of NGOs in :</p> <ol style="list-style-type: none"> addressing the needs of children and youth with disabilities and their families, developing inclusive policies, enhancing disability-specific programs. <p>3.1b No. and Type of new services/programs established for children and youth with disabilities and their parents by the stakeholder organizations</p> <p>3.2a Number and nature of stakeholder organizations formally supporting IRC/P</p> <p>3.2b Number of services created such as: information gathering, knowledge and best practice dissemination, peer support; and, initiation of new services</p> <p>3.3a Extent to which funds have been committed by the local government to the alternative funding model</p> <p>3.3b Number and type of community-based programs funded by the newly established alternative funding model</p> <p>3.4a Evidence of a comprehensive communication strategy developed and implemented by the NGOs</p> | <p>3.1 Low number of training participants representing the NGO/CSO sectors</p> <p>Response: Provide sufficient notice to potential participants requesting confirmation and identification of alternative attendees</p> <p>3.2 Lack of commitment to establish Inclusion Centre pilot sites</p> <p>Response: Prepare signed agreements with identified NGOs early in the project</p> <p>3.3 Government does not agree to participate in an alternative funding model</p> <p>Response: Organize discussions with regional and municipal level representatives of the Ministries of Social Protection and Labour and the Ministries of Education and Science in order to receive their commitments in order to receive their commitments within the first year of the project. The NGO’s and parents will be advocating to the government the alternative funding model.</p> <p>3.4 Mass media is not receptive to distributing messages on inclusion of children with disabilities</p> <p>Response: Attempt different approaches in communicating key messages, such as personal stories</p> |
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| <p>Activity Set 3.4 – NGO Communication Capacity</p> <p>3.4.1 Provide support to the Inclusion Resource Centres to develop a communications strategy of a targeted group of NGOs as a means of increasing the public's awareness of disability issues, such as accessibility and inclusion</p> <ul style="list-style-type: none"> • With the NGOs, contact Ukrainian and Canadian – Ukrainian mass media (newspapers, radio, television, Internet) and provide information based on the communications strategy. <p>Activity Set 3.5 – Information Network</p> <p>3.5.1 In collaboration with NGOs, universities and government, and initiated by the Inclusion Resource Centres, establish information networks and information dissemination plan</p> <ul style="list-style-type: none"> • Establish a collaborative web-site to disseminate knowledge, provide latest resources, and provide an on-line forum on disability issues and inclusion, policies and best practices. • Support NGOs, educational institutions and universities in establishing publicly accessible electronic database for promotion of available services and programs. • Assist the information network to coordinate annual conferences as a means of informing project stakeholders and the public of the project activities and results. | <p>3.3 A Model Innovation Grant System to fund on a cost-sharing basis (between local NGOs and municipal government) community programs and services in support of inclusion of children with disabilities established in the two pilot municipalities.</p> <p>3.4 Increased capacity of the targeted NGOs to develop and implement effectively a communication strategy (including public awareness campaign using municipal, regional and national mass-media) for the two Inclusion Resource Centres</p> <p>3.5 Ability of the targeted NGOs (up to 9) to initiate and sustain an information and knowledge based network with stakeholders to advance inclusion of children with disabilities in two pilot regions</p> | <p>3.4b Degree to which the communication strategy receives media support, such as number of articles, radio and television programs</p> <p>3.5a Number of participants from each sector (government, education institutions, NGO's and parents) involved in the networks and the annual conferences</p> <p>3.5b Degree to which project stakeholders including government, learning institutions, NGOs, and children with disabilities and families share information and knowledge via the website, and other available venues.</p> | <p>3.5 Lack of interest of project participants in forming an Information Network</p> <p>Response: Demonstrate the benefits communicating messages, such as participating in an on-line forum on the web-site and increased opportunity for mutual support among children with disabilities and families</p> |
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Appendix B – Milestone and Tombstone Data

Milestones

Overall Project

| Overall Project | | | | |
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| # | Milestones | Date of Completion Year/Quarter | | |
| 1 | Project site visits and meetings with all the partners | Jun. 08 | Y1/Q1 | |
| 2 | Establishment of the national advisory committee (NAC) | Sep. 08 | Y1/Q1 | |
| 3 | Establishment of the project steering committee (PSC) | Oct. 08 | Y1/Q2 | |

Policy Component

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 1 | Round tables held with government officials, NGOs, educators, and persons with disabilities and their family members in Lviv and Simferopol with a focus of inclusive education | 1.3 | Dec. 08 | Y1/Q3 |
| 2 | Creation of an inventory of existing inclusion related policies and legislation in Ukraine | 1.2 | Apr. 09 | Y2/Q1 |
| 3 | Completion of an environmental scan on policies in Ukraine related to persons with disabilities | 1.3 | Sep. 09 | Y2/Q2 |
| 4 | Development of “Barrier-free Ukraine” program | 1 | Sep. 09 | Y2/Q2 |
| 5 | Incorporation of a chapter “Education of Persons with Disabilities”, into which the project team provided input, into a national report “The Status of Persons with Disabilities in Ukraine” | 1.2 | Sep. 09 | Y2/Q2 |
| 6 | Multiple round tables held in Lviv and Simferopol with government officials, NGOs, educators, and persons with disabilities and their family members on social services for children with disabilities, right to education of citizens with disabilities, and inclusive education | 1.3 | Sep. 09 | Y2/Q2 |
| 7 | Introduction of eight accessible public transit buses in Simferopol, as a result of project training of senior government officials on social model of disability and universal design | 1.2 | Nov. 09 | Y2/Q3 |
| 8 | Development and delivery of five training modules through 30 sessions on human rights, social model of disability, accessibility and inclusion to representatives of all three levels of government, NGOs, and educators | 1.1 | Mar. 10 | Y2/Q4 |
| 9 | Development and delivery of two sub-modules containing core knowledge and concepts on disability (e.g. Disability Lens) | 1.1 | Mar. 10 | Y2/Q4 |

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 10 | Delivery of ‘Train the Trainers’ trainings for 25 selected regional trainers and leaders on human rights, social model of disability, accessibility and inclusion | 1.1 | Mar. 10 | Y2/Q4 |
| 11 | Implementation by the Crimean government of Accessibility Program and Education Program with a focus on inclusion with input from the project team | 1.2 | Mar. 10 | Y2/Q4 |
| 12 | Project conference held | N/A | Apr. 10 | Y3/Q1 |
| 13 | Analysis of policies of five ministries: - Ministry of Education and Science (hereafter M of E&S) - Ministry of Social Policy and Labor (M of SP&L) - Ministry of Health (M of H) - Ministry of Regional Development (M of RD) - Ministry of Family, Sport and Youth (M of FSY) | 1 | Sep. 10 | Y3/Q2 |
| 14 | Development and distribution of an accessibility audit protocol for schools throughout Ukraine | 1.2 | Sep. 10 | Y3/Q2 |
| 15 | Inclusion of TA in the profession registry of the M of E&S | 1.2 | Jul. 10 | Y3/Q2 |
| 16 | A national conference held, “Accessibility. Equality. Non-discrimination of the Key Principles of the UN Convention on the Rights of Persons with Disabilities” | 1.1 | Dec. 10 | Y3/Q3 |
| 17 | Publication of a training manual for trainers, NGO leaders, government agencies and teachers | 1.1 | Mar. 11 | Y3/Q4 |
| 18 | A workshop “Accessibility and Universal Design” held for inspectors of the State Architectural and Construction Supervision Authority | 1.1 | Mar. 11 | Y3/Q4 |
| 19 | A forum held on young people with disabilities with 130 participants | 1.1 | Mar. 11 | Y3/Q4 |
| 20 | Three workshops held for PMPC in Kyiv, Lviv, and Simferopol | 1.1 | Mar. 11 | Y3/Q4 |
| 21 | A workshop held on Universal Design and Accessibility for Regional Access Committees from all oblasts of Ukraine (30 participants) | 1.1 | Mar. 11 | Y3/Q4 |
| 22 | A workshop “Accessibility and Universal Design” held for inspectors of the State Building Supervision in Kyiv (25 persons) | 1.1 | Mar. 11 | Y3/Q4 |
| 23 | Approval of a 36-hour course “Disability and Society”, which was developed based on the project modules, by the Academic Senate of University of Ukraine | 1.1 | Mar. 11 | Y3/Q4 |
| 24 | Approval of an 18 hour course “Universal Design and Accessibility” based on the project modules”, which was developed based on the project modules, by the Academic Senate of University Ukraina | 1.1 | Mar. 11 | Y3/Q4 |

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 25 | A seminar held for Vice-Presidents and Deans from regional campuses of the University of Ukraine | 1.1 | Mar. 11 | Y3/Q4 |
| 26 | Submission of policy recommendations to Legislation Institute of Verhovna Rada of Ukraine with regards to inclusive education and Teaching Assistants (TAs) | 1.2 | Mar. 11 | Y3/Q4 |
| 27 | Submission of policy recommendations to PMPC for improvement the organization’s practice in assessing students with disabilities | 1.2 | Mar. 11 | Y3/Q4 |
| 28 | Submission of policy recommendations to M of E&S | 1.2 | Mar. 11 | Y3/Q4 |
| 29 | Completion of an analytical report “Overview of Canadian Experience” | 1.2 | Mar. 11 | Y3/Q4 |
| 30 | Establishment of a formal agreement between this project and Step by Step to collaborate in developing Ukrainian Index of Inclusion Development | 1.2 | Mar. 11 | Y3/Q4 |
| 31 | A round table held with the M of E&S, M of SP&L and PMPC | 1.3 | Mar. 11 | Y3/Q4 |
| 32 | Establishment of membership of the project core cohort, including representatives of M of E&S, M of SP&L, PMPC, pilot schools, parents organizations, disability organizations, universities, etc. | 1.3 | Mar. 11 | Y3/Q4 |
| 33 | Establishment of an inter-ministerial agreement in Ukraine to work collaboratively on inclusive education and with the project team | 1.3 | Mar. 11 | Y3/Q4 |
| 34 | A workshop “Implementation of inclusive education in Ukraine” held for representatives from regional departments of education and social protection on the topic (75 participants) | 1.1 | Mar. 11 | Y3/Q4 |
| 35 | A workshop held for senior officials of the regional departments of education and social protection from all oblasts of Ukraine (60 participants) | 1.1 | Apr. 11 | Y4/Q1 |
| 36 | A workshop “Ensuring the Right to Education” held for representatives from education authorities and directors of boarding schools for children with mobility difficulties (75 participants) | 1.1 | Apr. 11 | Y4/Q1 |
| 37 | A workshop held for directors and officers of the State Architectural and Building Control bodies (25 participants) | 1.1 | Apr. 11 | Y4/Q1 |
| 38 | An all-Ukrainian workshop “Disability as a Social Issue” held for higher education professors (42 participants) | 1.1 | May. 11 | Y4/Q1 |
| 39 | A workshop “Implementation of the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society 2006 – 2015” held at the European Conference (65 participants) | 1.1 | May. 11 | Y4/Q1 |

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 40 | Development and introduction of inclusive school policies in the pilot schools | 1.2 | Jun. 11 | Y4/Q1 |
| 41 | Completion and distribution of an analytical report on disability supports in postsecondary educational institutions in Ukraine | 1.2 | Sep. 11 | Y4/Q2 |
| 42 | Development of a regulation on PMPC pertaining children with disabilities with input from the protect team | 1 | Sep. 11 | Y4/Q2 |
| 43 | Submission of recommendations for “National Building Codes (education premises)” | 1 | Sep. 11 | Y4/Q2 |
| 44 | Publication and distribution of a training manual "Training Modules" (1,000 copies) to all interested institutions in the pilot regions and the regions adjacent to the project | 1.1 | Sep. 11 | Y4/Q2 |
| 45 | A wide endorsement of two courses “ <i>Introduction to Disability and Society</i> ” and “ <i>Universal Design and Accessibility</i> ” by University of Ukraine, recommending them for all its satellite campuses across Ukraine | 1.1 | Sep. 11 | Y4/Q2 |
| 46 | Endorsement of a course “ <i>Disability and Society</i> ” course by eight postsecondary education institutions in different regions of Ukraine | 1.1 | Sep. 11 | Y4/Q2 |
| 47 | Approval of two courses, “ <i>Introduction to Disability</i> ” and “ <i>Universal Design and Accessibility</i> , by the National Academy of Public Servants/Administration in both pilot regions | 1.1 | Sep. 11 | Y4/Q2 |
| 48 | Development of curriculum and teaching material for the courses of “ <i>Inclusive Policy Development</i> ” and “ <i>Public Consultation</i> ” | 1.1 | Sep. 11 | Y4/Q2 |
| 49 | Trainings provided on accessibility and universal design (over 190 participants) | 1.1 | Jul. 11 | Y4/Q2 |
| 50 | Trainings provided for over 2,000 volunteers from 4 cities in Ukraine on accessibility, using project training modules | 1.1 | Aug. 11 | Y4/Q2 |
| 51 | Development of the policy analysis methodology with regards to disability issues and its application by NAIU | 1.2 | Sep. 11 | Y4/Q2 |
| 52 | Submission of recommendations for the National Action Plan, with regards to eight Articles of the CRPD including Article 24. | 1.2 | Sep. 11 | Y4/Q2 |
| 53 | Submission of recommendations to M of RD on the National Building Specifications for Schools | 1.2 | Sep. 11 | Y4/Q2 |
| 54 | Completion of accessibility audit, using the accessibility audit protocol that this project developed, at 22 schools in Lviv | 1.2 | Sep. 11 | Y4/Q2 |
| 55 | Submission of recommendations to M of E&S with regards to the Inclusive Education decree | 1.3 | Sep. 11 | Y4/Q2 |

