



World Bank



Lumos Foundation Moldova

FINAL REPORT

on the “Integration of Children With Disabilities in Mainstream Schools” Project

Component 2: Technical assistance in developing training modules and training of teachers on the integration of children with disabilities in mainstream schools

Chisinau, 2016

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ABBREVIATIONS

LPA	-	Local Public Administration
SEN	-	Special Educational Needs
ST	-	Support Teacher
SLOE	-	Specialized Local Organ in Education
IMC	-	Intra-School Multidisciplinary Committee
RCIE	-	Resource Centre for Inclusive Education
IE	-	Inclusive Education
MoE	-	Ministry of Education
MSIF	-	Moldova Social Investment Fund
IES	-	Institute of Education Sciences
TL	-	Theoretical Lyceum
NGO	-	Non-Government Organization
IEP	-	Individualized Education Plan
PSS	-	Psycho-pedagogical Support Service
ITC	-	Information Technology and Communication
ATU	-	Autonomous Territorial Unit
ATUG	-	Autonomous Territorial Unit Gagauzia
IEU	-	Inclusive Education Unit
HRDF	-	Human Resources Development Fund

GENERAL INFORMATION ABOUT THE PROJECT

Beneficiary	Moldova Social Investment Fund
Intervention Area	Inclusive Education
Implementation Period	August 2015 – August 2016
Reporting Period	November 2015 – September 2016
Project Implementation Regions	14 Autonomous Territorial Units (ATUs): Drochia, Riscani, Glodeni, Orhei, Telenesti, Ungheni, Singerei, Hincesti, Nisporeni, Leova, Stefan Voda, Straseni, Cimislia, ATU Gagauzia
Beneficiary Pilot Schools	The project was implemented in 20 pilot schools: LT “Olimp”, or.Sîngerei; LT Cuhnești, Glodeni; Gimnaziul Mănoilești, Ungheni; LT “D. Cantemir”, Mîndrești, Telenești; LT Balatina, Glodeni; LT “C.Popovici”, Nihoreni, Rîșcani; LT rus nr.3, or.Drochia; LT “Vasile Lupu”, Susleni, Orhei; LT “Alec Russo”, or. Orhei; Gimnaziul “Valeriu Bulicanu”, Boldurești, Nisporeni; LT Selește, Nisporeni; Gimnaziul “Grigore Vieru”, Iurceni, Nisporeni; LT “B.P.Hașdeu”, Olănești, Ștefan Voda; Gimnaziul Filipeni, Leova; LT “Cezar Radu”, Leușeni, Hîncești; LT “Universum”, Sărata Galbenă, Hîncești; Liceu internat cu profil sportiv, Lipoveni, Cimișlia; Gimnaziul Gradiște, Cimișlia; Gimnaziul “Mihai Viteazul”, Strașeni; LT “D. Celenghir”, Avdarma UTAG
Project Goal	To demonstrate through pilot activities that local public authorities can successfully apply national policies, which promote the integration of children with disabilities in schools.
Main Objectives	<ul style="list-style-type: none"> ▪ Assess existing experience in the country related to on-the-job training of professionals in child-centered inclusive education. ▪ Assess training needs of teachers and other target groups (school managers, support teachers, school psychologists, parents, etc.) in child-centered inclusive education. ▪ Develop methodology for training professionals from pilot schools. ▪ Develop modules for on-the-job training in child-centered inclusive education for professionals from beneficiary schools ▪ Train 300 teachers — 15 teachers from each of the 20 pilot schools. ▪ Provide mentoring assistance in the pilot schools (one visit in each school) and support teachers to ensure children with disabilities are fully included in pilot schools.

	<ul style="list-style-type: none"> ▪ Assessment of knowledge gained during training, evaluation activities in each pilot school. ▪ Organize study visits to schools in the country that have successful inclusive education practices. ▪ Organize participatory workshops in each pilot school to establish objectives for inclusive education development, monitoring and assessment tools, and designing the process. ▪ Organize workshop to disseminate the training outcomes and good practice, attended by 3 representatives from each pilot school. ▪ Organize a final conference to disseminate the outcomes of the training program in inclusive education of children with disabilities. ▪ Develop and disseminate 20 articles by means of mass-media.
<p>Main Outcomes</p>	<ul style="list-style-type: none"> ▪ 1 study on the assessment of existing experiences in the country related to on-the-job training in child-centered inclusive education. ▪ 1 study on the assessment of training needs of teachers and other target groups in child-centered inclusive education. ▪ 5 study visits organized to schools from Floresti and Ialoveni districts: 98 participants. ▪ 22 national trainers trained in inclusive education. ▪ 8 modules on child-centered inclusive education developed in Romanian and translated into Russian. ▪ 2700 copies of the “Inclusive Education” training materials edited and distributed. ▪ 20 training events organized in 20 pilot schools: 100 training days, 800 hours. ▪ 682 professionals trained (school managers, teachers, heads of the local body specializing in education area, psycho-pedagogical professionals). ▪ 20 mentoring visits: 420 participants. ▪ 20 assessment workshops: 451 participants. ▪ 20 participatory workshops organized to establish objectives for inclusive education development and monitoring and assessment tools and the mechanism for this process: 383 participants. ▪ 1 workshop organized to disseminate good practices: 78 participants. ▪ Final conference to disseminate the outcomes of the training program in inclusive education of children with disabilities:

	<p>184 participants.</p> <ul style="list-style-type: none"> ▪ 22 types of articles developed and distributed via mass-media.
Resources Involved/Used	
<ul style="list-style-type: none"> ▪ regulatory 	<ul style="list-style-type: none"> ▪ Current legislation, teaching and methodological materials on inclusive education, ongoing training programs in inclusive education.
<ul style="list-style-type: none"> ▪ human 	<ul style="list-style-type: none"> ▪ Management team and Project team consisting of 3 people and contracted staff: trainers, authors of training modules, translators for the translation of Inclusive Education Training Modules.
<ul style="list-style-type: none"> ▪ material 	<ul style="list-style-type: none"> ▪ Equipment, consumables, vehicles
<ul style="list-style-type: none"> ▪ financial 	<ul style="list-style-type: none"> ▪ According to the contracted budget
<ul style="list-style-type: none"> ▪ organizational 	<ul style="list-style-type: none"> ▪ Work plans, terms of reference, programs, timetables, agenda

EXECUTIVE SUMMARY

Background

The Republic of Moldova is working to transform the lives of thousands of its most vulnerable children by ending the historical practice of separating children with disabilities from their families and placing them in residential special schools.

Building on evidence from local demonstration pilot schemes in Floresti and Ialoveni, showing that children with disabilities can successfully return home and attend community schools, the government has launched an ambitious project to reform education across the country.

Moldova’s strategy to reform education

Moldova’s nationwide inclusive education project - *Integration of Children with Disabilities in Mainstream Schools* – is **funded by a grant from the Government of Japan, administered by the World Bank and the Moldova Social Investment Fund**. It has two components:

- The development of district strategic plans for inclusive education.
- Technical assistance in developing training modules and training teachers on the integration of children with disabilities in schools.

Between August 2014 and August 2015, Lumos Foundation Moldova, through their work in Floresti and Ialoveni demonstration pilot districts, implemented Component I of the program. This work supported local authorities in 24 districts to develop and update ‘implementation plans’ under the overall national strategic programme - *Inclusive Education Development in the Republic of Moldova for 2011-2020*.

Identifying children with disabilities and their educational needs, and analyzing the numbers of teachers and support staff with appropriate skills and training required to meet those needs, was a vital first step in the national expansion of inclusive education.

Between November 2015 and September 2016, Lumos Foundation Moldova was contracted to implement Component II. The main aim of this program was to create training modules and train teachers in the skills needed to support and teach children with disabilities in schools. This focused on 20 pilot schools across Moldova. This report analyzes the results from implementation of the second component.

PROJECT ACHIEVEMENTS:

Study assessing existing experiences in the country related to on-the-job training in child-centered inclusive education

Analysed and synthesised existing literature, including methodological guides, teaching materials and ongoing training programs in inclusive education, to identify existing national level expertise needed for on-the-job training of teachers in inclusive education. Using this analysis, a **Study that assessed existing experiences in the country related to on-the-job training of professionals in child-centered inclusive education** was developed. This Study outlines the overall picture of the national specialized literature on inclusive education. It identifies teaching materials on inclusive education in the following areas: policies and legal framework, educational inclusion of preschool children, inclusive education management, child development assessment, curricular adjustments, psycho-pedagogical intervention, promoting inclusive values, partnerships for inclusive education implementation, communication for inclusive education promotion, initial and ongoing training of teachers in inclusive education.

Study on the assessment of training needs of teachers and other target groups in child-centered inclusive education

The “**Assessment of training needs of staff and other target groups (school managers, support teachers, school psychologists, parents, etc.) in child-centered inclusive education**” study was developed in order to identify the training needs of educational staff (school managers, teachers, school psychologists, speech therapists, and support teachers) in child-centered inclusive education and pedagogy. The study is a complex analysis of the training needs of staff from the 20 pilot schools and, in this context, the outcomes achieved served as conceptual and methodological benchmarks for the development of the methodology for training teachers in inclusive education.

The **Methodology for training teachers in inclusive education** outlines the required training activities in inclusive education needed, the program of ongoing training of teachers in inclusive education and the timetable of training activities.

Training modules

Based on an analysis of the training needs of teachers from the 20 pilot schools, the Lumos team created eight training modules – in Romanian and Russian languages. These modules reflect national and international best practice in inclusive education. They are designed to equip teachers with the skills needed to support children with disabilities and were approved in February 2016 by the Ministry of Education. So far, 2700 copies of modules have been distributed.

On-the-job teacher training in inclusive education

Teachers from the 20 pilot schools underwent a five-day, 40-hour training course. The aim was to train 300 teachers. In the end, this total was more than doubled and **682 people** were trained in inclusive education skills. The training courses included theory, individual cases studies and participatory workshops, group activities and individual case studies.

