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FINAL REPORT

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Signature of the person designated by the
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I. Executive summary

Consulting Services in educating communities and training parents on social inclusion of children with disabilities was one of dimension of the project "Integration of children with disabilities in regular schools", funded from a grant offered to the Republic of Moldova by the Japanese Government through the Fund Policies for Human Resource Development (PHRD), administered by the World Bank and managed by the Social Investment Fund (MSIF) being provided by the NGO "Woman and Child - Protection and Support".

The target group was represented by 20 communities in 14 target districts, where there are circumscribing schools.

Along with component of mobilization of the 20 selected communities in ensuring the right to education of all children in the context of legal provisions, the project is more complex and included the significant investments in dimension of adapting infrastructure of educational institutions to the specific needs of children with disabilities and training of teachers.

The major objective of the Consultancy Services for this project were to improve the perception of community members selected in the socio-educational project about the inclusion of disabled children in mainstream schools as a common benefit. All project activities was necessary to stress that every child has the right to learn, communicate, to have friends, to live the feeling of satisfaction in his community school.

The operational objectives proposed for intervention were:

1. Informing of 20 communities selected to improve the perception of socio-educational inclusion of disabled children in the school community and to ensure every child's right to education;
2. Training of at least 200 people (parents educate children with disabilities and opinion leaders) to work together as agents of change in community;
3. Raising communities regarding the right of every child to education and inclusion in society.

The duration of the Consultancy Services: 17.03.2016 - 30.11.2016.

The total budget of Consulting Services was 60 099 USD.

Geographical coverage was one representative of the entire country and in the target group were included the following communities (located from north to south):

Geographic area	Benefiting community / educational institutions	
North	1	Glodeni district, village Cuhnești – Theoretical Lyceum
	2	Glodeni district, village Balatina – Theoretical Lyceum
	3	Rîșcani district, village Nihoreni – Theoretical Lyceum „C. Popovici”
	4	Drochia district, town Drochia – Russian Theoretical Lyceum no. 3
	5	Sîngerei district, town Sîngerei – Theoretical Lyceum „Olimp”
Center	6	Ungheni, village Mănoilești – Gymnasium
	7	Nisporeni district, village Seliște – Theoretical Lyceum
	8	Nisporeni district, village Iurceni – Gymnasium „Grigore Vieru”
	9	Nisporeni district, village Boldurești – Gymnasium „Valeriu Bulicanu”
	10	Telenești district, village Mîndrești – Theoretical Lyceum „D. Cantemir”
	11	Orhei district, town Orhei – Theoretical Lyceum „Alecă Russo”
	12	Orhei, village Susleni – Theoretical Lyceum „Vasile Lupu”
	13	Hîncești district, village Leușeni – Theoretical Lyceum „Cezar Radu”
	14	Hîncești district, village Sărata-Galbenă – Theoretical Lyceum „Universum”
	15	Strășeni district, town Strășeni – Gymnasium „Mihai Viteazu”
South	16	Cimișlia district, village Gradiște – Gymnasium
	17	Cimișlia district, village Lipoveni – Boarding Lyceum with sports profile
	18	Ștefan Vodă district, village Olănești – Theoretical Lyceum „B.P.Hașdeu”
	19	Leova district, village Filipeni – Gymnasium
	20	UTAG, village Avdarma Theoretical Lyceum „D. Celenghir”

To achieve the objectives proposed under the Consultancy Services, has intervene on a few key steps:

Stage I. Develop conceptual and methodological framework of the planned activities in relation to expected results.

Like the products that were developed was summary best practices on socio-educational inclusion of disabled children in Moldova; agendas and teaching approaches for Phase II - information sessions and awareness of communities and stage III- 3 days training parents and handouts.

Stage II. Informing and sensitizing communities regarding the need for social inclusion of children with disabilities.

At this stage, 20 information sessions and sensitization of communities took place between June, involving 397 people, including parents who educate children with disabilities, parents who raise and educate children with typical development, teachers and other opinion leaders community level (social workers, priests, etc.). Members of communities have known project activities; They argued the benefits of inclusive community; They realized the roles of parents and opinion leaders in the training environment of acceptance in the community for children with special needs, including with disabilities; had defined the term of inclusion; activities had possible awareness campaigns; issues that motivated parents and opinion leaders to engage in other activities of the project and the organization of socio-educational promote inclusion of children with disabilities in their communities.