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 56 | Three round tables held on the national level regarding policy development on disability issues (e.g. residential institutions, new National Building Specifications for schools, inclusive education) | 1.3 | Sep. 11 | Y4/Q2 |
| 57 | Establishment of an agreement with the National Academy of Public Administration (both regions and Kyiv) to deliver two courses, “Disability and Society” and “Universal Design and Accessibility” | 1.1 | Sep. 11 | Y4/Q2 |
| 58 | A workshop “Universal Design and Accessibility” held for directors and officers of the State Architectural and Building Control bodies in Lviv (25 participants) | 1.1 | Sep. 11 | Y4/Q2 |
| 59 | Delivery of in-service professional trainings to the National Academy of Public Administration | 1.1 | Sep. 11 | Y4/Q2 |
| 60 | Delivery of a training on universal design and accessibility for urban planning specialists in the executive bodies of Lviv City Council (27 participants) | 1.1 | Sep. 11 | Y4/Q2 |
| 61 | Delivery of a training on inclusive education for representatives of municipal government, community and professionals | 1.1 | Oct. 11 | Y4/Q3 |
| 62 | Delivery of a seminar “ Disability, UD and accessibility” for instructors/faculty from postsecondary institutions in Lugansk (60 participants) | 1.1 | Oct. 11 | Y4/Q3 |
| 63 | Delivery of a seminar “Disability and Society” for human rights-focused community organizations (25 participants) | 1.1 | Nov. 11 | Y4/Q3 |
| 64 | Delivery of a seminar “Current Trends in education of children with special needs in integrated environment” for principals of internats and the Ministry of Education (65 participants) | 1.1 | Nov. 11 | Y4/Q3 |
| 65 | Delivery of the course “Universal Design and Accessibility” for directors and officers of the State Architectural and Building Control bodies in Kyiv | 1.1 | Dec. 11 | Y4/Q3 |
| 66 | Approval by the Ministry of Regional Development of the course "Universal Design and Accessibility” for all building inspectors from all regions in Ukraine | 1.1 | Dec. 11 | Y4/Q3 |
| 67 | Delivery of courses “Disability and Society” and “Universal Design and Accessibility” for students from Crimea universities (250 students) | 1.1 | Dec. 11 | Y4/Q3 |
| 68 | Delivery of a training on two modules “Disability and Society” and “UD and accessibility” for 250 students from Crimea | 1.1 | Dec. 11 | Y4/Q3 |
| 69 | A seminar “Inclusive Education – Priority for Simferopol” held in Simferopol | 1.1 | Jan, 12 | Y4/Q4 |

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 70 | 634 students' completion of the course "Disability and Society" at University of Ukraine | 1.1 | Feb. 12 | Y4/Q4 |
| 71 | Delivery of a training on "Universal Design and Accessibility" and "Disability and Society" for trainers from Lviv and new regions (50 participants) | 1.1 | Feb. 12 | Y4/Q4 |
| 72 | Successful piloting of two courses "Disability and Society" and "Universal Design and Accessibility" at University of Ukraine, which led to the university's endorsement | 1.1 | Mar. 12 | Y4/Q4 |
| 73 | Submission of recommendations to related ministries and governmental bodies regarding: 1) the "Regulation on organizing inclusive education provisions for children with special educational needs in comprehensive secondary schools" and 2) the national plan to Implement UN CRPD in Ukraine | 1 | Mar. 12 | Y4/Q4 |
| 74 | Establishment of a hotline through which children with disabilities in residential care, parents, and staff can report instances of violation of rights | 1 | Mar. 12 | Y4/Q4 |
| 75 | Establishment of a memorandum of understanding among NAIU, CCDS, SbS and National Academy of Public Administration to develop and teach two policy courses: Inclusive Policy Development and Public Consultation | 1.1 | Mar. 12 | Y4/Q4 |
| 76 | Approval of the course "Disability and Society" by M of E&S for its use by post-secondary institutions in Ukraine | 1.1 | Mar. 12 | Y4/Q4 |
| 77 | Distribution of the training manual "Training Modules" (1,000 copies) and the manual "Disability and Society" (1,000 copies) to all interested institutions in the pilot regions and other regions | 1.1 | Mar. 12 | Y4/Q4 |
| 78 | Establishment of an agreement with the National Academy of Public Administration (Kyiv) and University of Ukraine to deliver two courses "Disability and Society" and "Universal Design and Accessibility" | 1.1 | Mar. 12 | Y4/Q4 |
| 79 | A seminar "Inter-sectoral Collaboration and Inclusive Policy Development in Area of Education for Children with Disabilities" held for representatives of PMPC, government officials, university instructors, leaders of community organizations in the pilot regions and others | 1.1 | Mar. 12 | Y4/Q4 |
| 80 | A seminar "Disability and Inclusive policy" delivered for school principals and staff of the Ministry of Education in Crimea | 1.1 | Mar. 12 | Y4/Q4 |
| 81 | Trainings provided for over 2,500 volunteers in four cities of Ukraine, using project training modules | 1.1 | Mar. 12 | Y4/Q4 |

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 82 | Submission of recommendations to relevant governmental bodies regarding integrated service planning and delivery to support inclusive education | 1.2 | Mar. 12 | Y4/Q4 |
| 83 | Submission of recommendations for amendments of the laws regarding preschool education and postsecondary education (upon request from the Parliamentary Committee on the affairs of seniors, veterans and people with disabilities) | 1.2 | Mar. 12 | Y4/Q4 |
| 84 | Completion of an analysis of implementation of the decree of Ministry of Education, Youth and Sports of the Crimean Autonomous Republic, “Amendments to Regulation on PMPC” and the development of recommendations for municipal/district levels of PMPC. These recommendations were incorporated in the plan of development of Simferopol PMPC | 1.2 | Mar. 12 | Y4/Q4 |
| 85 | Establishment of inter-sectoral working groups on Teaching Assistants (TAs), including representatives of CCDS, M of E&S, M of S&P, SbS, NAIU, ISP, Lviv Ped college, IRCs, RCC, PMPC (Central and 86regional/municipal from the pilot regions), pilot schools (including existing TA), and regional departments of education | 1.2 | Mar. 12 | Y4/Q4 |
| 86 | Submission of recommendations to M of S&P in regard to the law “Ratification of UN CRPD and Facultative Protocol” | 1.2 | Mar. 12 | Y4/Q4 |
| 87 | Submission of an ‘alternative/supplementary’ report to the UN High Commission as a partner of the coalition of Ukrainian NGOs on the realization of the UN CRPD in Ukraine | 1.2 | Mar. 12 | Y4/Q4 |
| 88 | Approval of the decree (#872) “Procedure on Organizing Inclusive Education in the Mainstream Education Establishments in Ukraine” by the Cabinet of the Ministers of Ukraine (CCDS and project partners actively engaged in the process.) | 1.2 | Mar. 12 | Y4/Q4 |
| 89 | Completion of an accessibility audit with over 20 regular schools in Lviv | 1.2 | Mar. 12 | Y4/Q4 |
| 90 | Inclusion of TA in the profession registry in “Decree on Amendments to Ukrainian Registry of Pedagogical and Academic Specialists” | 1.2 | Mar. 12 | Y4/Q4 |
| 91 | Establishment of a memorandum of understanding among CCDS, NAIU, SbS and National Academy of Public Administration/faculty of policy management to collaboratively develop and deliver a course on inclusive policy development | 1.3 | Mar. 12 | Y4/Q4 |

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 92 | Development of a proposal for professional competence and training for TAs | 1.3 | Mar. 12 | Y4/Q4 |
| 93 | Trainings provided for selected trainers from new regions on universal design and accessibility | 1.1 | May. 12 | Y4/Q4 |
| 94 | Advanced trainings provided for the project’s core trainers on “Disability and Society” in Kyiv and Simferopol | 1.1 | Jun. 12 | Y5/Q1 |
| 95 | A round Table “Development of Republican/Crimea and Simferopol PMPC (implementation of new regulation) for 2012 -2017” held | 1.3 | Jun. 12 | Y5/Q1 |
| 96 | Development and amendment of over 20 policies (legislation and procedures) related to disability and inclusive education with active participation by the project team and partners | 1 | Sep. 12 | Y5/Q2 |
| 97 | Distribution of additional 2,000 copies of the manual “Disability and Society” to all interested institutions in the pilot regions and other regions | 1.1 | Sep. 12 | Y5/Q2 |
| 98 | Development of a handbook “Inclusive Policy Development: Theory, Mechanisms and Practice” | 1.1 | Sep. 12 | Y5/Q2 |
| 99 | Seminars provided for instructors/faculty from postsecondary institutions in Lugansk, Dnepropetrovsk, Vinnitsa and other regions on disability, universal design and accessibility | 1.1 | Sep. 12 | Y5/Q2 |
| 100 | A series of seminars, entitled “Inter-sectoral Collaboration and Inclusive Policy Development in Area of Education for Children with Disabilities”, held for representatives of PMPC, government officials, university instructors, leaders of community organizations, schools/preschools, and the project team | 1.1 | Sep. 12 | Y5/Q2 |
| 101 | A series of seminars, entitled “Disability and Inclusive policy and practice”, held for school principals, staff of Simferopol City Education Department and the Ministry of Education in Crimea | 1.1 | Sep. 12 | Y5/Q2 |
| 102 | Acceptance of recommendations on the affairs of seniors, veterans and people with disabilities for amendments of the laws related to preschool and postsecondary education by the Parliamentary Committee | 1.1 | Sep. 12 | Y5/Q2 |
| 103 | Approval of “Decree on amendments to Ukrainian Registry of Pedagogical and Academic Specialists” | 1.1 | Sep. 12 | Y5/Q2 |
| 104 | Approval of the National Building Specifications for Schools by M of RD, which incorporated recommendations made by the project team | 1.1 | Sep. 12 | Y5/Q2 |
| 105 | Completion of a handbook “Architectural Accessibility of Schools” | 1.1 | Sep. 12 | Y5/Q2 |
| 107 | Completion of Ukrainian Index of Inclusion | 1.1 | Sep. 12 | Y5/Q2 |

| Policy Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 108 | Four round tables held on a national level about inter-sectoral collaboration, regulation and training of teacher assistant, accessibility and universal design, and reforming of social services | 1.1 | Sep. 12 | Y5/Q2 |
| 109 | Canadian teachers exchange visits held in Simferopol and Lviv | 1.1 | Sep. 12 | Y5/Q2 |
| 110 | Round Tables “IE supports in Crimea: trends, challenges, solutions” held | 1.3 | Aug. 12 | Y5/Q2 |
| 111 | Approval of the Regulation on Inclusive Schools, for which the project team actively advocated | 1.3 | Sep. 12 | Y5/Q2 |
| 112 | Development of a proposal for professional competence and proposed training for TA | 1.3 | Sep. 12 | Y5/Q2 |
| 113 | Development of an accreditation process for PMPC staff | 1.3 | Sep. 12 | Y5/Q2 |
| 114 | A Seminar “Current Trends in education of children with special needs in integrated environment” provided for principals of internats, M of E&S | 1.1 | Nov. 12 | Y5/Q3 |
| 115 | Trainings provided for students from the University of Ukraine on universal design and accessibility | 1.1 | Nov. 12 | Y5/Q3 |
| 116 | A course "Universal Design and Accessibility" delivered for directors and officers of the State Architectural and Building Control bodies in the Ministry for Regional Development | 1.1 | Dec. 12 | Y5/Q3 |

| Learning Institutions Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 1 | Leadership teams were created in Lviv and Simferopol pilot schools to prepare School Transformation Plans. | 2.1 | Oct.08 | Y1/Q3 |
| 2 | Parents became part of School Leadership Team in both pilot schools to actively participate in school planning and monitoring activities. | 2.1 | Dec. 08 | Y1/Q3 |
| 3 | Regular meetings of pilot school leadership teams started on planning issues. | 2.1 | Oct.08 | Y1/Q3 |
| 4 | Pilot schools leadership teams introduced School Transformation Plans into school policies and practices. | 2.1 | Mar.09 | Y1/Q4 |
| 5 | Two-week study tour to Alberta, Canada, was organized for an integrated group of 30 educators from pilot and observer schools, partner institutions and universities, and officials from Ukrainian Ministry of Education, in order to examine Canadian practical experience in introducing IE. | 2.1; 2.2; 2.3; 2.4 | May 09 | Y2/Q1 |
| 6 | 6.5 additional staff positions, funded by local budget, to support students with special needs were created in Simferopol pilot school. | 2.1 | Sept. 09 | Y2/Q2 |
| 7 | In cooperation with Civil Society, new children with special needs were identified in the catchment areas of both pilot schools (19 children with special needs were identified in Simferopol school catchment area and 39 children – in Lviv school catchment area) | 2.1 | Aug.09 | Y2/Q2 |
| 8 | Individual Program Plans (IPP) for students with special needs were introduced in both pilot schools. | 2.1 | Sept. 09 | Y2/Q2 |
| 9 | Accessibility audits of pilot schools were initiated, jointly with Civil Society and Social Policy components. | 2.1 | Dec.09 | Y2/Q3 |
| 10 | 18-hour course “Introduction to Inclusive Education” for IPUTs was developed, approved by Ukrainian Ministry of Education, published together with methodology and resource package (teachers' guidebook), and presented to IPUT instructors from pilot and extension regions. | 2.2 | Mar. 10 | Y2/Q4 |
| 11 | 15 instructors from Ukrainian IPUTs and 10 instructors from pedagogical universities (Lviv, Simferopol, Poltava, Ivano-Frankivsk, Zaporizhzhia, and Rivne) were trained at a seminar on differentiated instruction in April 2010, Kyiv. | 2.3 | Apr.10 | Y3/Q1 |
| 12 | Two Summer Institutes for parents and teachers were held in Lviv and Simferopol, moderated by Canadian IE experts and parents and attended by 77 participants, in partnership with Civil Society | 2.1; 2.2 | June 10 | Y3/Q1 |
| 13 | 8 new children with disabilities from school catchment areas started to attend pilot schools in 2010/11 school year | 2.1 | Sept.10 | Y3/Q2 |