Five study visits

Groups of five teachers from the 20 schools visited pilot schools in Floresti and Ialoveni districts that have successfully introduced a model of inclusive education developed by Lumos and approved by the Ministry of Education. In Floresti, about 40% of schools have specialist Resource Centers for Inclusive Education which support 470 children with special educational needs benefit from qualified assistance and support. 94% of those who took part in the study visits said that the visit was ‘very useful’ and the other six per cent said it was ‘useful’ – a clear confirmation of the value of study visits, which demonstrate inclusive education in action.

Workshops on the lessons learned by participants

Workshops on the lessons learned by participants were organized to assess the knowledge they had accumulated during training.

According to participants, the training helped them change their perceptions and come up with new ideas, such as: accepting disability, the right of access of all children to quality education, and adjusting the educational process in the light of inclusive education.

The outcomes show that: on-the-job training for teachers is an effective form of teachers’ professional development; organized training activities helped teachers to develop skills to support the inclusion of children with Special Educational Needs (SEN) in schools. The Project activities will support the inclusion of almost 300 children with SEN.

Mentoring visits

Mentoring visits were organized in the 20 pilot schools to analyse and discuss in detail issues that required a more in-depth approach and to refresh inclusive education practice at classroom level. Mentoring sessions were carried out under Article 58(1) of the Education Code that promotes **mentoring activity** in mainstream education. Mentoring means that an experienced person (mentor) provides help and experience for another person to enhance his/her professional development and offer teachers’ skills or knowledge.

Mentoring activities were carried out according to the suggestions and proposals provided during the on-the-job teacher training in child-centred inclusive education.

The most important thing is that these **skills will be used in the day-to-day work of teachers.**

Workshop to disseminate good practice

Joint sessions to disseminate the outcomes and good practice of the training program were attended by 3 representatives from each pilot school.

The session was organized in three thematic workshops for Intra-School Multidisciplinary Committee (IMC) chairpersons, support teachers and psychologists. Participants presented the best practices gained during the on-the-job trainings in child-centred inclusive education. In addition, a Master Class was organized during workshops focusing on these target groups.

Questionnaires highlight that 92% of participants rated the content of the material presented during sessions as “very good”. 95% mentioned that the Master Class session’s activities were “fully achieved”. 97% of participants said that everything done during the session was “very useful”. All (100%) participants classified the performance of trainers as “very good”, which suggests that the Master Class method was very effective in building and developing professional skills of IMC chairpersons, support teachers, school psychologists and Psycho-pedagogical Support Service (PSS) professionals.

Participatory workshops

Participatory workshops were organized in 20 pilot schools to establish objectives for inclusive education development, monitoring and assessment tools and the mechanism for this process. This involved key people at local level – from social assistance, health and education, local public authorities and civil society sectors, as well as parents and children.

The workshops identified and analysed the school-level areas that would be subjected to participatory monitoring. These areas included: access, multi-disciplinary support systems, sustainability, community awareness and mobilization.

The objectives for inclusive education development, monitoring and assessment indicators and mechanisms of this process have been developed for each pilot school as a result of group activities. It is important that the objectives of inclusive education development were included in the managerial plans of the 20 pilot schools.

Final conference to disseminate the outcomes of the training program

The conference: **Strengthening Human Resources Capacities in Child-Centred Inclusive Education: Outcomes and Prospects**, took place on 15 September 2016 at Chisinau Labour Institute. This was organized under the “Integration of Children With Disabilities in Mainstream Schools” Project, financed from the grant offered by the Japanese Government to the Republic

of Moldova through the Human Resources Development Fund, administrated by the World Bank and managed by the Moldova Social Investment Fund.

The conference aimed to present the achievements of teacher training in child-centered inclusive education under *Component II: Technical assistance in developing training modules and training teachers on the integration of children with disabilities in mainstream schools* under the Integration of Children with Disabilities in Mainstream Schools Project.

The conference was attended by 184 participants: 5 representatives from each pilot school; 1 representative from PSS, 2 representatives from the local education body, as well as mayors of 14 ATUs; representatives from the Ministry of Education, Ministry of Labour, Family and Social Protection, Republican Centre for Psycho-Pedagogical Assistance, World Bank, Moldova Social Investment Fund, Lumos Foundation Moldova; parents, children and national trainers.

Materials developed and distributed via mass-media in the country

Articles on the activities organized in the pilot schools were developed and distributed during the organization and conduct of training under the “Integration of Children with Disabilities in Mainstream Schools” Project. These articles reflected the training activities with an emphasis on topics addressed during training sessions, their usefulness, participants’ views, and the Project’s long term benefits.

To distribute the prepared articles, Lumos collaborated with the specialized press, to which teachers around the country have access (“Univers Pedagogic Pro” newspaper), as well as with the local mass-media in Moldova (“Cuvantul liber” Newspaper (Leova), “Gazeta de Sud” Newspaper (Cimislia)), and with local education bodies that have websites, meaning that informative materials published online can be accessed anytime.

PROJECT ACHIEVEMENTS IN FIGURES	
1	Study assessing existing experiences in the country related to on-the-job training in child-centered inclusive education.
1	Study on the assessment of training needs of teachers and other target groups in child-centered inclusive education.
5	Study visits organized in schools in the Floresti and Ialoveni districts for 98 participants.
22	National trainers trained in inclusive education.
8	Modules on child-centered inclusive education developed in Romanian and translated into Russian.
2700	Copies of the “Inclusive education” training materials edited and distributed.
20	Trainings organized in 20 pilot schools: 100 training days, 800 hours.
682	Trained professionals (school managers, teachers, heads of the local education bodies, psycho-pedagogical professionals).
20	Mentoring visits: 420 participants.
20	Assessment workshops: 451 participants.
20	Participatory workshops organized to establish objectives for inclusive education development and monitoring and assessment tools and the mechanism of this process: 383 participants.
1	Workshop to disseminate good practice: 78 participants.
1	Final conference to disseminate the outcomes of the training program: 184 participants.
22	Materials developed and distributed via mass-media in the country.

PRELIMINARY/PREPARATORY ACTIVITIES

Preparatory activities were carried out to create the organizational and logistical framework to implement the project:

1. Developing the Project work plan.
2. Developing the terms of reference for Project experts.
3. Organizing the Project launch event, attended by representatives from 20 pilot schools from 14 ATUs.

Activities:

The Project launch event took place on 27 November 2015. 68 participants from 14 ATUs and 20 pilot schools attended the event: heads of local education bodies, PSS professionals, staff from the 20 pilot schools: school managers, teachers, support teachers etc.

The session presented the objectives and activities of the project Component II: *Technical assistance in developing training modules and training teachers on the integration of children with disabilities in schools.*

A workshop aimed to identify the training needs in inclusive education of representatives from 14 local ATUs, in addition to staff from the 20 pilot schools, was also organized during the event.

Pictures from the Project launch event



ACHIEVEMENTS BY SERVICES OUTLINED IN THE CONTRACT

Service 1. Assess the existing experience in the country related to on-the-job training of professionals in child-centered inclusive education.

Objectives:

- Analyse and systematise teaching materials (guides, modules, support materials) developed to train professionals in child-centered inclusive education.
- Analyse existing programs and experiences in professional training in child-centered inclusive education.
- Prepare a summary of the in-country experience of professional training in child-centered inclusive education.

Activities:

The following activities were undertaken in order to analyse existing teaching materials at a national level to train professionals in child-centered inclusive education:

1. Drafted methodology and tools (questionnaires, assessment forms, check lists) to assess existing practice and experiences in the country.
2. Collected available information, including teaching guides and materials, related to on-the-job training of professionals in child-centered inclusive education.
3. Analysed available information, including teaching guides and materials related to on-the-job training of professionals, in child-centered inclusive education. Identified best practice.
4. Identified priority areas on the basis of the analysis which were used to classify the existing national publications on inclusive education: *policies and legal framework on inclusive education, inclusive education of children of pre-school age, inclusive education management, assessment of pupil development, curriculum adjustments, psycho-pedagogical intervention in the inclusive school, promoting the values of inclusion, ICT and inclusive education, partnerships for the inclusive education implementation, communication to promote inclusive education.*
5. Systematised the papers identified by the following criteria: author(s), title, volume, edition year, language, organisations responsible for approving the work, circulation.
6. Analysed ongoing professional training programs on inclusive education for different target groups, implemented in state and non-government organizations responsible for the ongoing professional training.
7. Developed a report on the existing experiences related to on-the-job training of professionals in child-centered inclusive education.

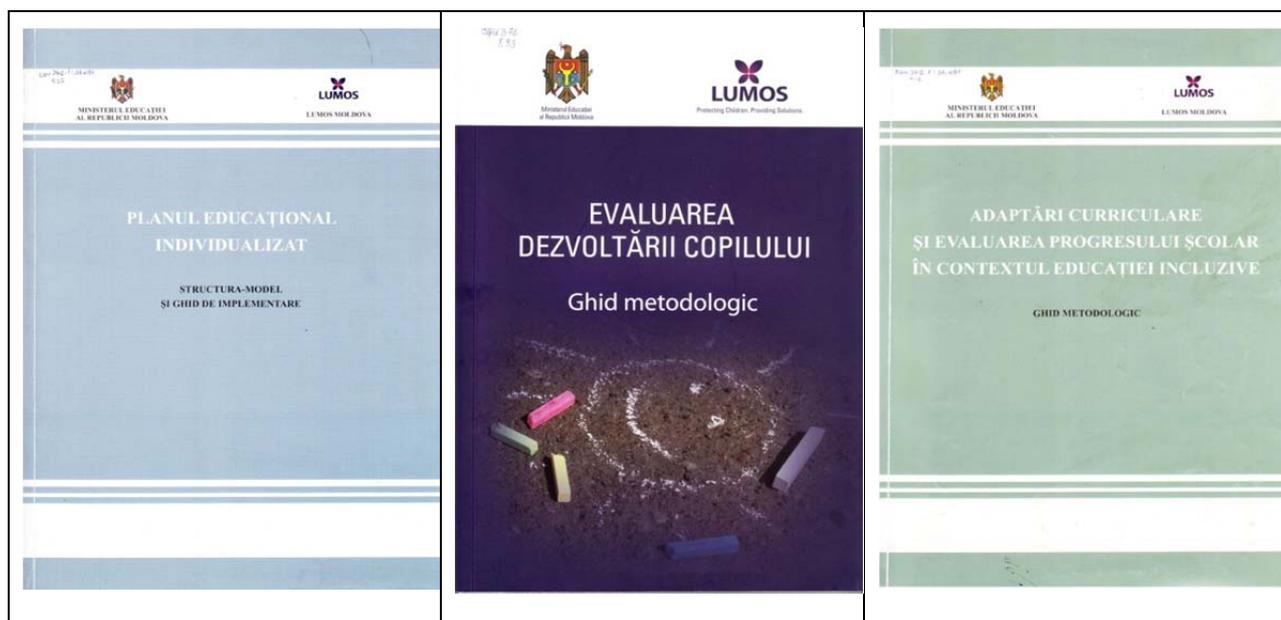
Outputs/Outcomes:

1. Study that analysed and synthesised current experience of teacher training in child-centered inclusive education in the Republic of Moldova.