Stage III. Training parents and opinion leaders in community to raise awareness on roles and planning joint roles in promoting social inclusion of children / people with disabilities.

The training of parents was carried out within 20 training activities for 3 days each, conducted during July to August, attended by 345 people (parents and teachers). The core subjects discussed was focused on the concept of inclusiveness, national and international legal framework, existing barriers, concrete activities to promote inclusion, which can be joined the efforts in promoting the right to education of all children.

The training of parents and teachers was also at the summer school, in the period of five days, conducted in August. In this regard, 80 people, including parents, teachers, other leaders have learned and practiced together how to organize and carry out activities to promote the inclusion of socio-educational children with disabilities in educational institutions in communities and how to capitalize on existing resources and partnerships in their communities.

Stage IV. Realization of the activities that promote social inclusion of children with disabilities.

40 public events and awareness campaigns were organized in 20 communities during the period August to November 2016, attended by about 1,700 people (only on the lists, the real number is higher at least twice), among that children with typical development, children with disabilities, parents of children with disabilities, opinion leaders (mayors, priests, local councilors), teachers and others in the community.

Stage V. The promoting and communicating of the best practices in mobilizing communities to promote the right to education of all children.

Good practices and successful experiences have been promoted constantly throughout the project implementation through various media sources, including 2 radio broadcasts, 1 TV show, publications, published information in social media networks.

II. Effective implementation of the project description

In order to achieve the project objectives have been achieved following activities:

Table 1. The list of activities

No. crt.	Activity	Calendar of effective implementation (date of begin – date of finish)	Brief description of activity results
<i>Objective 1. Informing the 20 communities selected to improve the perception of socio-educational inclusion of disabled children in the school community and to ensure every child's right to education</i>			
1	Developing a plan to provide Consultancy Services	17.03.2016-24.03.2016	Plan to provide the Consultancy Services was developed indicating the key objectives, proposed activities, terms of implementation programs, progress indicators and sources of verification indicators.
2	Collecting and summarizing best practices on inclusion of children with disabilities in social life in Moldova	17.03.2016-17.05.2016	<p>Summary of Practice on socio-educational inclusion of children with disabilities in Moldova was developed as a summary of the most relevant actions implemented throughout the country and scope, and includes the following sections:</p> <ol style="list-style-type: none"> 1. The evolving of legal and regulatory framework 2. Relevant statistics in the field 3. Educational support services 4. Recent research results 5. Elaborations relevant in the field 6. Learned lessons 7. Success stories in the experience of the Consultant - NGO "Woman and Child - Protection and Support"

			8. References
3	Develop the design and support materials for information sessions to 20 communities involved in the project.	17.03.2016-24.05.2016	Conceptual and methodological framework for efficient organization of sessions of information and awareness of communities has been developed, which includes supporting materials, in Romanian and Russian languages.
4	Organizing of information sessions in each target community.	01.06.2016-30.06.2016	20 information and awareness sessions on the issue of inclusion of communities took place in June 2016. The target group was of 397 involved people, being represented by parents who educate children with disabilities, parents who raise and educate children with typical development, teachers and other opinion leaders in the community (social workers, priests, mayors, nurses, etc.)
5	Identification of opinion leaders in each target community.	01.06.2016-30.06.2016	As a result of information and awareness sessions were selected 80 people, four from each community and one responsible person designated by the school manager of community.
6	Develop and submit narrative report on the organization of each community information sessions.	21.08.2016-03.09.2016	The report with all annexes has been presented to Ms Oxana Isac on September 3, 2016, Head of Development Community and Program Management, FISM.
<i>Objective 2. Training of at least 200 people (parents educate children with disabilities and opinion leaders) to work together as agents of change in community.</i>			
7	Developing of the methodology regarding community education and training parents.	15.04.2016 – 30.06.2016	Developed methodology contains objectives and necessary competences to be developed for parents who educate children with disabilities and members of community / opinion leaders, relevant content on their role in ensuring the inclusion of socio-educational community level, methods and techniques of learning and further cooperation principles work and expected results.
8	Organizing a one-day workshop for planning training modules for	23.06.2016-29.06.2016	The team of trainers participated in the workshop, conducted on June 29, 2016 at the Educational Center "Fides", str.