| Learning Institutions Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| | (2 new students joined Simferopol pilot school and 6 students – Lviv pilot school). | | | |
| 14 | 1 new Bachelor level program “Orthopedagogy/Inclusive Education” was launched at Drahomanov State Pedagogic University, Institute of Correctional Pedagogy. | 2.4 | Sept.10 | Y3/Q2 |
| 15 | 10 sets of FM-systems for sound amplification and transmission were purchased and introduced for use by hard-of-hearing students in Lviv pilot school. 12 school teachers were instructed on methods of using FM-systems in class. | 2.1 | Nov. 10 | Y3/Q3 |
| 16 | 2 PC-based systems “Lively Sound” installed in Lviv and Simferopol pilot schools. 8 children with speech disorders (dyslalia, disgraphia, and others) receive regular individual training using “Lively Sound” system in Simferopol and Lviv pilot school. | 2.1 | Nov.10 | Y3/Q3 |
| 17 | A ramp is built in Lviv pilot school #95. | 2.1 | Dec. 10 | Y3/Q3 |
| 18 | 1 room for psychological relaxation was set up in Simferopol pilot school, and equipped with basic facilities necessary for the work of the school psychologist and speech therapist. | 2.1 | Oct. 10 | Y3/Q3 |
| 19 | Students from partner universities in Lviv and Simferopol began pedagogical field internship in pilot schools. 12 students (1 academic group) from Lviv Pedagogical College completed their 1st session of internship in Lviv Pilot School #95 in September-October 2010. | 2.4 | Oct.10 | Y3/Q3 |
| 20 | 3 articles in mass media were published by parent NGOs who participated in June 2010 Summer Institutes for parents and teachers. | 2.2 | Nov. 10 | Y3/Q3 |
| 21 | 9 Ukrainian brochures, based on Canadian materials, for parents of children with special needs were printed as part of the teaching and learning provision for the 18-hour course “Introduction to Inclusive Education” for Ukrainian IPUTs. | 2.2 | Dec.10 | Y3/Q3 |
| 22 | 60 teachers in two pilot schools were trained under 120-h training course on methodology and practices of IE in classroom, delivered by consultants from Institute of Special Pedagogy (Kyiv) and Lviv IPUT. | 2.1 | Mar.11 | Y3/Q4 |
| 23 | 6 teachers from the 2 observing schools were able to participate in the seminars held in Lviv and Simferopol pilot schools within the 120-h upgrade training program for teachers. | 2.1 | Mar.11 | Y3/Q4 |

| Learning Institutions Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 24 | Ukrainian Index of Inclusion, a self-assessment and monitoring tool – a joint initiative of the Project, MES, and the Soros Foundation, was drafted and undergone initial testing in the pilot schools and 3 more regions (Kharkiv, Kyiv, Dnipropetrovsk). | 2.1 | May 11 | Y4/Q1 |
| 25 | 20 parents of hard-of-hearing children were taught basic Ukrainian Sign Language in Lviv pilot school by specialists selected jointly by the Ukrainian Sign Language Lab (ISP) with Ukrainian Society for the Deaf. | 2.2 | June 11 | Y4/Q1 |
| 26 | Pilot school leadership team reviewed and updated school documentation (school policy and procedure documents) to comply with the changing regulatory and practical field concerning IE. | 2.1 | Oct.11 | Y4/Q3 |
| 27 | Ukrainian Index of Inclusion is approved by Ukrainian Ministry of Education and recommended for use throughout Ukrainian schools and IPUTs. | 2.1 | Dec.11 | Y4/Q3 |
| 28 | Documentary film #1 prepared by each pilot school to analyze the IE progress, focusing on students/parents relationship and methodology issues. | 2.1 | Oct. 11 | Y4/Q3 |
| 29 | 18-hour course “Assessment and Evaluation in Inclusive Classroom” for IPUTs was developed, approved by Ukrainian Ministry of Education, published together with methodology and resource package (teachers' guidebook), and presented to IPUT instructors from pilot and extension regions. | 2.2 | Oct. 11 | Y4/Q3 |
| 30 | Working visits between two pilot schools (teachers and support staff), including observer schools, are implemented to share practical experience and observe new practices. | 2.1 | Mar. 12 | Y4/Q5 |
| 31 | School documentation is updated to address inclusive education policies, process and practices in regular schools. | 2.1 | Aug. 12 | Y5/Q |
| 32 | Documentary film #2 prepared by each pilot school to analyze the IE progress, focusing on students/parents relationship and methodology issues. | 2.1 | May 11 | Y5/Q1 |
| 33 | 2-week mentorship working visits implemented by 2 Canadian school teachers (B.Eliuk and L.Beaton) to pilot schools to observe and recommend on developing IE practices. | 2.1 | Apr. 12 | Y5/Q1 |
| 34 | Final written assessment (comparative analysis) of academic and socialization progress among all the children, parents, teachers and administration staff was conducted in | 2.1 | Apr. 12 | Y5/Q1 |

| Learning Institutions Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| | 1 pilot and 1 control school in each pilot region (Lviv and Simferopol), as a follow-up to 2008 baseline study. | | | |
| 35 | 18-hour course “Planning the Differentiated Instruction in Inclusive Classroom” for IPUTs was developed, approved by Ukrainian Ministry of Education, published together with methodology and resource package (teachers' guidebook), and presented to IPUT instructors from pilot and extension regions. | 2.3 | May 12 | Y5/Q1 |
| 36 | 18-hour course “Leadership in Inclusive Schools” for IPUTs was developed, approved by Ukrainian Ministry of Education, published together with methodology and resource package (teachers' guidebook), and presented to IPUT instructors from pilot and extension regions. | 2.3 | May 12 | Y5/Q1 |
| 37 | 18-hour course “Professional Collaboration in Inclusive Classroom” for IPUTs was developed, approved by Ukrainian Ministry of Education, published together with methodology and resource package (teachers' guidebook), and presented to IPUT instructors from pilot and extension regions | 2.3 | May 12 | Y5/Q1 |
| 38 | Five 18-h IE course for IPUTs are made available to staff at pilot schools by request and based on the schools needs assessment. | 2.1 | May 12 | Y5/Q1 |
| 39 | IPUT instructors and resource specialists from pilot and extension regions were trained at methodology workshops to teach the 18-h courses “Introduction to Inclusion”, “Planning the Differentiated Instruction”, “Assessment and Evaluation in Inclusive Classroom”, and “Professional Collaboration in Inclusive Schools”. | 2.3 | May 12 | Y5/Q1 |
| 40 | 54-hour integrated course “The Foundations of Inclusive Education” and the Teachers' Guidebook for pedagogical universities/colleges was approved by Ukrainian Ministry of Education, published, presented and disseminated among all pedagogical universities in Ukraine. | 2.4 | May 12 | Y5/Q1 |
| 41 | Instructors from pedagogical universities in all Ukrainian regions were trained the basics of teaching the 54-h May 2012 practical seminar on teaching the 54-h integrated course “The Foundations of Inclusive Education”. | 2.4 | May 12 | Y5/Q1 |
| 42 | Two pilot universities integrated the modules of 54-hour course “The Foundations of Inclusive Education” in their teacher preparation curricula. | 2.4 | May 12 | Y5/Q1 |
| 43 | Canadian reading materials, selected by Canadian consultants, on IE courses were translated, edited and | 2.3; 2.4 | May 12 | Y5/Q1 |

| Learning Institutions Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| | introduced into Ukrainian research and teaching discourses (through recommended readings for IE courses, publications in research journals and course guidebooks). | | | |
| 44 | Educators at both pilot schools and other partner institutions were provided with consultative support from Canadian experts in direct communication mode (Dr. Ch. Crocker) and via means of distant communication (Drs. D. McGhie-Richmond, T.Loreman) during May 2012 conference in Simferopol and by request. | 2.1; 2.3; 2.4 | May 12 | Y5/Q1 |
| 45 | On-going monitoring of education of students with disabilities was ensured in both schools. Pilot schools presented their reports on socialization and academic progress of children with special needs in April and May 2012, reflected in Individual Program Plans and student profile cards. | 2.1 | May 12 | Y5/Q1 |
| 46 | A fundamental Parent’s Guidebook on Ukrainian Sign Language for parents was developed by USL Laboratory (ISP) in collaboration with Canadian experts and Ukrainian Society for the Deaf, published and disseminated at project meetings (incl. May 2012 seminar for pedagogical universities and project conference in Nov. 2012). | 2.2 | May. 12, Nov. 12 | Y5/Q1 ; Y5/Q3 |
| 47 | Pilot schools organized open house events to inform parents who have children with disabilities in the school catchment areas on education options for their children. | 2.1 | Aug. 12 | Y5/Q2 |
| 48 | 3 Teacher Assistant positions, funded by local budget, were created in Lviv pilot school. | 2.1 | Sept. 12 | Y5/Q2 |
| 49 | 36-h integrated course “Inclusive Education” was developed for Master Program students at Hrinchenko Kyiv University. The course was approved by the University Academic Council and introduced in the curriculum. | 2.4 | Sept. 12 | Y5/Q2 |
| 50 | 15 new students with disabilities joined both pilot schools in September 2012: 4 new students including children with developmental delays and infantile cerebral palsy) started attending the Simferopol pilot school; 11 students including 6 children who are hard-of-hearing and 5 students with other disabilities, such as Down syndrome, speech disorders, impaired eyesight, infantile cerebral palsy, and developmental disorders joined the pilot school in Lviv. The needs of the “new” children in both pilot schools were thoroughly assessed and addressed through individual program plans. | 2.1 | Sept. 12 | Y5/Q2 |

| Learning Institutions Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 51 | Lviv and Simferopol pilot schools participated in regional seminars, organized by Simferopol IRC and supported by Crimean Ministry of Education (Simferopol , August, 2012) and Lviv Department of Education jointly with RCC/IRC(Lviv, September 2012) as part of the regional programs to support inclusive education. | 2.1 | Sept. 12 | Y5/Q2 |
| 52 | School leadership teams finalize inner school policies (documents) describing the procedure of providing integrated services to children with special needs. | 2.1 | Sept. 12 | Y5/Q3 |
| 53 | Enhanced capacity of pedagogical universities/colleges in Ukraine to deliver courses/modules in IE to pre-service teachers. | 2.4 | Sept. 12 | Y5/Q2 |
| 54 | Strengthened cooperation between pilot schools and IRCs. Families in Lviv and Simferopol pilot schools' catchment areas were better informed on education options for their children with special needs, which has led to better awareness and higher trust among the families with children who have special needs regarding inclusive education options. | 2.1; 2.2 | Sept. 12 | Y5/Q2 |
| 55 | Increased ability of pilot schools to perform a role of regional hubs to advance IE. | 2.1 | Sept.12 | Y5/Q2 |
| 56 | Increased ability of pilot and extension IPUTs to serve as models for integrating new IE courses into existing sustainable curricula for in-service teacher preparation. | 2.3 | Sept.12 | Y5/Q2 |
| 57 | Existing pre-service bachelor level teacher preparation programs in Ukraine are enhanced by a 54-hour integrated course/modules and reading materials that incorporate key elements of contemporary IE concepts, approaches and strategies. | 2.4 | Sept.12 | Y5/Q2 |
| 58 | Renovation of toilets in Lviv pilot school #95 is complete. | 2.1 | Dec. 12 | Y5/Q3 |
| 59 | Final documentary film (#3) prepared by each pilot school to summarize the acquired IE experience and focus on further plans and issues. | 2.1 | Dec. 12 | Y5/Q3 |
| 60 | "Inclusive Classroom Strategies" practical guidebook (paper & CD versions) incorporating the practical experience from both pilot schools was published, presented and disseminated in pilot and extension regions. | 2.1 | Dec. 12 | Y5/Q3 |
| 61 | Each pilot school appointed a representative to be responsible for facilitating linkage between pilot schools and IRC. | 2.1 | Dec. 12 | Y5/Q3 |

| Learning Institutions Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 62 | Pilot schools conducted information sessions to other stakeholders of IRCs to focus on the IE developments in the schools and school catchment areas. | 2.1 | Dec. 12 | Y5/Q3 |
| 63 | Regional catalogues of available IE resources in printed or electronic format were prepared facilitate and ensure access of Ukrainian educators, authorities, parents and other stakeholders to recently designed materials on inclusive education. The Regional catalogues of available IE resources were disseminated at Dec.2012, Jan. and Feb.2013 events. | 2.1 | Nov.12 | Y5/Q3 |
| 64 | Over 2,500 working teachers across Ukraine took “Introduction to IE” course through IPUTs throughout Ukraine, as reported at May 2012 conference in Simferopol. | 2.3 | Dec.12 | Y5/Q3 |
| 65 | IE courses were delivered to 40 practicing teachers by Simferopol IPUT and to 25 practicing teachers by Lviv IPUT. | 2.3 | Dec.12 | Y5/Q3 |
| 66 | Practical guidebook "How to Make Your School Inclusive", based on the best international and Ukrainian practical experience, is published, presented and disseminated in pilot and extension regions. | 2.1 | Jan. 13 | Y5/Q4 |
| 67 | Ground floor toilets were reconstructed in Simferopol pilot school #3. | 2.1 | Apr. 13 | Y5/Q4 |
| 68 | Pilot schools communities are provided with all the printed and electronic resource and methodology materials developed by the Learning Institution component. | 2.1 | Jan.13 | Y5/Q4 |
| 69 | IPUTs in Ukrainian regions delivered 18-h courses "Introduction to Inclusion", "Planning the Differentiated Instruction", "Assessment and Evaluation in Inclusive Classroom", and "Professional Collaboration in Inclusive Schools" for about 2500 practicing teachers and administrators in regular schools. | 2.3 | Mar. 13 | Y5/Q4 |
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Civil Society