Impact:

The study created an overall picture of existing teaching materials at a national level to train professionals in child-centered inclusive education, and identified the needs in this area.

The outcomes of the study served as a basis to draft the training modules on inclusive education and the teacher training program on child-centered inclusive education used during the Project training activities.



Service 2.	Assessment of the training needs of teachers and other target groups (school managers, support teachers, school psychologists, parents, etc.) in child-centered inclusive education.
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Objectives:

- Analyse the views of different stakeholders (professionals from local education bodies, PSS professionals, school managers, teachers, school psychologists, speech therapists, support teachers) on teachers’ training needs in inclusive education.
- Analyse the views of parents and pupils from pilot schools on issues existing in the current provision of inclusive education at the school level.
- Draft a report based on this analysis.

Activities:

1. Drafted the methodology and assessment tools to identify the training needs of teachers and other target groups in child-centered inclusive education.
2. Assessed the training needs of different target groups, applying the methodology and tools drafted.
3. Drafted and applied the *Data collection sheet on qualifications and training of human resources from schools in inclusive education* – completed by managers of 20 pilot schools from 14 ATUs.
4. Drafted and applied the *Questionnaire for managerial/teaching staff, support teachers, school psychologists* from 6 schools to identify training needs in inclusive education.
5. Drafted the guide for focus group interviews with the heads of local education bodies, PSS professionals from 14 ATUs, managerial staff from 20 schools, teachers, parents, and pupils from three mainstream schools where the project was implemented.
6. Analysed the training needs of teachers and other target groups (school managers, support teachers, school psychologists, parents, etc.) in child-centered inclusive education.
7. Drafted report with recommendations on the training needs of teachers and other target groups (school managers, support teachers, school psychologists, parents, etc.) in child-centered inclusive education.

Outputs/Outcomes:

Produced report and recommendations on the training needs in child-centered inclusive education.

The report identified that:

- 61% of the total number of the managerial, teaching and specialised staff from the 20 schools (720 persons) were involved in ongoing training in inclusive education.
- More than half of the surveyed teaching staff (55% -122 people) said they did not have skills in providing educational assistance to pupils with hearing, visual impairments and challenging behaviour.

- Analysis of the findings showed that in the last 5 years the main training providers were public bodies that were accredited for providing training services, and NGOs active in education. Both state bodies and NGOs have contributed to teachers’ training in inclusive education.

Impact:

Outcomes obtained served as conceptual and methodological benchmarks for developing teacher training methodology and training modules in the inclusive education.

Service 3. Development of the methodology for training teachers from pilot schools.

Objectives:

- Manage the development of training activities.
- Develop professional training program in inclusive education.
- Draft the content of the training program modules.
- Identify methods to be used when training professionals.
- Set assessment methods of participants in training activities.
- Develop methodology for training professionals from pilot schools.

Activities:

1. Draft training methodology based on the outcomes of the needs assessment.
2. Drafted on-the-job training guide in inclusive education for staff from the 20 pilot schools.
3. Developed training program for staff in inclusive education, specifying the activity type, training period and distribution of modules.
4. Drafted the assessment questionnaires used during the training activities.
5. Developed the methodology for training professionals and coordinated with representatives of the Ministry of Education and Moldova Social Investment Fund in order to complete the final version.

Table 1. Structure of the Training Program

Type of activity	Period of training
Theory	22 hours
Practical/applicative activities	11 hours
Individual activity	7 hours
Total	40 hours

The content of the training program modules was distributed by hours and content units, depending on the complexity of the topic discussed and its importance in ensuring inclusive education for each child and satisfying the individual needs of children with SEN/disabilities in joint learning environments.

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The practical component assumed 1/3 of the entire training activity, so that training topics were discussed during the training program of 33 hours direct contact, including theoretical, practical/applicative activities and 7 hours of individual work.

Table 2. Distribution of Modules by Hours

No	Modules	No of hours			
		Theoretical	Practical/applicative	Individual	Total
1.	Conceptual and Legislative Framework for Inclusive Education Development	2	0.5	0.5	3
2.	Inclusive Education Management and Inclusive School Development	4	1	1	6
3.	Assessment of Child Development	2	1	1	4
4.	Barriers to Learning and Participating. Child Development Characteristics	3	2	1	6
5.	Individualized Approach and Curricular Adjustments	4	3	1	8
6.	Inclusive Teaching Technologies	3	2	1	6
7.	Assessment of Learning Progress of the Pupil and Certification	2	1	1	4
8.	Awareness and Acceptance of Disabilities	2	0.5	0.5	3
TOTAL:		22	11	7	40

Outcomes/Outputs:

- Developed the methodology for teacher training in pilot schools.

Impact:

The process of developing the methodology enabled the creation of a methodological framework for the project. This ensured that the on-the-job training process in inclusive education was regulated, and carried out systematically and productively.

Service 4. Development of modules for on-the-job training in child-centered inclusive education for professionals from beneficiary schools.

Objectives:

1. Draft the training concept and structure of inclusive education training modules.
2. Streamline inclusive education terminology.
3. Develop modules for on-the-job training in child-centered inclusive education for professionals from beneficiary schools.

Activities:

1. Identified consultants from the academic community and experienced practitioners in drafting inclusive education training modules.
2. Drafted a training concept and the structure of inclusive education training modules in consultation with relevant experts.
3. Drafted a glossary with concepts and terms used in drafting inclusive education training modules.
4. Drafted eight staff training modules on child-centered inclusive education, organized in three volumes of the Inclusive Education support material. Support material for teachers’ ongoing training.
5. Drafted modules in coordination with professionals from the Ministry of Education and Moldova Social Investment Fund.
6. Drafted modules were reviewed by experienced professionals in the area.
7. Translated modules into Russian.
8. Edited and published the eight modules.



Drafted modules were reviewed by experienced professionals in the area:

- **Bucun Nicolae**, PhD in Psychology, university professor, Institute of Education Sciences;
- **Rusnac Virginia**, Doctor of Psychology, director of Republican Centre for Psycho-Pedagogical Assistance;
- **Nadea Cristea**, Head teacher of “Pro Succes” Theoretical Lyceum.

Drafted modules were approved by Ministry of Education Order No 43 of 8 February 2016.

Training modules were created to form and develop teachers’ professional skills and abilities which are necessary to provide educational assistance to all children, including those with disabilities.

- **Module I. Conceptual and Legislative Framework for Inclusive Education Development** contains information on the inclusive education concept and its different aspects, the evolution of the policy and legislative framework at national and international level, the value and usefulness of the School Inclusion Index and practical examples.
- **Module II. Inclusive Education Management and Inclusive Education Development** presents basic management concepts, specifies the role and responsibilities of support structures and staff in reshaping a modern school on the basis of inclusive education principles.
- **Module III. Awareness and Acceptance of disabilities** guides teachers in an inter-sectoral approach in educational and social support for children with disabilities, with an emphasis on the analysis of the inter-sector cooperation mechanism, particularly in education, social protection and health.
- **Module IV. Assessment of Child Development** proposes conceptual and methodological frameworks to support assessment and recommends practical technologies that can be applied by professionals involved in this process.
- **Module V. Barriers to Learning and Participating.** Explores the characteristics of child development and addresses how psycho-pedagogical assistance for children with SEN can help facilitate their educational inclusion.
- **Module VI. Individualised approach and curricular adjustments** outlines the basic principles to support an individualised approach in educational inclusion of children with SEN.
- **Module VII. Inclusive teaching technologies** addresses different teaching technologies available to assist children with special education needs; presents the functions of teaching methods and basic principles in selecting and using teaching technologies in planning the educational process.
- **Module VIII. Assessment of Learning Progress of the Pupil and Certification** focuses on building and strengthening the skills of staff from schools in the planning and assessment of learning progress of pupils with SEN.

The Modules are structured in three sections.

1. **Theoretical section** identified by the symbol: *conceptual reference points*, represents 2/3 of the information provided in the chapter. Theoretical material appears as schemes, tables, pictures, etc. This section also explains key concepts which are included in the chapter. The symbol ‘*Important*’ was used to highlight important information.
2. **Practical section** represents 1/3 of the information included in the chapter. This section includes the methodological framework underpinning the theoretical and conceptual aspects. It includes a number of different case studies, examples of good practice, ideas that

can be applied in practice and activities which can be used in schools. This section is presented by the following symbols: *case studies, examples of good practices, practical/applicative ideas, videos, additional resources.*

3. Topics for reflection section includes questions for reflection and assessment activities based on the module’s objectives. The actions planned are designed for team, group and individual practical activities.

Outputs/outcomes:

Eight staff training modules on child-centered inclusive education (3 parts of the “inclusive education” training material) were developed, reviewed by in-field professionals, approved by the Ministry of Education Order No 43 of 8 February 2016 and edited. The modules were translated into Russian.