	parents who educate children with disabilities and members of the community / opinion leaders		Mușatinilor, 3, Buiucani district, Chișinău. In the result, was finalized the design of training modules, was discussed and selected efficient working techniques and intervention strategies that perform in the best way, the objectives and the proposed results.
9	3 days training module of parents who educating children with disabilities and members of the community / opinion leaders	01.07.2016-14.08.2016	20 training activities for 3 days each were conducted during July, which was attended by 345 people (parents and teachers). The core subjects discussed were focused on the concept of inclusiveness, national and international legal framework, existing barriers, concrete actions that can be joined efforts and promoted the right to education of all children.
10	Develop and submit the report regarding the training of parents who educate children with disabilities and members of the community / opinion leaders	21.08.2016-03.09.2016	The developed report, with all annexes has been presented to Ms Oxana Isac on September 3, 2016, Head of Development Community and Program Management, FISM.
<i>Objective 3. Community awareness regarding the right of every child to education and inclusion in society.</i>			
11	Facilitating the awareness campaign on the importance of the right to education and social inclusion.	01.06.2016-30.11.2016	The awareness campaign was a major and was initiated while promoting social spot. It included a number of activities, media, social media and print media, which has promoted the right to education of every child in the community. Between 27 to 30 November 2016 in all educational institutions, including those in the target group was conducted inclusive week.
12	Facilitate the organization of two public events in each community targeted by the initiative group.	28.08.2016-30.11.2016	40 public events were organized during August to November 2016 with the participation of about 1,700 people, including children with typical development, children with disabilities, parents of children with disabilities, opinion leaders (mayors, priests, local councilors), teachers , others in the

			community.
13	Developing the report on the organization of awareness-actions communities	15.11.2016 30.11.2016	Final report with all annexes has been presented to Ms Oxana Isac on November 30, 2016, Head of Community Development and Program Management, FISM.
14	Organization of summer school for initiative group representatives of each target community.	15.08.2016- 19.08.2016	The summer school was organized for a period of 5 days in period 15 to 19 August 2016 with the participation of 80 people. Each community was represented on average 4 people, including parents, teachers, other leaders. The initiative group from each target community was empowered to organize the work of promoting socio-educational inclusion of children with disabilities in schools in communities.
15	Develop and submit the report on the organization of summer school.	21.08.2016- 09.09.2016	The developed report, with all annexes has been presented to Ms Oxana Isac on September 9, 2016, Head of Development Community and Program Management, MSIF.
16	Promoting best practices and successful experiences in terms of promoting social inclusion and social inclusion of children in social life in targeted communities.	17.03.2016- 30.11.2016	Good practices and successful experiences have been promoted constantly throughout the project implementation through various media outlets: radio, publications, social campaigns, including information published in social media networks.
17	Facilitating the process of communication to promote socio-educational inclusion of children with disabilities.	17.03.2016- 30.11.2016	20 initiative groups formed in the target communities were encouraged to communicate about the results achieved in the implementation of the project and share successful practices through various sources of information.
18	Preparing the final report regarding the consultancy services offered in mobilizing communities and training of parents.	15.11.2016- 30.11.2016	Final report with all annexes has been presented to Ms Oxana Isac on November 30, 2016, Head of Community Development and Program Management, FISM.

III. The obtained results of activities and indicators

In the process of achieving the goal, and operational objectives were achieved the following results and indicators detailed in the following core activities, including the size of the progress achieved in terms of quantity and quality.

Activity: Collecting and summarizing best practices on inclusion of children with disabilities in social life in Moldova

Summary of good practices on educational inclusion of children with disabilities in Moldova is a synthesis of successful experiences and achievements in socio-educational inclusion. The structure of this summary includes 7 chapters, described below.

- *The compartment I "The evolving legal and regulatory framework"* provides a brief overview of the most important changes in recent years, in terms of national legal and regulatory framework drawing on ensuring the right to education of all children.
- *The compartment II "Statistics relevant in the field"* includes quantitative data, reflecting on improved access for children with special educational needs, including disabilities on education in educational institutions in the country in relation to a substantial reduction in the number of children who are in residential care institutions. It can also be noted positive dynamics in the creation and development of educational support services (Resource Centre for Inclusive Education, support teachers).
- *The compartment III " Educational support services"* presents educational support services, developed at different levels, ensuring the effectiveness of inclusive education quality.
- *The compartment IV " Recent research results"* describes the basic findings of the latest studies in inclusive education.
- *The compartment V " Relevant elaborations in the field"* describing relevant methodological support developed in partnership between government and civil society organizations, which has been approved by the competent academic structures.
- *The compartment VI " Learned lessons"* cludes the main findings and achievements that contribute to the efficient process of social and educational inclusion of children with special educational needs, disabilities.
- *The compartment VII " Success Stories"* tells four stories of successful experience of NGO "Woman and Child - Protection and Support", which can be known and the factors that contributed to the social and educational inclusion of children with disabilities, which can be retrieved and disseminated on the project.