| Civil Society Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 1 | Development of five training modules on organizational development, governance, management, sustainability, inclusion and advocacy | 3.1 | Dec. 08 | Y1/Q3 |

| Civil Society Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 2 | Delivery of ‘Train the Trainer’ trainings for 25 trainers in Simferopol and Kyiv on organizational development, governance, management, sustainability, inclusion and advocacy | 3.1 | Dec. 08 | Y1/Q3 |
| 3 | Establishment of a bilingual project website in English and Ukrainian | 3.5 | Mar. 09 ? | Y1/Q4 |
| 4 | Round tables held with mass media in Simferopol and Lviv on disability rights and inclusive education | 3.4 | Mar. 09 | Y1/Q4 |
| 5 | Completion of a project logo contest | 3.5 | Mar. 09 | Y1/Q4 |
| 6 | Creation of a database of organizations and institutions in Ukraine and Canada with regards to disability and inclusive education | 3.5 | Mar. 09 | Y1/Q4 |
| 7 | Development of a model of Inclusion Resource Centre (IRC) in Lviv and Simferopol | 3.2 | Apr. 09 | Y2/Q1 |
| 8 | Development of an Innovation Grants Model in Lviv and Simferopol | 3.3 | Apr. 09 | Y2/Q1 |
| 9 | Establishment of an information network for parents and NGOs | 3.5 | Mar. 10 | Y2/Q4 |
| 10 | Establishment of the Inclusion Resource Centres (IRCs) in Lviv and Simferopol | 3 | Mar. 10 | Y2/Q4 |
| 11 | Delivery of three trainings for media professionals on effective reporting and information delivery on inclusion and disability issues | 3.4 | Mar. 10 | Y2/Q4 |
| 12 | Delivery of trainings in two pilot regions for parent groups and government officials with five training modules developed on organizational development, governance, management, sustainability, inclusion and advocacy | 3.1 | Mar. 11 | Y3/Q4 |
| 13 | Development and implementation of IRC Annual Strategic Plan | 3.2 | Mar. 11 | Y3/Q4 |
| 14 | Completion of an analytical report on existing services for children with disabilities in two pilot regions | 3.3 | Mar. 11 | Y3/Q4 |
| 15 | Development of the terms of reference and criteria for Innovation Grants Model | 3.3 | Mar. 11 | Y3/Q4 |
| 16 | Interviews provided on national and local television programs re the project | 3.4 | Mar. 11 | Y3/Q4 |
| 17 | Publications made in local press (Crimea, Lviv) on inclusion, accessibility and rights of persons with disabilities | 3.4 | Mar. 11 | Y3/Q4 |
| 18 | Full operation of the project website | 3.5 | Mar. 11 | Y3/Q4 |
| 19 | Round tables conducted in Kharkiv and Dnipropetrovsk, focusing on coordination of efforts and partnership model for a national virtual network of parents and NGOs for inclusive education | 3.1 | Sep. 11 | Y4/Q2 |

| Civil Society Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 20 | Establishment of a national virtual network “Parents for Inclusion. School is for Everyone” with signed collaboration agreements with five new regions | 3.1 | Sep. 11 | Y4/Q2 |
| 21 | Development of new initiatives on inclusive education in partnership with local government in small towns: Brody, Crimea, Lviv oblast, Jampil, Sevastopol, and Vinnytsia oblast | 3.1 | Sep. 11 | Y4/Q2 |
| 22 | Development of new curriculum and resources for the Academy of Public Administration in 2 pilot regions to educate minimum 60 staff and civil servants a year on an on-going basis (120 staff and civil servants trained). | 3.1 | Sep. 11 | Y4/Q2 |
| 23 | Trainings provided to NGOs in several regions on organizational development and inclusive education | 3.1 | Sep. 11 | Y4/Q2 |
| 24 | Approval of regional and municipal programs in Kharkiv, Dnipropetrovsk, Kyiv, Kirovograd, Vynytisia, and Lugansk to implement inclusive education (e.g. an accessible school bus, accessibility programs, universal design, mini-grants, etc.) | 3.1 | Sep. 11 | Y4/Q2 |
| 25 | Establishment of six working groups in Lviv to develop a new program of support to persons with disability in the areas of transportation, health care, education, employment, and independent living | 3.1 | Sep. 11 | Y4/Q2 |
| 26 | Introduction of a grant program to support inclusive education by the Crimea local government | 3.1 | Sep. 11 | Y4/Q2 |
| 27 | | | | |
| 28 | Establishment of a functional mechanism in IRCs to provide services to parents, educators and students with disabilities | 3.2 | Sep. 11 | Y4/Q2 |
| 29 | Establishment of an agreement between IRCs and Departments of Education to involve speech pathologists in supporting children with disabilities and pilot school teachers in accordance with the new concept of integrated services | 3.2 | Sep. 11 | Y4/Q2 |
| 30 | Establishment of a database of existing services and resources for inclusive education and disability | 3.2 | Sep. 11 | Y4/Q2 |
| 31 | Initiation of IRCs’ providing services, resources, and support to parents, students with disabilities, parent groups, NGOs, and educators (28 cases in Lviv and 25 cases in Simferopol) | 3.2 | Sep. 11 | Y4/Q2 |
| 32 | Introduction of new services in pilot regions, including transportation, differentiated instruction, intervention network and career guidance for children with disabilities | 3.2 | Sep. 11 | Y4/Q2 |
| 33 | Replication of the IRC model in other regions (Kharkiv, Dnipropetrovsk, Kyiv, Vinnytsia, Kirovograd, Lutsk) | 3.2 | Sep. 11 | Y4/Q2 |

| Civil Society Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 34 | Development and distribution of information kits on inclusive education to local mass media, schools, health care providers, parents, educators and NGOs in 2 pilot regions | 3.2 | Sep. 11 | Y4/Q2 |
| 35 | Dissemination of more than a 1,000 printed copies of materials on IRC model to interested NGOs in Kharkiv, Dnipropetrovsk, Kyiv, Vinnytsia, Kirovograd, Lutsk, Luhansk and Uzhhorod. | 3.2 | Sep. 11 | Y4/Q2 |
| 36 | Development of a database of mass media for the purpose of project dissemination | 3.2 | Sep. 11 | Y4/Q2 |
| 37 | IRCs' provision of coordination and navigation services for parents and students with disabilities (37 cases) | 3.2 | Sep. 11 | Y4/Q2 |
| 38 | Submission of recommendations for Innovation Grants model to local departments of education, social services and rehabilitation of persons with disability in 2 pilot regions | 3.3 | Sep. 11 | Y4/Q2 |
| 39 | Interviews done on national and local television programs (1 in the Crimea, 2 in Lviv, and 1 in Kyiv) regarding the project and inclusive education | 3.4 | Sep. 11 | Y4/Q2 |
| 40 | Publications issued in local press (7 in the Crimea, 12 in Lviv, 15 in Kyiv) on inclusion, accessibility and human rights | 3.4 | Sep. 11 | Y4/Q2 |
| 41 | Initiation of IRC billboard in Lviv | 3.4 | Sep. 11 | Y4/Q2 |
| 42 | Fully functioning project website (over 10,000 visits) and Facebook | 3.5 | Sep. 11 | Y4/Q2 |
| 43 | Initiation of IRC billboard in Simferopol | 3.4 | Mar. 12 | Y4/Q4 |
| 44 | Establishment of five agreements between the national parents network and NGOs in Kharkiv, Kyiv, Vinnytsia, Dnipropetrovsk, and Kirovohrad to collaborative work towards inclusive education | 3.4 | Mar. 12 | Y4/Q4 |
| 45 | Development of new initiatives to support inclusive education (e.g. school bus, respite, early intervention, etc.) in partnership with local government in small towns: Brody, Crimea, Sevastopol, Jampil, Lviv oblast, and Vinnytsia oblast | 3.4 | Mar. 12 | Y4/Q4 |
| 46 | Trainings for 120 staff and civil servants in 2 pilot regions with regards to NGO sustainability, governance, management, organizational development, advocacy with focus on disability and inclusion | 3.4 | Mar. 12 | Y4/Q4 |
| 47 | Development of new curriculum and resources for civil servants of the Academy of Public Administration in 2 pilot regions | 3.1 | Mar. 12 | Y4/Q4 |
| 48 | Delivery of trainings for NGOs on organizational development in Kharkiv, Luhansk, Lviv, Uzhhorod-Berehovo, and Crimea | 3.1 | Mar. 12 | Y4/Q4 |

| Civil Society Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 49 | Completion of reports on inclusive services and programs in local pre-schools and schools by project working groups and local NGOs in regions of Kharkiv, Dnipropetrovsk, Lutsk and Bila Tserkva | 3.1 | Mar. 12 | Y4/Q4 |
| 50 | Approval of the establishment of a program which will support inclusive education in Crimea | 3.1 | Mar. 12 | Y4/Q4 |
| 51 | Publication of courses and information handouts on organizational development, management, sustainability, and governance | 3.1 | Mar. 12 | Y4/Q4 |
| 52 | Trainings provided for representatives of NGOs in newly involved regions on social model of disability, inclusion, accessibility, public campaign, organizational development, and advocacy | 3.1 | Mar. 12 | Y4/Q4 |
| 53 | Dissemination of a 1,000 copies of materials on IRC model to interested NGOs in Kharkiv, Dnipropetrovsk, Kyiv, Vinnytsia, Kirovograd, Lutsk, Luhansk and Uzhhorod | 3.2 | Mar. 12 | Y4/Q4 |
| 54 | Approval of terms of reference for Innovation Grant Model | 3.3 | Mar. 12 | Y4/Q4 |
| 55 | A call for proposals for Innovation Grant issued in the pilot regions | 3.3 | Mar. 12 | Y4/Q4 |
| 56 | Creation of a collaboration program in the Lviv City council to provide financial support for inclusive services for persons with disabilities in the areas of transportation, accessibility in medical facilities, community living, and employment | 3.3 | Mar. 12 | Y4/Q4 |
| 57 | Over 1,500 comments made to the project Facebook | 3.5 | Mar. 12 | Y4/Q4 |
| 58 | Three training sessions delivered for leaders of NGOs and staff from the regional Department of Education in Dnipropetrovsk | 3.1 | May. 12 | Y5/Q1 |
| 59 | A seminar “We are equal” held for parents from Rivne, Poltava, Alexandria, etc. | 3.1 | Jul. 12 | Y5/Q2 |
| 60 | Establishment of new collaboration agreements to support national “Network for Inclusion. School for All” with new members in Kharkiv, Kyiv, Vinnytsia, Dnipropetrovsk, Kirovograd and other regions (a total of 49 member organizations in the network) | 3.1 | Sep. 12 | Y5/Q2 |
| 61 | A national conference of the Network “Network for Inclusion. School for All” held in Kyiv to consolidate the efforts of NGOs-members of the network and plan activities for the next year | 3.1 | Sep. 12 | Y5/Q2 |
| 62 | Completion of the course material “Civil Society and Inclusion” for in-service professional education | 3.1 | Sep. 12 | Y5/Q2 |
| 63 | Trainings provided for 60 NGO staff in 5 regions about NGO sustainability, governance, management, organizational | 3.1 | Sep. 12 | Y5/Q2 |

| Civil Society Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| | development, advocacy with focus on disability, and inclusion | | | |
| 64 | Establishment of formal agreements with the National Academy of Public Administration in two pilot regions to include the course “Civil Society and Inclusion” in their professional development program | 3.1 | Sep. 12 | Y5/Q2 |
| 65 | Completion and dissemination of resource handbook "Strategy of Advocacy" and a series of brochures "Towards Success" | 3.1 | Sep. 12 | Y5/Q2 |
| 66 | Trainings provided on organizational development for newly involved NGOs in Kharkiv, Luhansk, Lviv, Uzhhorod-Berehovo, and Crimea | 3.1 | Sep. 12 | Y5/Q2 |
| 67 | A seminar held in Dnipropetrovsk on accessibility for teachers, preschool educators, city administration and construction city services | 3.1 | Sep. 12 | Y5/Q2 |
| 68 | Publication of a manual on inclusive education in Luhansk, utilising project resources | 3.1 | Sep. 12 | Y5/Q2 |
| 69 | Training sessions delivered for representatives of newly involved regions, including parents, local government, schools, internats, higher learning institutions, PMPCs, IPPO, and rehabilitation agencies. The topics include: social model of disability, inclusion, accessibility, organization of civil campaigns, information and media activities, advocacy, and organizational development | 3.1 | Sep. 12 | Y5/Q2 |
| 70 | Over 100 children with disabilities entering regular schools/ preschools in Crimea in 2012-2013 school year Over 500 children with disabilities attending regular schools/ preschools in Lviv as of 2011-2012 school year | 3.2 | Sep. 12 | Y5/Q2 |
| 71 | Completion of a picture contest for elementary school students, of a story contest for middle school students, of an essay contest for high school students at both pilot schools under the slogan, “Treat me as equal” | 3.2 | Sep. 12 | Y5/Q2 |
| 72 | IRCs’ Open House events held in Lviv, Crimea, Kerch, Yalta, Kharkiv, Kyiv, and Dnipropetrovsk | 3.2 | Sep. 12 | Y5/Q2 |
| 73 | Development and dissemination of four leaflets on RICs across Ukraine | 3.2 | Sep. 12 | Y5/Q2 |
| 74 | Replication of the IRC model in non-pilot regions (e.g. Kharkiv, Dnipropetrovsk, Kyiv, Vinnytsia, Kirovograd, Lutsk) | 3.2 | Sep. 12 | Y5/Q2 |
| 75 | Development and dissemination of information kits on benefits of inclusive education in 2 pilot regions and nationally through local mass media, schools, health care providers, parents, educators and NGOs | 3.2 | Sep. 12 | Y5/Q2 |

| Civil Society Component | | | | |
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| # | Milestones | Activity Set | Date of Completion Year/Quarter | |
| 76 | Completion of a report of successful stories of three families whose children with disabilities entered regular schools with support from IRCs | 3.2 | Sep. 12 | Y5/Q2 |
| 77 | Introduction of Innovation Grant System in two pilot regions | 3.3 | Sep. 12 | Y5/Q2 |
| 78 | Development and dissemination of an Innovation Grant information package in two pilot regions | 3.3 | Sep. 12 | Y5/Q2 |
| 79 | Completion of analysis and reporting of the efficiency of Innovation Grant program | 3.3 | Sep. 12 | Y5/Q2 |
| 80 | Grants made to eight projects in pilot regions from Innovation Grant program | 3.3 | Sep. 12 | Y5/Q2 |