Impact:

- Trained 682 participants in child-centred inclusive education, on the basis of Inclusive Education training modules developed under the Project.
- Edited and distributed 2700 copies of the “Inclusive Education” training materials.

Service 5.

Capacity building through training of 300 teachers - 15 teachers from each of the 20 pilot schools.

Objectives:

- Build the capacity and strengthen the skills of staff from pilot schools.
- Train 21 national trainers in child-centred inclusive education during a 5-day workshop, where the authors of the eight training modules on inclusive education and in-field professionals are trainers.
- Train 300 teachers — 15 teachers from each of the 20 pilot schools.

Activities:

Planning for the training took the following steps:

1. Developed the methodology for training teachers from pilot schools.
2. Selected 21 professionals to be trained as national trainers in inclusive education (3 trainers for each module).
3. Developed a training agenda in coordination with pilot schools.
4. Developed presentations and support materials for the trainings.
5. Organised training of national trainers on the basis of the developed modules.
6. Organised training in inclusive education for staff in pilot schools.

Stage I: Training of Trainers:

The training of national trainers in child-centered inclusive education was organized between **29 February – 04 March 2016**. The training was performed on the basis of the agenda, which

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was agreed with the Ministry of Education and MSIF. The training was attended by professionals from academia, the Republican Center for Psycho-Pedagogical Assistance, and practitioners from the local body specialising in education from Ialoveni and Floresti districts.

Pictures from the training provided to national trainers, IES



Pictures from the training provided to national trainers, IES

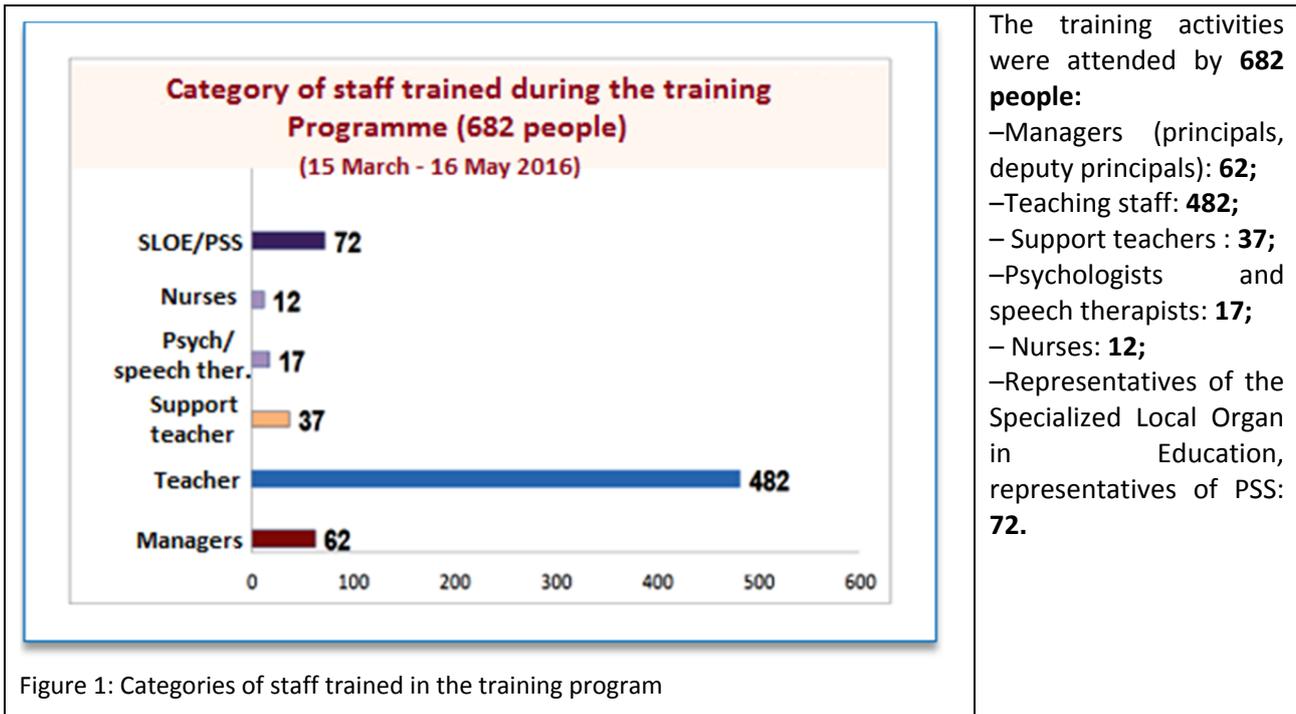


Stage II: Training of teachers from the 20 pilot institutions

Between **15 March – 16 May 2016** trainings in inclusive education were organized in all the 20 schools from 14 ATUs, attended by 682 people.

The following groups were trained:

- Representatives of the local education body;
- Director and professionals from PSS;
- Managers from the 20 pilot schools
- Teachers
- Support teachers
- Psychologists
- Speech therapists
- Nurses



The training activities were attended by **682 people**:

- Managers (principals, deputy principals): **62**;
- Teaching staff: **482**;
- Support teachers : **37**;
- Psychologists and speech therapists: **17**;
- Nurses: **12**;
- Representatives of the Specialized Local Organ in Education, representatives of PSS: **72**.

Figure 1: Categories of staff trained in the training program

According to the project objectives, it was planned to train of 300 teachers from 20 pilot schools. However, on the basis of requests received from the territories, **682 people were trained**.

Ratio between the number of trained persons and the number of planned persons (by categories) (682 people)

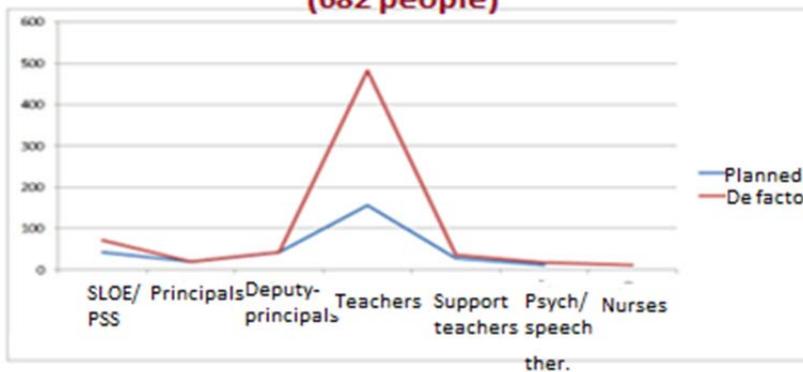


Figure 2 presents the difference between the initially planned number of trainees and the actual number of participants in the training for teachers in child-centred inclusive education.

Figure 2: Ratio between the number of trained persons and the number of planned persons (by categories)

In the training program, teachers received the training material “Inclusive Education”, developed by education experts. The program comprises theoretical, practical and methodological reference points regarding: the management and development of inclusive education, awareness and acceptance of disabilities, assessment of child development, individualized approaches to supporting pupils, curriculum adjustments and the assessment of learning progress of the pupil.

The activities organized were highly appreciated by beneficiaries from the 20 schools and will serve to support the inclusion of almost 300 children with SEN from the pilot schools.

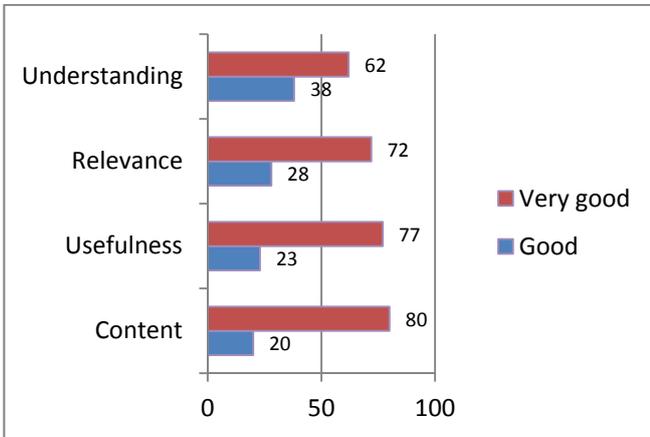


Figure 3. Participants’ opinions about the content and topics addressed (understanding, relevance, and usefulness, content).

The main criteria analysed were rated highly:

- the **content** of training activities was rated as “very good” by **80%** of participants;
- the **usefulness** of training activities was rated by **77%** as “very good”;
- the **relevance** was rated as “very good” by **72%** of participants;
- **62%** mentioned the **practical-applicative character** of activities organized during the training.



Figure 4: Participants’ opinions about the organisation of teacher trainings in child-centred inclusive education.

The training evaluation showed a very high level of participant satisfaction with the training: **84%** of the participants assessed the training as “very good” and **16%** as “good”.

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Pictures from the training, TL “D.Celenghir”, Avdarma village, ATUG



Pictures from the training, TL “Universum”, Sarata Galbena village, Hincesti

Pictures from the training, TL “Cezar Radu”, Leuseni village, Hincesti

Pictures from the training, Sport Boarding School, Lipoveni village, Cimislia



Pictures from the training, Gradiste Gymnasium, Cimislia

Pictures from the training, “Mihai Viteazul” Gymnasium, Straseni

Pictures from the training, Filipeni Gymnasium, Leova



Pictures from the training, TL “Olimp”, Singerei

Pictures from the training, Manoilesti Gymnasium, Ungheni

Pictures from the training, Manoilesti Gymnasium, Ungheni

Conclusions:

The evaluation questionnaires demonstrated:

- the **comprehensive, multidimensional approach to inclusive education** used in the project;
- the **applicative nature of materials**;
- the **relevance of training strategies**;
- **concepts were understood by participants.**

Participants identified the following strengths of the training:

- ✓ Planning and organisation of the training;
 - ✓ The content met their expectations and needs;
 - ✓ Importance and usefulness of the activities organized during the training of trainers;
 - ✓ The comprehensiveness of the training material, the applicative nature of materials and the full, multidimensional approach to inclusion used;
 - ✓ Constructive, participatory and cooperative environment;
 - ✓ Comprehensiveness of training materials: hand-outs, posters;
 - ✓ Focus on knowledge and personal experience of participants during the training;
 - ✓ Active involvement and efficient communication of the participants, environment of mutual trust;
 - ✓ Professionalism of trainers in addressing the discussed topics;
 - ✓ Optimal working conditions: properly planned space, coffee breaks;
 - ✓ Weak points - none.
- **The training material** distributed to participants covered theoretical and practical aspects. The practical, applicative character of the training materials enabled teachers to:
 - understand the issue of inclusive education of children with SEN in schools;
 - identify children with SEN and to provide support during the inclusion of children with SEN in schools
 - develop Individualized Education Plans (IEPs) and examinations for children with SEN;
 - establish methods for cooperation of teachers and support teachers;
 - **The theoretical presentations and practical activities** were well balanced and adequate for the accomplishment of the training goals. Teachers noted that they were willing to apply the knowledge gained during the seminar in their professional activity;
 - **The strategies** used by trainers were well prepared and appropriate for the training objectives. The training techniques allowed all participants to be involved equally;
 - The analysis of questionnaires shows a **constructive, participatory and cooperative** environment during the training.
 - Moreover, **teachers are more aware of the importance of training in child-centred inclusive education.**

- Participant feedback clearly showed that the training was successful and should produce **significant benefits for the implementation of inclusive education** in schools. This shows that teachers are open to new approaches to inclusive education implementation in schools;
- The participants greatly appreciated the performances of trainers – **91% of the participants** rated the trainers’ professionalism as **“very good”**.
- The diversity of teaching methods helped them get actively involved and enrich their experience. Participants analysed a case study, gave their opinion, identified the problem and proposed reasonable solutions for each case. **75% of the participants** rated the training methods as **“very good”**.
- Participants suggested the following for further training activities:
 - to provide methodological support in this area;
 - to extend on-the-job teacher training at the national level;
 - to conduct mentoring sessions, attended by practitioners, in order to promote inclusive education;
 - to organize study visits to schools that have successful practices of inclusive education.

Outputs/Outcomes:

Report on on-the-job teachers training in child-centred inclusive education, conducted in pilot schools.

Impact:

Training was an efficient method of changing teachers’ perception of the inclusion of children with disabilities in schools, as well of raising **awareness of the possibilities and opportunities** for ongoing professional development. Most teachers intend to apply the lessons they learned during the training program. The long-term impact of the training program on teachers is rated extremely high by participants, especially in terms of a better alignment of teacher training with pupils’ needs and interests.

Service 6. Provision of mentoring assistance in pilot schools (one visit in each school) and support to teachers in order to ensure the integration of children with disabilities in pilot schools.

Objectives:

- Undertake mentoring visits to pilot schools to support teachers to ensure the integration of children with disabilities.
- Analyse the outcomes of mentoring visits and prepare report.

Activities:

1. Developed techniques and tools during the mentoring visits to support teachers and ensure the integration of children with disabilities.
2. Analysed and discussed topics that required a more in-depth, detailed approach or needed to be updated in order to implement inclusive education at the class level.
3. Applied tools for planning and joint actions in order to facilitate the educational inclusion of children, and tools for individual planning of the educational process by developing and implementing the individualized educational plan.
4. Attended lessons in mainstream schools to see the inclusion of children with SEN, organisation of activities at the Resource Centre for Inclusive Education (RCIE); activities by support teachers, IMC and IEP teams, in order to identify the performance in working with children with SEN and when identifying the difficulties.
5. Analysed the outcomes of mentoring visits to pilot schools and developed the report.

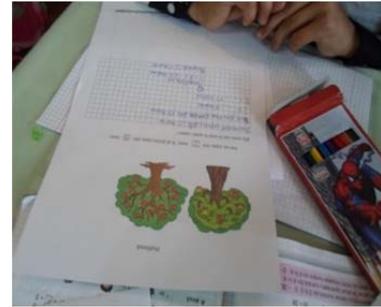
Mentoring sessions were organized between 18 April – 16 May 2016. Sessions were attended by 420 professionals (chairpersons of IMC, teachers, support teachers, IEP team, etc.). In order to perform the mentoring sessions, mentors observed some classes in schools, where children with SEN are included, organized **activities in the RCIE**, attended by support teachers, **IMC and IEP teams**, in order to identify the progresses and difficulties in working with children with SEN.

Pictures from the open lesson, Gradiste Gymnasium, Cimislia



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Pictures from the mentoring session of teachers and ST, Sport Boarding School, Lipoveni village, Cimislia



Pictures from the mentoring session of ST and IMC chair, “Mihai Viteazul” Gymnasium, Straseni



Pictures from the mentoring activities, IEP teams, Gradiste Gymnasium, Cimislia



Pictures from the mentoring activities, IEP teams, Sport Boarding School, Lipoveni village, Cimislia



Pictures from the mentoring session, Russian TL No 3, Drochia town



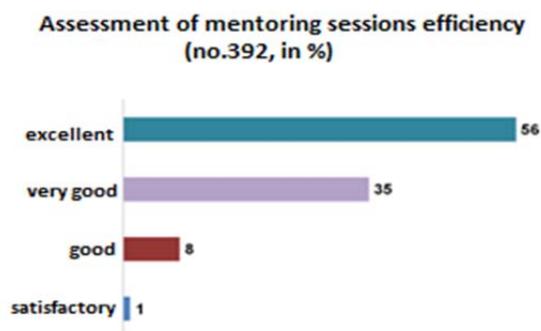
Pictures from the mentoring session, TL “Olimp”, Singerei town



According to participants, following the mentoring sessions they:

- learned new methods to support the inclusion of children with SEN in school;
- improved their skills regarding the development of a modified and adapted curriculum;
- developed final assessment tests for pupils;
- developed supporting strategies for the inclusion of children with SEN;
- developed IMC minutes; activities organized in RCIE;
- identified children with developmental issues: learning, relations, behaviour, etc.

The participants rated the mentoring sessions as follows:



- **56%** rated the mentoring session as “excellent”;
- **35%** rated this session as “very good”;
- **8%** rated the session as “good”;
- **1%** rated the session as satisfactory.

Figure 5: Assessment of mentoring sessions efficiency

Output/Outcomes:

Report on the mentoring sessions that took place. This outlined the detailed analysis and discussions and the practices observed during lessons.

Impact:

As a result of the mentoring sessions, ***solutions were identified, which were set out in Individual Personal Development Plans, including:***

- streamline the cooperation between teachers and support teachers;
- individualised approach according to the needs of each child;
- use different strategies of working with children with different types of disabilities;
- adapt teaching materials to support children with SEN;
- develop partnerships with the family, with other community stakeholders;
- emphasis on individualised work with children with SEN during the lessons;
- use the Complex Assessment Report of Child Development, submitted by PSS during the identification of supporting services provided to the child;
- improve the activity of the RCIE and plan the psycho-pedagogical support for the child, in line with the lessons content, evaluate the homework performed by children with SEN during the lesson, by teachers.

The most important thing is that these ***skills will be used during the daily activities of teachers.***

Service 7.	Assessment of knowledge gained during trainings, evaluation activities in each pilot school.
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Objectives:

- Assess the knowledge obtained in the on-the-job training program in inclusive education, in the 20 pilot schools.
- Analyse the outcomes of knowledge assessment workshops and develop the report.

Activities:

- Developed techniques to evaluate the knowledge obtained during the training.
- Organised workshops for each pilot school, at the end of the training program, to assess the lessons learned.
- Analysed the outcomes of the assessment of lessons learned during the workshops and developed the report.

Between 6 April – 16 May 2016 workshops were conducted in order to assess the knowledge obtained during the on-the-job training in inclusive education, in the 20 pilot schools.

The training evaluation focused on:

- Understanding/knowing the training content

- Relevance of the approached topics
- Usefulness for professional activity
- Organization of the training activity
- Performance of trainers
- Training strategies

Pictures from the assessment workshop, Manoilesti Gymnasium, Ungheni



The professionals trained under the Project highly appreciated the quality of all activities performed, which contributed to a better understanding of their roles in development and promotion of inclusive education, thus ensuring better school achievements for all children.



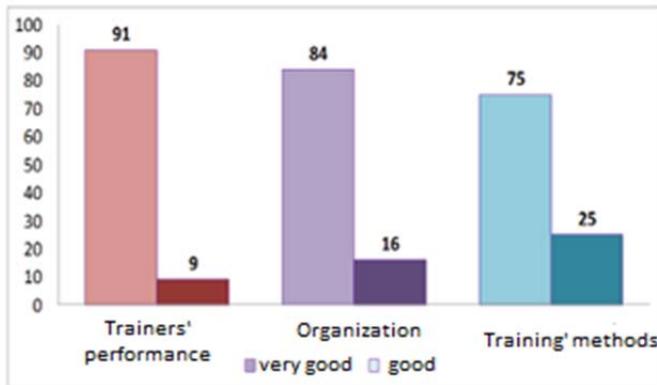
The participants rated the quality of the training activities organized as follows:

- **62%** of the participants rated their **understanding** of the topics approached during the trainings as “*very good*”.
- **72%** rated the **relevance** of the training activities organized as “*very good*”.
- **77%** rated the **usefulness** of the organized activity as “*very good*”.
- **80%** rated the **topics covered** in the trainings as “*very good*”.

Figure 6: Opinions on the quality of training

According to feedback from school managers and teachers, the advantages of inclusive education impact everyone – children, both with and without disabilities. They also learned how to better communicate, understand and help each other, and developed their skills to respond to the individual needs of pupils.