Tombstone Data

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|---|---|
| <p>Title:</p> <p>“Ukraine / Inclusive Education for Children with Disabilities”</p> | <p>Key Project Dates:</p> <p>Project Started: April 1, 2008</p> <p>Project Ended:</p> <ul style="list-style-type: none"> ○ Project Activities Ended March 31, 2013 ○ Contribution Agreement in Effect Until June 30, 2013 |
| <p>Country: Ukraine and Canada</p> | <p>Priorities Addressed: Inclusive Education</p> |
| <p>Project Number: Z-020798-001-PR1</p> | |
| <p>Budget: \$4,699,922</p> | |

Appendix C – Key Participating Governments and Civil Society Partners

| SECTOR | ORGANIZATION | AFFILIATION | | REGION | ROLE |
|------------|--|-------------|--------|--------|--|
| | | Partner | Target | | |
| Government | | | | | |
| | Ministry of Social Protection and Labour (national) | √ | √ | Kyiv | Advisor on social policy, participate in training, policy development and implementation |
| | Ministry of Education and Science (national) | √ | √ | Kyiv | Advisor on education, participate in training, policy development and implementation |
| | Lviv Department of Labour and Social Protection (regional) | | √ | Lviv | Participate in training, policy development and implementation |
| | Lviv City Council Branch | | √ | Lviv | Participate in training, policy development and implementation |
| | Lviv Department of Education | | √ | Lviv | Participate in training, policy development and implementation |
| | Ministry of Labour and Social Policy of Crimea | | √ | Crimea | Participate in training, policy development and implementation |
| | Ministry of Education of Crimea | | √ | Crimea | Participate in training, policy development and implementation |
| | Simferopol Department of | | √ | Crimea | Participate in training, policy |

| SECTOR | ORGANIZATION | AFFILIATION | | REGION | ROLE |
|-----------|---|-------------|--------|--------------------|---|
| | | Partner | Target | | |
| | Labour and Social Policy | | | | development and implementation |
| | Simferopol Department of Education | | √ | Crimea | Participate in training, policy development and implementation |
| | Simferopol City Council Branch | | √ | Crimea | Participate in training, policy development and implementation |
| Education | | | | | |
| | Institute of Special Pedagogy/Academy of Pedagogical Sciences | √ | √ | Kyiv | Advisor on education, participant in training, participant in implementation of inclusive education |
| | Institute for Professional Upgrading of Teachers | √ | √ | Kyiv, Crimea, Lviv | Advisor on education, participant in training, participant in implementation of inclusive education |
| | National Pedagogical University of M.P.Drahomanov | √ | √ | Kyiv | Advisor on education, participant in training, participant in implementation of inclusive education |
| | Ivan Franko National University | √ | √ | Lviv | Advisor on education, participant in training, participant in implementation |

| SECTOR | ORGANIZATION | AFFILIATION | | REGION | ROLE |
|------------------------------|--|-------------|--------|--------|---|
| | | Partner | Target | | |
| | | | | | of inclusive education |
| | Crimean State Engineering Pedagogical University | √ | √ | Crimea | Advisor on education, participant in training, participant in implementation of inclusive education |
| Non-government Organizations | | | | | |
| | Step by Step | √ | | Kyiv | Advisor on inclusion policy, inclusive education, and disability services |
| | National Assembly of Disabled | √ | | Kyiv | Advisor on inclusion policy and services |
| | Disabled Women’s Network “Lubomira” | √ | | Kyiv | Advisor on gender analysis |
| | Jurveda Children’s Information and Rehabilitation Centre | √ | | Kyiv | Advisor on inclusion policy, inclusive education and disability services |
| | Lviv Independent Living Resource Centre | √ | √ | Lviv | Advisor on policy development, public awareness and accessibility. Participant in training, public awareness and service implementation |

| SECTOR | ORGANIZATION | AFFILIATION | | REGION | ROLE |
|--------|--|-------------|--------|--------|--|
| | | Partner | Target | | |
| | Nadiya Association | √ | √ | Lviv | Advisor on inclusion policy and services. Participant in policy, education and service development |
| | Parents Association in Novy Rozdil | | √ | Lviv | Participant in training and service development |
| | Parents Association in Brody | | √ | Lviv | Participant in training and service development |
| | Physically Handicapped and Able Bodied | √ | √ | Crimea | Participant in training and service development |

List of organizations involved in various project activities

2008

1. Ukrainian Association of correctional educators
2. Charitable foundation of mutual assistance and protection of children with autism "Contact" (Lviv)
3. NGO "Coalition for protection of rights of the disabled people and individuals with Intellectual Disabilities"
4. NGO "Melody of Life" (Lviv)
5. Charitable Foundation "Open Heart"
6. "Open Heart", Lviv Centre of support for people with general disorders of development
7. Branch of the Ukrainian NGO "Association of Young People with Disabilities" in Simferopol
8. City NGO and "Accessibility Committee" (Simferopol)
9. Ukrainian Association for helping children with cancer "Zitiia zavtra" ("Life tomorrow") (Simferopol)
10. NGO for disabled children "GRES" (Simferopol)

2009

11. Rehabilitation center "Sozarin"
12. Association "School Without Tears" (Lviv)
13. NGO of disabled people "Group active rehabilitation" (Kyiv)
14. NGO of disabled people "Group active rehabilitation" (Kerch)
15. Evpatorian federation of disabled sport
16. NGO of disabled people "Group active rehabilitation" (Sevastopol)
17. Simferopol municipal foundation for people with cerebral palsy "Nadia"
18. Charitable Organization "Syndrome Dobra " (Autonomous Republic of Crimea)
19. Charitable Organization Down Syndrome Center "Prominchik" ("The Ray") (Lviv)
20. Training and Rehabilitation Complex for children with visual impairments "Levenia" ("The Lion") (Lviv)
21. Society "Kolping Family" (Lviv)
22. NGO "Parents of Dzerelo" (Lviv)
23. Club "Believe in yourself" (Mariupol)
24. NGO "European Dialogue"
25. International Charitable Fund "UKRAINE 3000"
26. Vinnitsa city public organization of disabled children with intellectual disabilities "Nadia" ("the Hope") (Vinnitsa)

2010

27. Novorozdilsk Association of Disabled People "Promin zitia" ("Ray of Life") (Novorozdilsk)
28. Lviv regional branch of the Ukrainian Fund "Rehabilitation of Disabled People" (Lviv)
29. Society "Green Cross" (Lviv)
30. Sevastopol City Organization "Association of Organizations of Disabled People of Ukraine" (Sevastopol)
31. NGO "International League for protection of the rights of citizens of Ukraine» (Sevastopol)
32. The initiative group of parents in Sevastopol
33. NGO of young people with disabilities "Podolannia" ("Overcoming") (Sevastopol)
34. NGO "Shcola zitia" ("School of Life") (Sevastopol)
35. Sevastopol city club of rehabilitation riding and equestrian sports "Allure" (Sevastopol)
36. Bakhchysaray Regional public organization "Ukrainskii Dim" ("Ukrainian house") (Bakhchysaray)

37. Bakhchysaray Regional Public Organization "Malenka kraina" ("Small country") (Bakhchysaray)
38. Bakhchysaray NGO "Zdoroviia" ("Health") (Bakhchysaray)
39. Ukrainian public organization of disabled users of psychiatric care - Crimean Republic cell (Evpatoria)
40. Ukrainian public organization of disabled users of psychiatric care - Crimean Republic cell (Razdolnoe)
41. Children and youth center named after Saint Cyril and Methodius (Djankoi)
42. City public organization of young people with disabilities (Yalta)
43. The initiative group of parents "Closest aides" (Feodosia)
44. Municipal Society of Disabled People (Feodosia)
45. NGO "Podolaniia" (Armyans'k)
46. NGO "Podarui Nadiiu" ("Give a hope") (Evpatoria)
47. NGO «Aibolit» (Simferopol)

2011 (joined to the previous organizations)

48. Sokal district Association of Disabled (Lviv region)
49. Public organization Uzhgorod City Association for Protection of Children with special needs "Nadia" ("Hope")
50. Western Ukrainian NGO of people with hearing impairments and their families "Infinite dialogue" (Lviv)
51. Lviv regional center of culture and leisure Society of people with hearing impairments (Lviv)
52. "Volyn Regional civil Organization of Parents of Children with Down Syndrome and other developmental disabilities" (Lutsk)
53. NGO "Nashe kolo plus" ("Our circle plus") (Lviv)
54. NGO "Open heart" (Lviv)
55. Khmelnytsky Regional NGO "Association of children with chromosomal disorders and other developmental disabilities" "Soniachne kolo" ("Sunshine")
56. Head of Yampil regional public organization of parents of children with disabilities
57. Youth NGO "Nadia" ("Hope") (Vinnitsa)
58. Charitable fund of youth sport for disabled "Invasport" (Vinnytsia)
59. NGO Association "Open Heart" (Vinnytsia)
60. Dnipropetrovsk Oblast Charitable Foundation «Angel of Childhood" (Dnipropetrovsk)
61. Dnipropetrovsk NGO for assistance in medical and social rehabilitation of children with disabilities "Volia"
62. Zhytomyr Oblast NGO "Youth. Woman. Family " (Zhytomyr)
63. NGO of System help to children with Autism "Little Prince " (Kyiv)
64. Ukrainian Charitable Organization "Down Syndrome" (Kyiv)
65. NGO "U ditiachih doloniah" ("In children's hands") (Kyiv)

66. Charitable Organization "Kirovograd resource and educational rehabilitation center"
67. Foundation "Institute for Early Intervention" (Kharkiv)
68. Kharkiv Regional Public Organization of Parents of Children with Disabilities "Tochka opory" ("Support point") (Kharkiv)
69. Yampol'skaya Regional Public Organization of Parents of Disabled Children

Appendix D: Project and Technical Reports

During the course of the Project, the Project completed the following reports:

- Semi Annual Reports:
 - Y1 – 2 Reports
 - Y2 – 2 Reports
 - Y3 – 2 Reports
 - Y4 – 2 Reports
 - Y5 – 1 Reports

- Exit Strategy
- Initial Visit Report
- In-Kind Reports
- Annual Project Progress Report - Year 3
- Work Plans - Year 3, 4, 5

Appendix E – List of All Consultants

| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|------------------------|------------------|---------------------------|--|---|-----------------------|-------------------|--|
| MANAGEMENT | | | | | | | |
| CANADA | | | | | | | |
| Olga Krassioukova-Enns | Winnipeg, Canada | 1.1 – Policy 4 - Mgmt | Project Director, Co-coordinator of Policy | PT | | 2008-2013 | Executive Director, Canadian Center on Disability Studies |
| Ivanka Slyvinska | Winnipeg, Canada | 4 - Mgmt | Project Coordinator | FT | 5 days/week | 2008-2010 | Canadian Center on Disability Studies |
| Andrew Strutt | Winnipeg, Canada | 4 – Mgmt 3- Civil Days | Project Coordinator | FT | 5 days/week | 2010-2012 | Canadian Center on Disability Studies |
| Iryna Khomenko | Winnipeg, Canada | 3 – Civil Society | Coordinator of Civil Society | PT | 2 days/week | 2008-2013 | Lecturer of Russian and Ukrainian, University of Manitoba |
| Norm Magnusson | Winnipeg, Canada | 4 – Mgmt | Accountant | PT | 58% of his time | 2008-2012 | Canadian Center on Disability Studies |
| Carol Wiens | Winnipeg, Canada | 4 – Mgmt | Accountant | PT | 58% of his time | 2012-2013 | Canadian Center on Disability Studies |
| Denise Desmond | Winnipeg, Canada | 4 – Mgmt | Admin Support | PT | 30% of her time | 2008-2013 | Canadian Center on Disability Studies |
| Roman Petryshyn | Edmonton, Canada | 1, 2 – Policy, Education | Coordinator of Education/ Co-coordinator of Policy | PT | 50% of his time | 2008-2009 | Director Ukrainian Resource and Development Centre (URDC) at MacEwan |
| Yuri Konkin | Edmonton, Canada | 1, 2 – Policy, Education | Coordinator of Education/ Co-coordinator of Policy | PT | 40.66 hours per month | 2010-2013 | Consultant, MacEwan International |
| Larisa Hayduk | Edmonton, Canada | 1, 2 – Policy, Education | Admin Assistant | PT | 20% of her time | 2008-2013 | Admin, URDC, MacEwan |
| UKRAINE | | | | | | | |
| Yulia Naida | Kyiv, Ukraine | 4 - Mgmt | Project Coordinator in Ukraine | PT | 3 days per week | 2008-2013 | Program Director, Ukrainian Step by Step Foundation |
| Maryna Voron | Kyiv, Ukraine | 4 - Mgmt | Communication Officer | PT | 3,5 days per week | 2008-2011 | Staff, Ukrainian Step by Step Foundation |
| Veronika Gromova | Kyiv, Ukraine | 4- Mgmt | Project Administrative Assistant | FT | 3,5 days per week | 2011-2013 | No other employment |
| Olga Grunko | Kyiv, Ukraine | 4- Mgmt | Financial Officer (Sbs) | PT | 0,6 days per week | 2008-2013 | Staff, Ukrainian Step by Step Foundation |
| Larisa Bayda | Kyiv, Ukraine | 1-Policy | Coordinator of Policy | PT | 1,55 days per week | 2008-2013 | Program Director, National Assembly of People with Disabilities in Ukraine |
| Natalia Zaskaleta | Kyiv, Ukraine | 1-Policy | Financial Officer (NAIU) | PT | 0,5 days per week | 2008-2013 | Staff, National Assembly of People with Disabilities in Ukraine |