Opinions on the quality of training
(estimated in %)



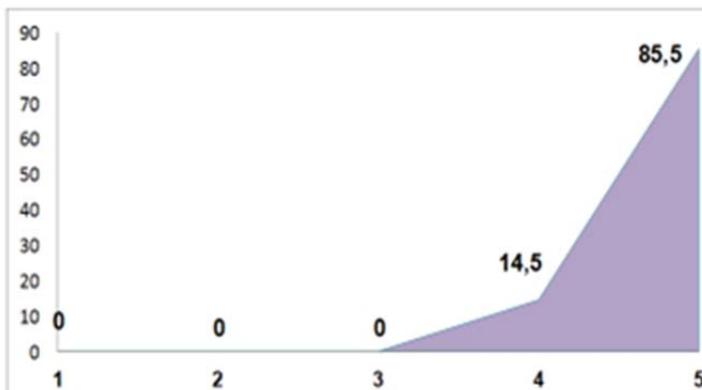
91% rated the trainers' performance as “very good”;
84% rated the organisation of training as “very good”;
75% rated the training methods as “very good”.

I worked fruitfully I enjoyed the exchange of experience with other Lyceums
 Teacher Sarata galbena, Hincesti

Figure 7: Opinions on the quality of training

Perception of the stimulating nature of the training activities

(scale 1-5, estimated in %)



The training boosted profesional grown. All your trainings pozitivly motivated us, inspired confidence.
 Teacher Gymnasium "Mihai Viteazul", Straseni

Participants evaluated how stimulating the training activities were on a scale from 1 to 5.

85.5% chose highest indicator (5), with 14.5% rating the level of stimulation at “4”.

“The training changed my attitude towards the children with SEN”
 CD_GM_Cimislia

Figure 8: Perception of the stimulating nature of the training activities

Outputs/Outcomes:

Report assessing the knowledge gained in training programs in each pilot school.

Impact:

The impact of the conducted activities:

- Met professional development needs;
- Gained new theoretical and practical knowledge;
- Created more comfort in the workplace by improving IE skills;
- Triggered a review of the roles and duties at school level from the IE perspective for all educational stakeholders;
- Changed attitudes towards children with disabilities;
- Disseminated good practices by offering new models for new settings;
- Motivated professional growth;
- Used the training material developed to stimulate self-learning activities.

Service 8.

Organization of study visits to schools in Moldova that have successful inclusive education practices.

Objectives:

- Inform participants about good practices of inclusive education developed in Floresti and Ialoveni districts, implemented on the basis of the inclusive education model developed by Lumos and approved by the Ministry of Education.
- Disseminate positive practices and achievements at the level of district and school.
- Develop the report on the study visits to schools in Moldova that have developed successful inclusive education practices.

Activities:

- Developed the program of study visits to the schools in the country that have successful practices of inclusive education.
- Organised 5 study visits to schools in the country that have successful practices of inclusive education for 5 participants from each pilot school (school managers, teachers, support teachers, school psychologists, speech therapists, etc. – each group will consist of maximum 20 participants) aimed to:
 - Demonstrate how inclusive education management principles are delivered in schools.
 - Highlight how inclusive education values are present in the educational process, for example, through open lessons and extracurricular activities.
 - Show how the principle of an individualised approach to children works in lessons.
 - Provide methodological guidance on the use of teaching-learning-evaluation strategies for all pupils.
 - Highlight the cooperation between teacher and support teacher during the open lessons.

- Provide methodological guidance on how classes can be organized through the Master Class to promote inclusive society values.
- Acknowledge the importance of support services to promote inclusive education at school level.
- Provide methodological guidance on IMC and RCIE activity.
- Prove the importance of the organisation and conduct of group counselling sessions to promote the Education for All.
- Demonstrate ways to organise and conduct activities with volunteers in order to implement inclusive education.
- Develop report on the study visits to schools that have successful practices of inclusive education.

Study visits *Successful Practices of Inclusive Education* were carried out during 14 February – 24 February 2016 at the following schools: TL “M. Eminescu”, Ghindesti town, TL “Miron Costin”, Floresti town and Puhoi TL, TL “Petre Stefanuca”, Ialoveni district. A total of **98 people** participated in the study visits.

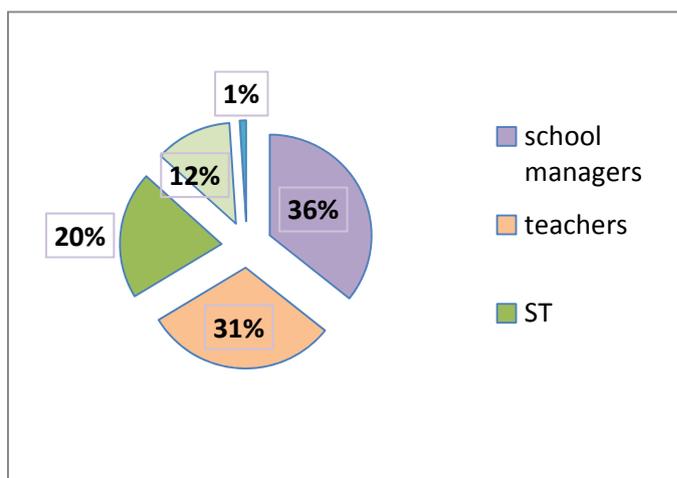


Figure 9: Participants in the study visits

Breakdown of the **98 participants**, who participated in the study visits:

- school managers (36%)
- teachers (31%)
- support teachers (20%)
- psychologists (12%)
- speech therapists (1%)

Participants believe that the way the program of study visits was structured was important. Visits consisted of 4 sessions, including activities on inclusive education implementation at the level of school, class, and support services aimed to promote the inclusive education. By participating in the planned activities, participants had the opportunity to gain and practice a range of knowledge/skills related to the cooperation between schools and LPAs in inclusive education, management of inclusive education at the school level; adherence to the principles of individualized and differentiated training during the lessons and extracurricular activities.

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Pictures from the plenary session, TL “M. Costin”, Floresti



Pictures from the RCIE presentation, TL “M. Eminescu”, Ghindesti, Floresti district



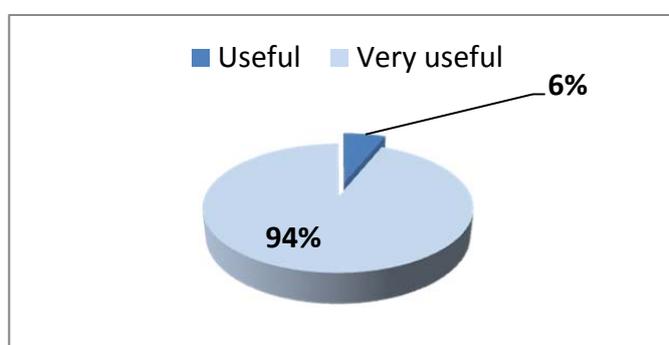
Pictures: Flash-mob to support inclusive education, TL “Mihai Eminescu”, Ghindesti, Floresti district



Pictures from the plenary session, TL “Petre Stefanuca”, Ialoveni



Pictures from the presentation of IEU service, TL “Petre Stefanuca”, Ialoveni



Analysis of questionnaires shows that **92 participants (94%)** believe that the visit was *very useful* and 6 participants (6%) mentioned that it was *useful*.

Figure 10: Opinions of the participants on the usefulness of the activities organized during the study visits

Participants noted that there was a good selection of schools involved in the visits, this was for the following reasons: practical implementation of the inclusive education model; professionalism of all stakeholders; highlighting how schools had been refurbished to be child-friendly; and compliance of schools with the child-friendly model.

When asked to name **3 new things they learned during the study visits**, participants mentioned activities that relate to inclusive education management, the educational process, and support services to promote inclusive education:

- At the level of the **school management**: practical implementation of inclusive education model, models of cooperation in inclusive education between schools and LPAs; partnerships between schools and the Church, involvement of the Church in the inclusive education promotion; cooperation of the management team to promote quality education for all children; classroom refurbishing according to the child-friendly school model.
- **Educational process**: teachers and support teachers functions/role; methods and working strategies with pupils with SEN during lessons; ways to organise inclusive education; ways to involve pupils in volunteering activities.
- **Support services**: school tutoring group activity; methods and working strategies with pupils with SEN at the RCIE; organisation of cognitive therapies with elements of play

therapy at the RCIE; Small Group Home services; activity of a special educational unit; ways to organise psychological group counseling.

Outputs/Outcomes:

Report on the Study Visits: Successful Practices of Inclusive Education.

Impact:

The study visits contributed to both the professional and personal development of participants. All 98 participants expressed confidence in applying what they learnt in their daily work, and all realised the benefits of ongoing training in inclusive education.

The study visits had an important impact by creating opportunities to:

- learn about models of IE development at the district level, with the involvement of professionals in relevant fields;
- learn about different aspects of IE development, particularly relating to the planning and allocation of financial resources for educational and non-educational services;
- start collaborative relations with counterpart authorities, schools and relevant professionals.

Service 9.	Organization of participatory workshops in each pilot school to establish the inclusive education development objectives and monitoring and assessment tools and the mechanism for this process.
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Objective:

- Set inclusive education development objectives and monitoring and assessment tools and the mechanism for this process, for each pilot school.

Activities:

1. Developed draft inclusive education development objectives and draft monitoring mechanisms and tools.
2. Developed agenda and schedule for participatory workshops.
3. Organised participatory workshops in each of the 20 pilot schools to set inclusive education development objectives and monitoring and assessment tools and mechanism, with the involvement of: 15 community representatives; 1 PSS representative; 1 specialist in charge of IE in the District Education Department.
4. Developed report on workshop outcomes, attaching the inclusive education development objectives and monitoring and assessment tools and mechanism of this process, for each pilot school.

Between 20 June – 1 July 2016, participatory workshops were organized in 20 pilot schools to set the inclusive education development objectives, and monitoring and assessment tools

and mechanism, with the involvement of key local representatives – from social assistance, health and education sectors, local public authorities and civil society, including parents.

The workshops were attended by **383 people**. This group was made up of professionals from different areas: education, social assistance, medicine, including managers/teachers, parents, children, representatives of LPAs and NGOs.

The seminar identified and analysed the **areas at school level that are subjected to participatory monitoring**: strategic planning, access, multidisciplinary support systems, sustainability, community awareness and mobilisation; in addition to: inclusive education management, inclusive education development, inclusive culture development.

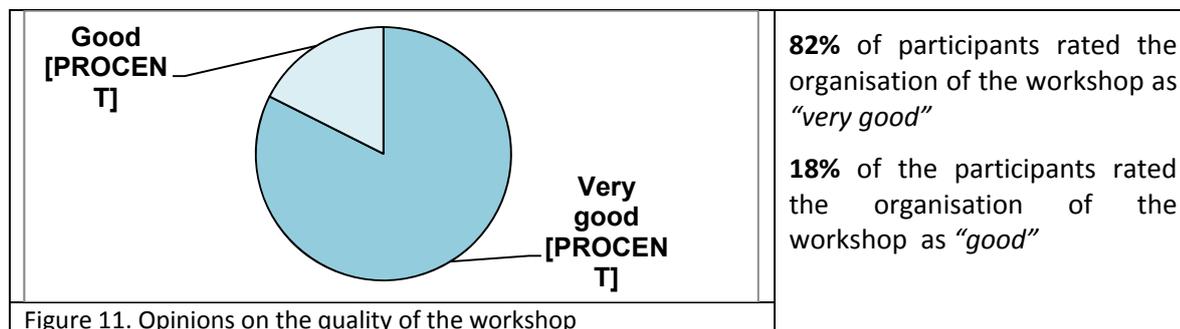
The inclusive education development objectives, monitoring and assessment tools and mechanism of this process have been developed for each pilot school as a result of group activities.

Pictures: Presenting the objectives, TL “D. Celenghir”, Avdarma ATUG



Pictures from the session organized in the Sport Boarding School, Lipoveni village, Cimisia





Outputs/Outcomes:

Developed report on the workshop outcomes. Applying the inclusive education development objectives and monitoring and assessment tools and mechanism of this process, for each pilot school – 10 days after the workshops.

Impact:

Inclusive education objectives and monitoring and assessment indicators were developed by professionals in the education, social protection, health areas, and were included in the management plan of each pilot school. They will serve as a reference point for inclusive education implementation in schools. .

<p>Service 10.</p>	<p>Organization of joint session to disseminate the outcomes and good practice of the training program implementation, attended by 3 representatives from each pilot school.</p>
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Objectives:

- Disseminate the outcomes and best practices of training program implementation, with the participation of 3 representatives from each pilot school.

Activities:

1. Developed the program, agenda and schedule of the session, planned the logistical details for the organization of the joint session.
2. Organised the joint session on the dissemination of the outcomes and the good practice of training program implementation, attended by 3 representatives of each pilot school.
3. Developed report on joint session outcomes.

The joint session on the dissemination of the outcomes and best practices of the training program implementation was organized on 7 July 2016. The session was attended by 78 participants. Out of the total number of participants, 65 participants came from **pilot schools** (3 participants from each pilot school), **10 participants were representatives of Lumos team** (1 - LUMOS manager, 3 Project experts, 3 trainers, 1 resource person, 1 communication specialist, 1 Project assistant, 1 representative of mass-media), 1 representative of the Ministry of

Education, 1 representative of the Republican Center for Psycho-pedagogical Assistance and 1 representative of the Moldova Social Investment Fund.

Pictures from the good practices dissemination session



The Agenda of the Joint Session consisted of 3 sessions:

- **plenary session** (attended by representatives of MoE, RCPA, MSIF, AO Lumos);
- **session I: Successful Practices of Supporting Children with SEN in Mainstream Schools**, which was organized in **three thematic workshops** (for IMC chairpersons, support teachers, psychologists). During this workshop, the participants presented the best practices gained during the on-the-job trainings in child-centred inclusive education.
- Session II consisted of 3 **Master Classes**, for *IMC chairpersons, support teachers and psychologists of pilot schools*.

During the Master Classes, the following techniques were practiced: "Easy read", communication system via exchange of icons, mix of technologies: occupational therapy, horticultural therapy, therapy on the development of personal and social autonomy, psychomotor therapy, arts, dance music, play therapy.

Picture from the Master Class for support teachers



Picture from the “Easy read” practical exercise



Picture from the “Mix of technologies” exercise



Outputs/Outcomes:

- Report on the organisation of the joint session to disseminate the outcomes and good practices of each pilot school in relation to the implementation of the training program on inclusive education.

Impact:

Joint sessions on the dissemination of outcomes and best practices have resulted in the following:

- Higher professionalism and improved skills of IMC chairpersons, support teachers, psychologists in inclusive education.
- Gained new skills in child development assessment, changed the trainee’s vision, attitude and skills.

Service 11.	Organization of the final conference to disseminate the outcomes of the training program in inclusive education of children with disabilities.
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Objectives:

- Develop the concept, prepare the agenda, and plan the logistical details for the organization of the final conference.
- Organize the final conference to disseminate the results of the training program, attended by: 5 representatives from each pilot school (teachers, parents and children), 1 representative of PSS, 2 representatives of the local education body.
- Disseminate online the outcomes of the Conference on Broad Dissemination of the Experience in Inclusive Education of Children with Disabilities.

Activities:

1. Develop the concept, prepare the agenda, and plan the logistic details for the organization of final conference.
2. Organize the final conference on dissemination of the outcomes of the training program.
3. Disseminate online the outcomes of the Conference on Broad Dissemination of the Experience in Inclusive Education of Children with Disabilities.

The conference was attended by 184 participants: 5 representatives from each pilot school; 1 representative from PSS, 2 representatives from the local education body, as well as mayors of 14 ATUs; representatives from the Ministry of Education, Ministry of Labour, Family and Social Protection, Republican Centre for Psycho-Pedagogical Assistance, World Bank, Moldova Social Investment Fund, Lumos Foundation Moldova; parents, children and national trainers.

The Conference began with greeting messages from representatives of the Ministry of Education, Ministry of Labour, Social Protection and Family, World Bank, Moldova Social Investment Fund and Lumos Foundation Moldova.

The outcomes of the implementation of Component II of the “Integration of Children with Disabilities in Mainstream Schools” Project were presented during the first session. The topics addressed the outcomes and impact of the teacher training program in inclusive education, implemented in 20 pilot schools. The first three volumes of the training materials – consisting of

8 training modules in inclusive education, developed under the Project - were also presented during this session.

The second session aimed at identifying the lessons learnt and experiences gained during on-the-job training in pilot schools. This workshop focused on assurance of quality inclusive education by building the teachers’ capacities and developing their professional skills for the inclusion of children with disabilities in mainstream schools; national trainers’ vision about ongoing teachers training in child-centred inclusive education and prospects of implementing a training program at the national level.

A discussion group on the topic “Strengthening teachers’ capacities in child-centred inclusive education – a key fact in promoting an inclusive culture” was organized during the conference. MSIF representatives presented the next implementation steps of the Project in order to plan further activities needed to renew the pilot schools’ infrastructure. Conference ended with conclusions on priorities in implementing inclusive education.

Outputs/Outcomes:

Report on the final conference, attended by representatives of each pilot school.

Impact:

Dissemination/sharing of Project outcomes, including the Inclusive Education modules developed under the Project, to help integrate children with disabilities in mainstream schools.

Pictures from the Conference “Strengthening Human Resources Capacities in Child-Centred Inclusive Education: outcomes and prospects”



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Service 12. Development and dissemination of 20 articles by means of mass-media.

Objective: Disseminate the outcomes of the Project activities.

Activities:

1. Created and distributed articles on the training in pilot schools.
2. Disseminated the outcomes of Project activities, focusing on the topics addressed during trainings, their usefulness, participants’ views, and the Project’s long term benefits.

To distribute the prepared articles, we cooperated with the specialist press that all teachers have access to („Univers Pedagogic Pro” newspaper), as well as with local mass-media („Cuvantul liber” Newspaper (Leova), „Gazeta de Sud” Newspaper (Cimislia)) and district education departments which have websites, meaning that the informative materials posted online can be accessed anytime. The developed training materials and outcomes were published via press events and press releases in order to promote the national political support for inclusive education. The information were distributed via press, newspaper, radio, TV and internet.

Outputs/Outcomes:

22 types of information materials developed and distributed via mass-media.

Examples of published articles are outlined below:

No	Date of publication	Comments – published by, link (if necessary), title of article
1.	23.02.2016	Lumos Moldova http://moldova.wearelumos.org/node/189 <ul style="list-style-type: none"> ▪ „Practicile de succes privind educația incluziva se extind în Republica Moldova” [Successful Practices on Inclusive Education grow larger in the Republic of Moldova]
2.	29.02.2016	Ialoveni District Council http://il.md/vizita-de-studiu-in-liceele-din-raionul-ialoveni/ <ul style="list-style-type: none"> ▪ „Vizita de studiu în liceele din raionul Ialoveni” [Study Visits in the Lyceums from the Ialoveni District]
3.	11.03.2016	“Ora locala” Newspaper (Ialoveni) <ul style="list-style-type: none"> ▪ „Practici de succes privind educația incluziva la Ialoveni și Puhoi” [Successful Practices on Inclusive Education in Ialoveni and Puhoi]
4.	13.03.2016	“Petre Stefanuca” Theoretical Lyceum Ialoveni http://lpetrestefanuca.com/integrarea-copiilor-cu-dizabilitati-in-scolile-generale/ <ul style="list-style-type: none"> ▪ „Integrarea copiilor cu dizabilitati în scolile generale” [Integration of Children with Disabilities in Mainstream Schools]
5.	March 2016	„Univers Pedagogic Pro” Newspaper