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| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|-------------------------|-----------------------------|--------------|---|---|---|-------------------|---|
| Liliya Ivashchenko | Kyiv, Ukraine | 1-Policy | Financial Officer (NAIU) Assistant | PT | 0,25 days per week | 2010-2012 | Staff, National Assembly of People with Disabilities in Ukraine |
| Volodymyr Azin | Kyiv, Ukraine | 1-Policy | Coordinator's Assistant of Policy | PT | 0,5 days per week | 2011-2013 | Staff, National Assembly of People with Disabilities in Ukraine |
| Dmytro Mazin | Kyiv, Ukraine | 2.1, 2.3-2.4 | Ukrainian coordinator of Education component – Inclusion in Ukraine project. Translator | PT | 31.25 hours per month/ 48 days per year | 2008-2013 | Instructor, National University of Kyiv Mohyla Academy |
| Mykola Swarnyk | Lviv, Ukraine | 4,0 | Coordinator of Civil Society | PT | 2,0 days per week | 2008-2013 | Lecturer, Lviv Polytechnic University |
| Yaroslav Hrybalsky | Lviv, Ukraine | 3,0 | Regional Coordinator (Lviv) | PT | 2,0 days per week | 2008-2013 | Director, Lviv Independent Living Centre |
| Halyna Herasym | Lviv, Ukraine | 3,0 | Assistant to Regional Coordinator (Lviv) | PT | 1,5 days per week | 2008-2013 | Lecturer, Lviv Polytechnic University |
| Lilia Shkolnik | Simferopol, Crimea, Ukraine | 4 | Assistant to Regional Coordinator (Simferopol) | PT | 1,5 days per week | 2008-2012 | No other employment |
| Tetyana Panasyshena | Simferopol, Crimea, Ukraine | 4 | Regional Coordinator (Simferopol) | PT | 2,0 days per week | 2008-2012 | Principal, "Nadezhda" school for children with disabilities |
| Halyna Klimenko | Simferopol, Ukraine | 3,0 | Regional Coordinator (Simferopol) | PT | 2,0 days per week | 2012-2013 | Simferopol Centre of Social Services for Families, Children and Youth |
| Veronika Nesterova | Simferopol, Ukraine | 3,0 | Assistant to Regional Coordinator (Simferopol) | PT | 1,5 days per week | 2012-2013 | NGO for Children with Cerebral Palsy "Nadiya" |
| CONSULTANTS | | | | | | | |
| OVERALL | | | | | | | |
| CANADA | | | | | | | |
| Oleksandr Shevchenko | Winnipeg, Canada | 4,0 | Translator | PT *based on amount worked | 1,5 days per week | 2011-2013 | Lecturer at University of Manitoba |
| UKRAINE | | | | | | | |
| Victor Verhun | Kyiv, Ukraine | 3,0; 4,0 | Translator | PT * based on amount worked | \$20 per hour | 2008-2013 | Independent translator |
| Tania Klekota | Kyiv, Ukraine | 3,0; 4,0 | Translator | PT * based on amount worked | \$20 per hour | 2008-2013 | Independent translator |
| Nataliia Pomirko | Lviv Ukraine | 3,0 | Translator | PT * based on amount worked | \$20 per hour | 2010- 2012 | Independent translator |
| Sofiia Stavkova | Lviv Ukraine | 3,0 | Translator | PT * based on amount worked | \$20 per hour | 2008-2013 | Lecturer, Lviv Polytechnic University |
| Viktoriia Komendant | Simferopol, Ukraine | 3,0 ; | Translator | PT * based on amount worked | \$20 per hour | 2008-2011 | Independent translator |
| POLICY COMPONENT | | | | | | | |
| CANADA | | | | | | | |
| Eleanor Chornoby | Winnipeg, Canada | 1-Policy | Policy Development (other tasks to be assigned) | PT | 2 days per week | 2008-2013 | Independent Consultant |

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| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|------------------------|-----------------------|------------|--|---|--------------------|-------------------|---|
| Cheryl Crocker | Edmonton, Canada | 1 – Policy | Co-chair Policy Working Group | PT | 1 day per week | 2008- 2013 | Instructor, Health and Community Studies, MacEwan |
| UKRAINE | | | | | | | |
| Yaroslav Hrybalsky | Lviv, Ukraine | 1.1 | “Introduction To Disability” (Disability and Society) “Universal Design and Accessibility” | PT | 20 days per period | 2011-2012 | Lviv Independent Living Centre – director |
| Volodymyr Azin | Kyiv, Ukraine | 1.1; 1.2 | “Introduction To Disability” (Disability and Society) “Universal Design and Accessibility” Review of existing and development of recommendations for building codes re schools (to ensure its accessibility) | PT | 20 days per period | 2011-2012 | Staff, National Assembly of People with Disabilities in Ukraine |
| Oleksandr Voloshinskii | Lviv, Ukraine | 1.1 | “Universal Design and Accessibility” | PT | 20 days per period | 2010–2012 | Centre of Education Initiatives, Lviv |
| Oleh Lepetiuk | Kharkiv, Ukraine | 1.1 | Module developer (Developing and Writing Policy), trainer “Universal Design and Accessibility” | PT | 32 days per period | 2010– 2012 | Kharkiv community organization of blind lawyers, head |
| Tamara Lutsenko | Bila Tserkva, Ukraine | 1.2, 1.3 | Module developer (consulting policy), trainer Policy Analyst, Round-table facilitator | PT | 32 days per period | 2010– 2012 | Bila Tserkva Rehabilitation centre, methodologist |
| Kateryna Kolchenko | Kyiv, Ukraine | 1.1 | Policy Analyst, Round-table facilitator “Introduction To Disability (Disability society) Delivering “Universal Design and Accessibility” course (pre- and in-service delivery module): 6h, 18h c) Delivery of 6h course and on-site accessibility audit (3-4 days total) of selected premises | PT | 30 days per period | 2010-2012 | University “Ukraine”, lecturer |
| Yuriy Lutsenko | Bila Tserkva, Ukraine | 1.2 | Completion of recommendations regarding intergraded planning approach to support inclusive education for children with disabilities Contribute to development of recommendations re implementation of Regulation on Inclusive Education (including TA) | PT | 28 days per period | 2011– 2013 | Research Associate, Ukrainian Research and Methodology Center for Practical Psychology |
| Yevhenia Pavlova | Kyiv, Ukraine | 1.2 | Completion, implementation and preliminary analysis of procedures regarding “Regulation on Inclusive Education (including TA) Contribute to development of recommendations re implementation of Regulation on Inclusive Education (including TA) | PT | 20 days per period | 2010– 2012 | Ukrainian national Foundation “Children’s rights protection”, head of the governing committee |

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|----------------------------|----------------------------|-----------------|---|---|--------------------|-------------------|---|
| Antonina Obukhivc'ka | Kyiv, Ukraine | 1.3 | Module developer "Introduction To Disability Issues", trainer Policy analyst, round-table facilitator Conduct two inter-sectorial Round tables "Regional IE - port Card" | PT | 34 days per period | 2010– 2013 | Republican Psychological Medical Pedagogical Committee, Director |
| Tatiana Petliuchenko | Simfropol, Crimea, Ukraine | 1.1., 1.3 | Module Trainer (Intro to Disability) Policy analyst, round-tables facilitator | PT | 24 days per period | 2010-2012 | Psychological Medical Pedagogical Committee - Simferopol , director |
| Svitlana Litovchenko | Kyiv, Ukraine | 1,2 | Policy analyst, round-tables facilitator | PT | 12 days per period | 2009-2010 | Institute of Special Pedagogy, Senior Research Associate |
| Mariia Zubrycka | Lviv, Ukraine | 1.2, 1.3 | Policy analyst, round-tables facilitator | PT | 18 days per period | 2009-2010 | Ivan Franko National University of Lviv, Vice-Rector for Academics |
| Lilia Lepekha | Lviv, Ukraine | 1.1 | Module Trainer (Intro to Disability), leader of regional Policy WG Lviv | PT | 12 days per period | 2010-2011 | Psychological Medical Pedagogical Consultation, regional director |
| Maria Vasyunyk | Lviv, Ukraine | 1.1 | Module Trainer (Policy Development), Co-leader of regional Policy WG, Lviv | PT | 12 days per period | 2010-2011 | Lviv Department of Education, staff person |
| Oleg Muskiv | Simfropol, Crimea, Ukraine | 1.3 | Trainer ("Universal Design"), leader of regional Policy WG Sevastopol | PT | 32 days per period | 2009-2011 | Accessibility Committee, Simferopol |
| EDUCATION COMPONENT | | | | | | | |
| CANADA | | | | | | | |
| Tim Loreman | Edmonton, Canada | 2.4 - Education | Guidance and consultative support for developing and introducing IE courses in Ukrainian IPUTs and universities; course developer (Introduction to Inclusive Education), leader of Education Working group for IE courses development | PT | 31 days per year | 2008-2013 | Professor of Education, Concordia University College of Alberta |
| Donna McGhie-Richmond | Edmonton, Canada | 2.4 - Education | Guidance and consultative support for developing and introducing IE courses in Ukrainian IPUTs and universities; course developer (Assessment and Evaluation in Inclusive Classroom) | PT | 21 days per year | 2008-2013 | Assistant professor, Educational Psychology, University of Victoria |
| Debra Russel | Edmonton, Canada | 2.2 - Education | Coordination of planning an designing development of USL courses for schools in collaboration with Sign Language Laboratory, Institute of Special Pedagogy and Ukrainian Society for the Deaf | PT | 1 day a week | 2008-2012 | Director Western Canadian Centre of Deaf Studies, UofA |

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| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|--------------------|------------------|---------------------------|--|---|-----------------|-------------------|--|
| Charles Webber | Edmonton, Canada | 2.4 - Education | Course developer (Leadership in inclusive school) | PT | 20 days | 2008-2009 | Professor University of Calgary |
| Judy Lupart | Edmonton, Canada | 2.1, 2.2 | Guidance and consultative support for developing and introducing IE courses in Ukrainian IPUTs and universities; tools of IE introduction monitoring; course developer (Introduction to Inclusive Education) | PT | 1 day a week | 2008-2010 | Professor University of Alberta |
| Chris Earle | Edmonton, Canada | 2.1 | Statistical analysis of schools baseline data in Ukraine | PT | 25 days | 2010 | Professor, Concordia University College of Alberta |
| Joanne Deppeler | Calgary, Alberta | 2.1 | Course developer | PT | 17 days | 2009 | Independent education consultant |
| Michael Rodda | Edmonton, Canada | 2.1, 2.2 | Consultative support for teaching deaf and hard-of-hearing children in Ukrainian schools | PT | 30 | 2010 | Professor MacEwan University |
| Veronica Izsak | Edmonton, Canada | | Coordination assistance, during study tour in Canada | PT | 30 days | 2009 | Administrative assistant MacEwan |
| UKRAINE | | | | | | | |
| Oksana Taranchenko | Kyiv, Ukraine | 2 – Education | Scientific Editor of translated, adapted and developed texts within Educational Component | PT * based on amount worked | | 2008-2013 | Institute of Special Pedagogy, Senior Research Associate |
| Tetyana Klekota | Kyiv, Ukraine | 2 – Education | Translator (written and oral) | PT * based on amount worked | | 2008-2013 | Independent translator |
| Oleg Grabovetsky | Kyiv, Ukraine | 2 – Education | Translator (written and oral) | PT * based on amount worked | | 2011-2012 | Translator |
| Dmytro Mazin | Kyiv, Ukraine | 2 - Education | Translator (written and oral) | PT * based on amount worked | | 2008 - 2012 | Instructor, National University of Kyiv-Mohyla Academy |
| Anatoliy Naumov | Kharkiv, Ukraine | 2 - Education | Translator (written) | PT * based on amount worked | | 2008-2009 | Independent translator |
| Vyacheslav Zasenko | Kyiv, Ukraine | 2 - Education | Support and assistance to developing new school curricula and courses on IE for IPUTs and universities | PT | 8 days | 2008 -2009 | Institute of Special Pedagogy, National Academy of Pedagogical Sciences of Ukraine |
| Alla Kolupaeva | Kyiv, Ukraine | 2.1 , 2.3,2.4 – Education | Developing courses in inclusive education and introducing them in the IPUT system (18-h course “Introduction to IE”; 54-h course “The Basics of IE” for pedagogical universities” and corresponding instructors’ guidebooks) | PT | 72 days | 2008-2012 | Chair, Laboratory for Inclusive Education, Institute of Special Pedagogy |
| Oksana Taranchenko | Kyiv, Ukraine | 2.1,2,3– Education | Co-authorship of 18-hour course “Planning the Differentiated Instruction”, “Inclusive Classroom Strategies” guidebook. | PT | 12 days | 2011-2012 | Senior Research Associate, Institute of Special Pedagogy |

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| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|-----------------------|---------------|----------|--|---|--------------------|-------------------|---|
| | | | Support and assistance to pilot schools on inclusive assessment and evaluation. Development of 54-course on IE for pedagogical universities; "Guidebook for Teachers", and "Guidebook for parents" | | | | |
| Svitlana Lytovcheko | Kyiv, Ukraine | 2.1,2,3 | Support and introduction of inclusive education model in pilot schools. Development of 'Inclusive Classroom Strategies' guidebook and 'Professional Collaboration in Inclusive School' course; seminars for IPUT instructors; "Guidebook for Parents" – eight books. Support for Secondary school # 3, Simferopol Support and introduction of inclusive education model in pilot schools. Development of "Inclusive classroom Strategies" guidebook and "Professional Collaboration in inclusive school" course; seminars for IPUT instructors; "Guidebook for parents" – eight books. | PT | 64 days per period | 2009-2013 | Institute of Special Pedagogy, Senior Research Associate |
| Eliana Danilavichutie | Kyiv, Ukraine | 2.1, 2.3 | Support and introduction of inclusive education model in pilot schools (Development of 'Inclusive Classroom Strategies' guidebook and 'Professional Collaboration in Inclusive School' course; seminars for IPUT instructors) Support for Secondary school # 3, Simferopol and school 95 Lviv. Support and introduction of inclusive education model in pilot schools. Development of "Inclusive classroom Strategies" guidebook and "Professional Collaboration in inclusive school" course; seminars for IPUT instructors; "Guidebook for parents" – eight books. | PT | 48 days per period | 2010-2013 | Chair, Speech Pathology Laboratory; Senior Research Associate, Institute of Special Pedagogy |
| Svitlana Yefimova | Lviv, Ukraine | 2.1,2,3 | Support and assistance to the pilots schools on inclusive assessment and evaluation issues ('How to Make Your School Inclusive' guidebook). Work with pilot schools on the case studies for the development of the guidebook "How to Make Your School Inclusive." | PT | 22 days per period | 2011-2013 | Instructor, Department of Educational Policy, Lviv Regional Institute of Professional Upgrade of Teachers |

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| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|--------------------|-----------------------|----------------------|---|---|--------------------|-------------------|--|
| Tamara Sak | Kyiv, Ukraine | 2.1,2.2 | Support and assistance to the pilot schools on inclusive assessment and evaluation issues (Development of 'Assessment and Evaluation in Inclusive Classroom' 18-h course with the guidebook). Development of 54-course on IE with the guidebook for pedagogical universities. | PT | 15 days per period | 2010-2012 | Chair, Laboratory of Intensive Pedagogical Correction, Institute of Special Pedagogy |
| Svitlana Koroliuk | Poltava, Ukraine | 2.3 | Development of 'Leadership in Inclusive School' course and corresponding learning materials. Conducting workshops on leadership issues for IPUT instructors. | PT | 8 days per period | 2010-2012 | Instructor, Department of Educational Policy, Poltava Regional Institute of Professional Upgrade of Teachers |
| Yuriy Lutsenko | Bila Tserkva, Ukraine | 2.1 - Education | Support and assistance to the pilot schools on inclusive assessment and evaluation issues | PT | 8 days | 2010-2011 | Research Associate, Ukrainian Research and Methodology Center for Practical Psychology |
| Svitlana Kulbida | Kyiv, Ukraine | 2.2 - Education | Support and assistance to introduction of Ukrainian sign language (USL) in school curricula. Design and facilitation in delivery of USL for parents of hard-of-hearing students in Lviv pilot school. Development of USL Guidebook for parents in Ukraine. | PT | 20 days | 2009-2011 | Chair, Sign Language Laboratory, Institute of Special Pedagogy |
| Kateryna Ostrovska | Lviv, Ukraine | 2.1,2.2 – Education | Trainer, leader of regional WG, Education; delivering workshops for educators | PT | 10 days | 2010-2011 | Instructor, Department of Psychology, Ivan Franko National University of Lviv |
| Vitaliy Bondar | Kyiv, Ukraine | 2.1 – 2.4- Education | Support and assistance to introducing IE, developing new school curricula and courses on IE for IPUTs and universities | PT | 16 days | 2008-2009 | Ex-director, Institute of Special Pedagogy, National Academy of Pedagogical Sciences of Ukraine |
| Dariya Borodiy | Lviv, Ukraine | 2.3, 2.4 - Education | Consultant, support and assistance to developing and introducing courses on Inclusive Education for pedagogical universities and colleges | PT | 12 days | 2008-2009 | Ex-director, Pedagogical College, Ivan Franko National University of Lviv |
| Viktor Synov | Kyiv, Ukraine | 2.3, 2.4 - Education | Consultant, planning and assistance for developing new courses on IE for pedagogical universities and IPUTs; working meetings for educators from IPUTs and universities at Drahomanov National Pedagogical University | PT | 10 days | 2008-2009 | Staff, Institute of Correctional Pedagogy, Drahomanov National Pedagogical University (Kyiv) |

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| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|---------------------|---------------------|----------------------|---|---|--------------------|-------------------|---|
| Mariya Sheremet | Kyiv, Ukraine | 2.3, 2.4 - Education | Consultant, planning and assistance for developing new courses on IE for pedagogical universities and IPUTs; working meetings for educators from IPUTs and universities at Drahomanov National Pedagogical University | PT | 10 days | 2008-2009 | Instructor, Institute of Correctional Pedagogy, Drahomanov National Pedagogical University (Kyiv) |
| Andriy Shevtsov | Kyiv, Ukraine | 2.3, 2.4 - Education | Consultancy, planning and assistance for developing new courses on IE for pedagogical universities and IPUTs; working meetings for educators from IPUTs and universities | PT | 20 days | 2008-2009 | Instructor, Institute of Correctional Pedagogy, Drahomanov National Pedagogical University (Kyiv) |
| Eskender Ljumanov | Simferopol, Crimea | 2.4 - Education | Consultant, assistance and support for developing new courses on IE for pedagogical universities and IPUTs; working meetings for educators from IPUTs and universities at Crimean Engineer and Pedagogical University | PT | 12 days | 2008-2009 | Crimean Engineer and Pedagogical University, Simferopol, Crimea |
| Liudmila Liesova | Simferopol, Crimea | 2.4 - Education | Consultancy, developing new courses on IE for pedagogical universities; practical testing of designed courses at university; seminars for instructors from pedagogical universities | PT | 12 days | 2008-2009 | Instructor, Crimean Engineer and Pedagogical University, Simferopol, Crimea |
| Olexander Savchenko | Kyiv, Ukraine | 2.1, 2.2 - Education | Consultant on methods and technical equipment for teaching and learning methods of hard-of-hearing students; support and assistance for introducing Ukrainian Sign Language in school curriculum | PT | 6 days | 2008 | Consultant, Ukraine-Canada Alliance for Deaf and Hard-of-Hearing People |
| Lyudmila Vyshnyak | Simferopol, Ukraine | 2.1 - Education | Support and assistance to planning and implementing transformation in Simferopol pilot school. Working meetings of School leadership team. | PT | 20 days | 2008-2009 | Ex-principal, Simferopol pilot school #3 |
| Yuri Moklovych | Lviv, Ukraine | 2.1 - Education | Support and assistance to planning and implementing transformation in Lviv pilot school. Working meetings of School leadership team. | PT | 20 days | 2008-2009 | Principal, Lviv pilot school #95 |
| Sergei Trifanov | Simferopol, Ukraine | 2.3, 2.4 | Leader of Simferopol regional WG, Education | PT | 12 days per period | 2010-2011 | Specialist, Educational Center, Ministry of Education and Science of Crimea |
| Olena Kislitsina | Simferopol, Ukraine | 2.1,2.3 – Education | Trainer, Education Support to school leadership team Co-leader of regional Education WG, Simferopol | PT | 30 days per period | 2009-2012 | Trainer/Coordinator-Social Work, Department of Education, Simferopol City Council. |
| Zoryana Leniv | Lviv, Ukraine | 2.3, 2.4 – Education | Trainer, leader of Education regional WG, Lviv Developing courses on Inclusive Education for pedagogical universities; | PT | 12 days | 2010-2012 | Director, Pedagogical College, Ivan Franko National University of Lviv |

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|---------------------|---------------------|----------------------|--|---|-----------------|-------------------|---|
| | | | Approbation and introduction of the courses on IE; conducting the seminars for the pedagogical colleges in the region. | | | | |
| Iryna Aniukhina | Simferopol, Ukraine | 2.1 – Education | Support and introduction of inclusive education model in pilot schools (Coordinating Simferopol pilot school authors' team in developing 'How to Make Your School Inclusive' guidebook); coordinating the on-going monitoring in inclusive classes in Simferopol pilot school. | PT | 20 days | 2011-2013 | Practical psychologist (primary school), Simferopol pilot school |
| Anna Bezuglova | Simferopol, Ukraine | 2.1 – Education | Support and introduction of inclusive education model in pilot schools (Coordinating Simferopol pilot school authors' team in developing 'How to Make Your School Inclusive' guidebook) in Simferopol pilot school. | PT | 20 days | 2011-2013 | Practical psychologist (secondary and high school), Simferopol pilot school #3 |
| Iryna Petryk | Lviv, Ukraine | 2.1 – Education | Support and introduction of inclusive education model in pilot schools (Coordinating Lviv pilot school authors' team in developing 'How to Make Your School Inclusive' guidebook); coordinating the on-going monitoring in inclusive classes in Lviv pilot school. | PT | 20 days | 2011-2013 | Practical psychologist, head of the school sub-committee on school practices, Lviv pilot school |
| Mashukova, Victoria | Lviv, Ukraine | 2.1 – Education | Support and introduction of inclusive education model in pilot schools (Coordinating Lviv pilot school authors' team in developing 'How to Make Your School Inclusive' guidebook) in Lviv pilot school. | PT | 20 days | 2011-2013 | Teacher of secondary school; head of the school sub-committee on classroom practices, Lviv pilot school |
| Koval, Liudmyla | Kyiv, Ukraine | 2.1 – Education | Analysis of April 2012 Final Survey data, obtained from pilot schools, and preparation of analytical report | PT | 20 days | 2012-2013 | Senior Research Associate, Laboratory for Inclusive Education, Institute of Special Pedagogy |
| Ihor Kobel | Lviv, Ukraine | 2.4 | Copyright management | PT | 25 days | 2008-2010 | Professor, Ukrainina Catholic University, Lviv |
| Olga Ruban | Kyiv, Ukraine | 2.3, 2.4 – Education | Support and assistance in conference organizing | PT | 16 days | 2011-2012 | Assistant, Laboratory for Inclusive Education, Institute of Special Pedagogy |
| Nadiya Azarova | Simferopol, Ukraine | 2.1 | Leader of regional Education WG, Simferopol | PT | 20 days | 2011-2013 | Deputy Principal, Simferopol School #3 |
| Iryna Nekrasova | Lviv, Ukraine | 2.1 – Education | Leader of regional Education WG, Lviv | PT | 20 days | 2011-2013 | Deputy Principal, Lviv School #95 |

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| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|--------------------------------|-----------------------|-----------------|--|---|--|-------------------|--|
| Olena Kislitsina | Simferopol, Ukraine | 2.1 – Education | Co-Leader of regional Education WG, Simferopol | PT | 20 days | 2011-2013 | Trainer/Coordinator-Social Work, Department of Education, Simferopol City Council. |
| CIVIL SOCIETY COMPONENT | | | | | | | |
| CANADA | | | | | | | |
| Allen Mankewich | Winnipeg, Canada | 3.0, 3.3, 3.5 | Model developer Innovative Grant System | PT | *based on tasks assigned | 2010-2013 | Canadian Center on Disability Studies |
| Joanna Blais | Winnipeg, Canada | 3.1 | Module developer (Org. Development), trainer | PT | *Her time is an in-kind contribution by the Province of Manitoba | 2008-2013 | Director, Program and Student Services Branch, Manitoba Education |
| Larry Chornoboy | Winnipeg, Canada | 3.1 | Module developer (Management), trainer | PT | 24 days per period | 2010-2011 | Canadian Center on Disability Studies Consulting in Human Resources |
| April D'Aubin | Winnipeg, Canada | 3.1 | Module developer (Advocacy), trainer | PT | 20 days per period | 2009-2010 | Canadian Center on Disability Studies Consulting in Human Rights and Advocacy |
| Don Fuchs | Winnipeg, Canada | 3.1 | Module developer (Sustainability), trainer | PT | 24 days per period | 2009-2011 | Professor of Social Work, University of Manitoba |
| Darcy MacPherson | Winnipeg, Canada | 3.1 | Module developer (governance), trainer | PT | 1 day per week | 2008-2013 | Law Professor, University of Manitoba |
| Christine Ogaranko | Winnipeg, Canada | 3.2. | Model Development – Inclusion Resource Center | PT | 2 days per week | 2008-2010 | Canadian Center on Disability Studies |
| UKRAINE | | | | | | | |
| Yuliya Rybak | Lviv Ukraine | 3.1 | Admin Assistant to IRC, Lviv Completion, printing and dissemination of the manual “Strategy of Advocacy” Completion, printing and dissemination of the manual “Towards Success” for parents and parent organizations | PT | 24 days per period | 2011-2013 | Independent Consultant |
| Halina Herasim | Lviv Ukraine | 3.1 | Module developer (“Organizational Development”, “Governance”), trainer | PT | 8 days per period | 2009-2010 | Lviv Polytechnic University, lecturer |
| Larysa Klymanska | Lviv Ukraine | 3.1 | Module developer (“Organizational Development”, “Governance”), trainer | PT | 18 days per period | 2010-2011 | Lviv Polytechnic University, lecturer |
| Volodymyr Kryzhanivsky | Bila Tserkva, Ukraine | 3.1 | Module developer (“Advocacy”), trainer | PT | 20 days per period | 2009-2011 | Centre for Children with Special Needs, Bila Tserkva, director |
| Sergei Gubin | Kyiv, Ukraine | 3-4 | Information support for project | PT | 34 days per period | 2009-2011 | Independent Consultant |
| Natalia Kurganovska | Kyiv, Ukraine | 3-5 | Consultant on gender issues | PT | 20 days per period | 2009-2010 | Independent Consultant |