		<ul style="list-style-type: none"> ▪ „Bunele practici în raionul Floresti” [Best Practices in Floresti district]
6.	17.03.2016	<p>„Univers Pedagogic Pro” Newspaper</p> <ul style="list-style-type: none"> ▪ „Un nou ciclu de instruire a formatorilor nazionali” [New Training Course for National Trainers]
7.	March 2016	<p>„Univers Pedagogic Pro” Newspaper</p> <ul style="list-style-type: none"> ▪ Article about on-the-job teachers training in one of the pilot schools
8.	24.03.2016 31.03.2016	<p>Leova Education Department</p> <p>http://www.di-leova.md/evenimente/661-2016-03-24-09-33-31.html</p> <p>http://www.di-leova.md/evenimente/671-2016-03-31-12-06-32.html</p> <ul style="list-style-type: none"> ▪ „Educația incluzivă – șanse egale pentru toți copiii!” [Inclusive Education – Equal Chances for All Children!]
9.	29.03.2016	<p>Orhei District Council</p> <p>http://or.md/formarea-personalului-institutiilor-de-invatamint-general/</p> <ul style="list-style-type: none"> ▪ „Formarea personalului instituțiilor de învățământ general” [Training of School Staff]
10.	April 2016	<p>„Cuvantul liber” Newspaper (Leova)</p> <ul style="list-style-type: none"> ▪ Article about training provided in Leova district
11.	12.04.2016	<p>Hancesti Education Department</p> <p>http://educ-hincesti.starnet.md/dih/public/articles/view/id/2454</p> <ul style="list-style-type: none"> ▪ „Formări în raionul Hîncești privind educația incluzivă centrată pe copil” [Training on Child-Centred Inclusive Education provided in Hancesti district]
12.	25.04.2016	<p>Cimislia Education Department</p> <p>http://www.dicm.site50.net/view_article.php?id=208</p> <ul style="list-style-type: none"> ▪ „Instruiri în domeniul educației incluzive centrate pe copil, desfășurate în raionul Cimislia” [Trainings in Child-Centred Inclusive Education, provided in Cimislia district]
13.	03.05.2016	<p>„Gazeta de Sud” Newspaper (Cimislia)</p> <p>http://gazetadesud.md/instruiri-in-domeniul-educatiei-incluzive-centrate-pe-copil-desfasurate-in-raionul-cimislia/</p> <ul style="list-style-type: none"> ▪ „Instruiri în domeniul educației incluzive centrate pe copil, desfășurate în raionul Cimislia” [Trainings in Child-Centred Inclusive Education, provided in Cimislia district]
14.	26 - 27.05.2016	<p>CARA Angela, LUNGU Tatiana, Mentoring activities implemented under the “Integration of Children With Disabilities in Mainstream Schools” Project. In: Advanced teaching technologies: Materials of the International Pedagogical Symposium, Chisinau: IES („Cavaioli” publishing company), 2016, p. 346-349. ISBN 978-9975-48-102-1.</p>
15.	06 May 2016	<p>„Chimpia Glodenilor” Newspapers</p> <ul style="list-style-type: none"> • „Sanse pentru copii” [Chances for Children]

16.	14.07.2016	„Univers Pedagogic Pro” Newspaper <ul style="list-style-type: none"> ▪ „Prioritate educației fiecărui copil din Moldova!” [Prioritizing the Education of Every Child from Moldova!]
17.	15.09.2016	Radio Moldova <ul style="list-style-type: none"> ▪ Online live coverage of the “Strengthening of Human Resources Capacities in Child-Centred Inclusive Education” Conference
18.	16.09.2016	Jurnal TV http://jurnaltv.md/ro/news/2016/9/16/o-noua-etapa-in-educatia-incluziva-10242779/#4 <ul style="list-style-type: none"> ▪ „O nouă etapă în educația incluzivă” [A New Stage in Inclusive Education]
19.	16.09.2016	Lumos Moldova http://moldova.wearelumos.org/node/207 <ul style="list-style-type: none"> ▪ „Incluziunea copiilor cu dizabilități în școlile generale, susținută printr-un program amplu de instruire a cadrelor didactice” [Inclusion of Children with Disabilities in Mainstream Schools supported by an Extensive Teacher Training Program]
20.	22.09.2016	Ziarul „Univers Pedagogic Pro” Incluziunea copiilor cu dizabilități în școlile generale, susținută printr-un program amplu de instruire a cadrelor didactice
21.	15.09.2016	Fact-sheet on Project outcomes was distributed to participants of the Project’s final conference.
22.	15.09.2016	Radio Moldova http://trm.md/ro/panorama-zilei/panorama-zilei-din-15-septembrie-2016/

Impact:

Dissemination of the outcomes of Project activities will serve as a benchmark for their further multiplication at the national level, use of skills gained during teacher trainings in 20 pilot schools, as well as realisation of advantages brought by ongoing professional development in inclusive education.

Service 13.	Development of progress reports, attaching the produced materials as annexes.
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Objectives:

- Ensure the attainment of objectives, and periodically provide information on Project implementation.
- Ensure transparent Project implementation.

Activities:

1. Developed the Progress Report I (submitted to MSIF on 08.12.2015).
2. Developed the Progress Report II (submitted to MSIF on 15.06.2016).
3. Developed the Progress Report III (submitted to MSIF on 28.09.2016).
4. Developed the Final Report of the Project.

The materials produced during the reporting period were annexed to the Progress Reports.

Outputs/Outcomes:

1. Progress Report I
2. Progress Report II
3. Progress Report III

Impact:

- The reports contain overviews of the Project outcomes.
- The requirement to report periodically offered the opportunity to communicate, ensure the transparency of Project outcomes, and assume social responsibility for the performed activities.

GENERAL CONCLUSIONS AND RECOMMENDATIONS. PROJECT IMPACT.

General Conclusions

Drawing on the presented information and analysis, we may assert that:

The objectives of the “Integration of Children with Disabilities in Mainstream Schools” Project, Component II, have been achieved.

1. The main activities (development of eight modules of training materials for ongoing teacher training in inclusive education, consisting of three volumes; training of 682 persons in inclusive education; endowment/provision of pilot schools with inclusive education support materials; dissemination of good practices in inclusive education) contributed to the **change of vision, attitude and capacities** among representatives of pilot schools’ staff, LPAs, decision-makers and IE professionals.
2. The successful Project implementation was underpinned by the analysis of the existing experiences and teaching materials on inclusive education, ongoing training programs, which reflected the strategic approach in developing the modules for ongoing teacher training in inclusive education. The study analysing teachers’ training needs in inclusive education helped inform the training provided. The survey synthesised the general situation at the country level, discovering accomplishments and examples of best practice, and highlighting the difficulties/challenges that the system, schools and professionals involved have to cope with when developing IE. The thematic modules were developed on the basis of international and national experience, analysis of teachers’ training needs performed in 20 pilot schools, and the Project requirements.
3. The modules used a unified terminology in inclusive education. The modules were reviewed by professionals and approved by the MoE Order No 43 of 8 February 2016. The translation of Inclusive Education Training Modules into Russian language was also an important factor.
4. The project objectives envisaged the training of 300 teachers from the 20 pilot schools. However, on the basis of requests received, **682 persons were trained**. During the training program, teachers received the training material “Inclusive Education”, developed by education experts, which comprises theoretical, practical and methodological reference points regarding the management and development of inclusive education, the awareness and acceptance of disabilities, the assessment of child development, the importance of an individualized approach of each pupil, curriculum adjustments and the assessment of learning progress of the pupil.
5. The study visits to Floresti and Ialoveni districts contributed to both the professional and personal development of its participants, reflected in the fact that all 98 participants expressed their confidence in applying the practices learnt during study visits, and by the fact that all 98 participants realised the advantages of ongoing training in inclusive education.

6. Inclusive education development objectives, monitoring and assessment tools, and the mechanism for delivering this process have been created for each pilot school. The Project created **opportunities for participation, involvement and cross-sectoral cooperation** in inclusive education. The mixed working groups – consisting of representatives from the education, health care, social assistance/protection and civil society sectors – established the inclusive education development objectives and monitoring and evaluation indicators, to ensure efficient and quality implementation of inclusive education.
7. Project activities are in full agreement with the Government’s priorities in the field, stated in the most important regulatory and policy acts approved in recent years: Education Code, “Education 2020” Strategy, and Program for Inclusive Education Development in the Republic of Moldova for 2011-2020.
8. Given the scope and complexity of the Project, there were some **issues/constraints that affected the smooth implementation of the planned activities:**
 - a. Limited time to implement activities.
 - b. Translation of Inclusive Education Training Modules into Russian, due to the lack of specific terminology on inclusive education in Russian.
 - c. Limited time to edit the Inclusive Education training modules.

General Recommendations

1. Expand training in inclusive education for other target groups: pre-school educators, social workers, health professionals.
2. Develop training programs for inclusive education mentors.
3. Establish a mechanism to harness the skills gained during teacher trainings in the 20 pilot schools to support progress in schools not included in the pilot.
4. Use the developed training materials on inclusive education for the capacity building of teachers working in community schools in the country.
5. Undertake a long term evaluation of the impact of this project; exploring what effect the training and guidance materials have had on pilot schools.
6. Support the creation of new inclusive education services to ensure the inclusion of children left behind, those with sensorial disabilities and with complex disabilities.

Project Impact

1. 682 professionals (managers, teachers, support teachers, psychologists, speech therapists from 20 pilot schools, professionals from the local education body, and professionals from psycho-pedagogical support services from 14 ATUs) were trained in inclusive education.
2. 2700 copies of training materials were distributed in the 20 pilot schools, to professionals from the local education body, PSS professionals, ongoing training bodies and higher educational institutions.

3. Representatives of sectors involved in the identification and support of children with disabilities (health, social assistance, education) agreed on inclusive education development objectives, as well as on the participatory monitoring and assessment indicators.
4. It was confirmed that on-the-job **teacher training** is an efficient form of teachers’ professional development. Thanks to the **diversity of participants** in the training, **strong teams were built**, which will ensure the implementation of inclusive education. The training methodology contributed to the **development of teachers’ skills needed for the inclusion of children with SEN** in schools. **Mentoring visits** strengthened the gained and developed skills of training participants. **Study visits** to Floresti and Ialoveni helped to build on existing experiences and practices in inclusive education. **Workshops of participatory assessment** with different stakeholders helped increase understanding in the importance of team work, inter-sector approach to inclusive education implementation at the community level.
5. The Project **changed the views and attitudes of those who participated**. It is anticipated that these changes will be translated into the IE development objectives being achieved in the 20 pilot schools.
6. The Project activities will help improve the capacity of local public authorities and teachers to implement the National Program for Inclusive Education Development.