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| Name | Region | Activity | Position | CONTRACT Full-time (FT)/ Part-time (PT) | Time commitment | Dates of contract | Employment outside of project |
|----------------------|----------------------------|----------|---|---|--------------------|-------------------|--|
| Olga Fert | Lviv, Ukraine | 3.1, 3.2 | Module developer (Sustainability) Inclusion Resource Centre (Lviv) | PT | 44 days per period | 2009-2013 | Lecturer, Lviv Ivan Franko University |
| Olena Ozarko | Lviv, Ukraine | 3.1 | Trainer, leader of regional CS WG Lviv | PT | 12 days per period | 2009-2010 | Lviv City Educational Authority |
| Oleksandr Sofij | Lviv, Ukraine | 3.1, 3.3 | Module developer (Management, Sustainability), trainer Innovation Grants | PT | 32 days per period | 2009-2011 | Centre of Education Initiatives, Lviv |
| Inna Lutsenko | Bila Tserkva, Ukraine | 3.1 | Completion of the course “Civil Society and Inclusion” /18 hours includes the curriculum and methodological recommendation Module developer (“Strategy of Advocacy”), trainer Completion, printing and dissemination of the manual “Strategy of Advocacy” | PT | 18 days per period | 2009-2011 | Independent Consultant |
| Bogdan Moysa | Lutsk Ukfaina | 3.1 | Completion of the course “Civil Society and Inclusion” /18 hours includes the curriculum and methodological recommendation Completion, printing and dissemination of the manual “Strategy of Advocacy” | PT | 8 days per period | 2011-2012 | Independent Consultant |
| Halyna Klimentko | Simferopol, Ukraine | 3.1, 3.2 | Module developer (Management, Sustainability), trainer Inclusion Resource Centre (Simferopol) | PT | 58 days per period | 2009-2013 | Simferopol Centre of Social Services for Families, Children and Youth NGO “Autism 2006” |
| Natalia Piskunova | Kyiv, Ukraine | 3.4 | Website developer | PT | 36 days per period | 2010-2013 | Staff, National Assembly of People with Disabilities in Ukraine |
| Natalka Kurylo | Lviv, Ukraine | 3.1 | Module trainer, leader of regional CS WG Lviv | PT | 24 days per period | 2009-2013 | Psychologist, "Dzherelo" rehabilitation centre |
| Helen Prymostka | Kyiv, Ukraine | 3.2 | Assistant, Inclusion Resource Centre Lviv and Simfropol | PT | 24 days per period | 2010-2013 | Staff, Ukrainian Step by Step Foundation |
| Olena Fedosienia | Simfropol, Crimea, Ukraine | 3.1 | Co-Leader of regional Policy WG, Simferopol | PT | 12 days per period | 2012-2013 | Psychological Medical Pedagogical Committee – AR Crimea regional director |
| Tatiana Petliuchenko | Simfropol, Crimea, Ukraine | 3.1 | Leader of regional Policy WG, Simferopol | PT | 36 days per period | 2010-2013 | Psychological Medical Pedagogical Committee - Simferopol , director |

Appendix F – Comprehensive Final Presentation of the In-Kind and Financial Contributions to the Project

Submitted with the final financial reporting

Appendix G – Intellectual Property Rights Statement

The Canada-Ukraine Inclusive Education for Children with Disabilities in Ukraine Project (“the Project”) wishes to extend to the Ukrainian Foundation “Step by Step”, National Assembly of Disabled of Ukraine (NAIU), and the Ukrainian Institute of Special Pedagogy (Kyiv, Ukraine) permission to republish and reprint materials developed in the framework of the Project.

The Project grants these organizations a perpetual, non-exclusive, irrevocable, free licence to republish and reprint any material developed within the framework of the Project in any format such as print, digital, or any other format, so long as the reprinted or reproduced material is used for non-commercial, educational purposes and distributed free of charge.

This statement explicitly forbids republishing or reprinting any material for profit or for commercial use.

Darcy MacPherson
Steering Committee Chairperson
Inclusive Education for Children with Disabilities in Ukraine Project

Appendix H – Distribution and Transfer of Project Assets Including Location



ВСЕУКРАЇНСЬКИЙ ФОНД «КРОК ЗА КРОКОМ»
 UKRAINIAN STEP BY STEP FOUNDATION

Letter of Confirmation

May 23, 2013

Darcy L. MacPherson,
 Chair of the Project Steering Committee and
 Chair of the Board of the Canadian Centre on Disability Studies

Dear Darcy L. MacPherson,

This letter is to confirm that Ukrainian Step by Step Foundation has transferred the project assets to the project participants. The list of distribution you will find below.

List of distribution of the project assets

| No | Name of item | Quantity | Location |
|----|---|----------|--|
| 1 | Hearing and speech trainer | 1 | Secondary school # 3, Simferopol |
| 2 | Copier Toshiba e-Studio 206 (Printer/Copier) | 1 | Secondary school # 3, Simferopol |
| 3 | Notebook ASUS K 50ID T4400 | 1 | Secondary school # 3, Simferopol |
| 4 | OEM Windows 7 Prof 32 bit DVD | 1 | Secondary school # 3, Simferopol |
| 5 | Scanner Canon LiDE 100 | | Secondary school # 3, Simferopol |
| 6 | Kit of materials for sensory room equipment | 1 | Secondary school # 3, Simferopol |
| 7 | Wireless system for teaching children with hearing impaired | 1 | Secondary school № 95, Lviv |
| 8 | Xerox Work Center 5020 DN and DADF Duplex | 1 | Secondary school № 95, Lviv |
| 9 | Copier HP LJ V 1522 (Printer/Copier/Fax/Scanner) | 1 | Inclusive Resource Centre, Simferopol, NGO "Autism -2006" |
| 10 | Notebook Toshiba Satellite L 659D-120 | 1 | Inclusive Resource Centre, Simferopol, NGO "Autism -2006" |
| 11 | USB Any Data ADU-510A | 1 | Inclusive Resource Centre, Simferopol, NGO "Autism -2006" |
| 12 | Screen Projecta Pro View MW | 1 | Inclusive Resource Centre, Simferopol, NGO "Autism -2006" |
| 13 | Multimedia Projector NEC NP 210G | 1 | Inclusive Resource Centre, Simferopol, NGO "Autism -2006" |
| 14 | Printer Epson Stylus Photo 1410 | 1 | Inclusive Resource Centre, Simferopol, NGO "Autism -2006" |
| 15 | Copier HP LazerJet M13119f (Printer/Copier/Fax/Scanner) | 1 | Inclusive Resource Center, Lviv, Lviv regional branch "Rehabilitation of People with Disabilities" |
| 16 | OC Microsoft Windows 7 (F2C-00201) Home Basic | 1 | Inclusive Resource Center, Lviv, Lviv regional branch "Rehabilitation of People with Disabilities" |
| 17 | Notebook DELL latitude 13 SU7300 | 1 | Inclusive Resource Center, Lviv, Lviv regional branch "Rehabilitation of People with Disabilities" |
| 18 | Multimedia Projector SANYO PLC –XK 3010 | 1 | Inclusive Resource Center, Lviv, Lviv regional branch "Rehabilitation of People with Disabilities" |
| 19 | Screen Consul 216003B | 1 | Inclusive Resource Center, Lviv, Lviv regional branch "Rehabilitation of People with Disabilities" |
| 20 | Transcend external HD 750 GB | 1 | Inclusive Resource Center, Lviv, Lviv regional branch "Rehabilitation of People with Disabilities" |
| 21 | Copier Epson Stylus Photo 1410 JNCY 010817 | 1 | Inclusive Resource Center, Lviv, Lviv regional branch "Rehabilitation of People with Disabilities" |

Yours faithfully,
 Natalia Sofiy
 Director of Ukrainian Step by Step Foundation

Appendix I – Advance Request and Reconciliation Form

Submitted with final financial reporting

Appendix J – List of 25 National Policies

As indicated in the Report, the project supported the development of 25 national policies.

Discussions were held and suggestions were submitted concerning the following specific policies:

1. The Law of Ukraine ‘On Education’ (№1144-12 of 04.06.91 with changes).
2. The Law of Ukraine ‘On Making Changes to the Legal Acts on Secondary and Pre-School Education regarding the Organization of the Teaching and Learning Process’ (№2442-17 of 06.07.2010).
3. The Law of Ukraine ‘On Making Changes to Several Laws of Ukraine regarding the Rights of Persons with Disabilities’ (№ 4213-VI of 22.12.2011).
4. The Law of Ukraine ‘On Rehabilitation’ (amendments).
5. The Law of Ukraine ‘On Higher Education’ (amendments).
6. The Law of Ukraine ‘On Pre-School Education’ (amendments).
7. Action Plan to Introduce Inclusive and Integrated Education in Secondary Schools for the Period up to 2012 (Ordinance of the Cabinet of Ministers of Ukraine №1482-p of 03.12.2009).
8. Action Plan to Introduce Inclusive Education in Secondary Schools during 2009-2012 (Order of the Ministry of Education and Science of Ukraine №855 of 11.09.2009).
9. Concept of the Development of Inclusive Education (Order of the Ministry of Education and Science of Ukraine №912 of 01.10.2010).
10. System for Organizing Inclusive Education in Secondary Schools (Resolution of the Cabinet of Ministers of Ukraine №872 of 15.08.2011).
11. Introduction of the learning subject ‘Ukrainian Sign Language’ and changes to the Standard Curricula for special schools for children who require correction of physical and (or) mental development (Order of the Ministry of Education and Science of Ukraine №852 of 11.09.2009).
12. Provision on Special Classrooms for Education of Children Requiring Correction of Physical and/or Mental Development at Secondary Schools (Order of the Ministry of Education and Science of Ukraine №1224 of 09.12.2010).
13. On Making Changes to the Provision on Ped.-Med. Consultations at the Central and Republican (for the Autonomous Republic of Crimea) level, oblast level, Cities of Kyiv and Sevastopol, and District (Town) level (Order of the Ministry of Education and Science, Youth and Sports of Ukraine №623/61 of 23.06.11).
14. Instructional and methodological letter on ‘Organizing the Teaching and Learning Process in Inclusive Settings’ (Letter of the Ministry of Education and Science, Youth and Sports of Ukraine №1/9-384 of 18.05.2012).
15. Instructional and methodological letter on ‘Organizing Psychological and Social Supports in Inclusive Settings’ (Letter of the Ministry of Education and Science, Youth and Sports of Ukraine №1/9-529 of 26.07.12).
16. The position of ‘Assistant to inclusive education teacher’ was included into the National Register of Professions upon the initiative of the Ministry of Education and Science, Youth

and Sports of Ukraine (Order of the State Committee of Ukraine for Technical Regulation and Consumer Policy №327 of 28.07.2010).

17. The position of teacher assistant is prescribed by the Standard Staff Lists for Secondary Schools that were approved by the Order of the Ministry of Education and Science, Youth and Sports of Ukraine №1205 of 06.12.2010.
18. National Program 'National Action Plan to Implement the Provisions of the UN Convention on the Rights of Persons with Disabilities'.
19. Order of the Ministry of Education № 683 of 29.06.2010 'On Procuring School Buses in 2010 to Transport Students of Secondary Schools who Reside in Rural Areas'.
20. Provision on Education-and-Rehabilitation Centre (Order of the Ministry of Education and Science, Youth and Sports of Ukraine № 920 of 16.08.2012).
21. State Construction Regulations ДБН В.2.2-3-97 'School Buildings and Structures'.
22. Draft Law of Ukraine 'On Making Changes to Several Laws of Ukraine on Improving Access for Persons with Hearing Impairments to Information'.
23. Draft Resolution of the Cabinet of Ministers of Ukraine 'Some Issues of Providing Subtitles for and Sign Language Interpretation of Public Notices, Cinema Films, Video Films, Broadcasts and Programs'.
24. Draft National Standard of Ukraine ДТСУ-Н 'Guidance on Outfitting of Public Buildings and Structures with Accessibility Features for Persons with Visual and Hearing Impairments'.
25. Suggestions were provided to the Ministry of Education and Science, Youth and Sports regarding the development of the National Primary School Curriculum for Children with Special Educational Needs.

Crimea

The Coordination Council was set up to guide the implementation of the Canada-Ukraine Project 'Inclusive Education for Children with Disabilities in Ukraine' in the Autonomous Republic of Crimea (Resolution of the Council of Ministers of the Autonomous Republic of Crimea №105 of 3.02.2009).

Action Plan to Implement Inclusive Education in Schools and Pre-Schools of the Autonomous Republic of Crimea for 2009-2012 (Order of the Ministry of Education and Science of ARC №479 of 1.12.2009).

Lviv

Regional Program of Education Development in Lviv Oblast for 2013-2016.

In the framework of the project three specific national programs were analyzed:

1. National Program 'National Action Plan to Implement the Provisions of the UN Convention on the Rights of Persons with Disabilities for the period till 2020'.
2. Action Plan to Create Barrier-Free Environment for Persons with Physical Disabilities and Other People with Limited Mobility 'Barrier-Free Ukraine' for 2009-2015' (Resolution of the Cabinet of Ministers of Ukraine №784 of 29.07.2009).
3. National Strategy of Education Development in Ukraine for 2012-2021.