- *The compartment VIII "References"* records publications and links to which was made the reference in developing this summary.

The contents of compartments described in Summary were used as informational and promotional material within the major activities in dimension of mobilizing communities, namely within:

- Informational and awareness sessions conducted in each community;
- 3-day trainings for parents and leaders;
- Summer school for initiative groups created in each of the communities involved in the project;
- Public events and activities organized to promote the inclusion in each of the 20 target communities.

Activity: Developing of design and support materials for informational sessions to 20 communities involved in the project.

Develop the conceptual and methodological framework of organization of informational and awareness sessions of target communities which was conducted by the expert team (Sergiu and Olga Lisenko) in collaboration with the Consultant responsible for the size of educating communities and training of parents in the project "Integration of children with disabilities in regular schools "(Victoria Secu, the role of consultant and Ala Ianenco, assistant of Consultant), and other members of the team WCPS.

In this process, it has taken into account the following important steps:

- a. Establishing the goal activity in relation to the concerned target groupx;
- b. Formulating the operational objectives which will contribute to awareness roles of parents and opinion leaders in the training environment of acceptance in the community for children with special needs, including with disabilities and motivate them to engage in organizing activities to promote the inclusion of children with disabilities in schools in communities;
- c. Developing the agenda¹, which included information about place, time, topics, as planned, along with information related to the project funders, implementers;
- d. d. Developing of the approach² of meeting, in the contents of which were included and carried out selected contents and methods to be applied in a certain time frame. The topics addressed were arranged in a logical order. This was essential for members of the target communities for understanding social and educational inclusion of children with

¹ Annex 5, Narrative Report no. 2 on methodology and training parents on educating communities, presented by WCPS on 04.08.2016, pag. 9.

² Annex 6, Narrative Report no. 2 on methodology and training parents on educating communities, presented by WCPS on 04.08.2016, pag. 10.

disabilities, and awareness of this need, along with attitudes that must assume. The selected methods have focused on interactivity, illustration, action, awareness, motivation and mobilization of participants and encourage deliberate exposure of opinions. To assess the effectiveness of information and awareness session moderators, it was developed the assessment questionnaire³, an instrument that was the basis for assessing the usefulness of activity given by participants, of argument of the need to promote social inclusion through various community activities and the selection of people motivated to accede to the next stage - 3 days training module;

- e. Preparation of materials for informational support, subsequently distributed to participants. As basic material served leaflet drawn up, which includes information about the project, major activities, but also refers to the legal framework that ensures the right of education to every child in the community, as well as basic reasons for the active involvement of community members in community activities planned and not just in this project.

As a result, the conceptual and methodological format obtained meet the expectations across from representatives of the target group and the expected impact of the intervention data.

Activity: Organization of information sessions in each target community

20 information and awareness sessions took place between June in each target community. In the target group was involved parents who educate children with disabilities, parents who raise and educate children with typical development, teachers and other opinion leaders in the community (social workers, priests, mayors, nurses, etc.).

The followed objectives in these activities was focused on the following core:

- Presentation of activities of the project;
- Argumentation of inclusion benefits for community;
- The awareness of roles of parents and opinion leaders in shaping the environment of acceptance in the community for children with special needs, including with disabilities;
- Definition of inclusion;
- Presentation of possible activities in awareness campaigns;
- Motivating the parents and opinion leaders to become involved in organizing activities to promote inclusion.

Information and awareness sessions were held at educational institutions in selected communities in the project. Each manager of institution has assigned a responsible person to organize the activity, communicate with the Consultant and its representatives, invite participants,

³ Annex 3, Narrative Report no. 2 on methodology and training parents on educating communities, presented by WCPS on 04.08.2016, pag. 14.

provide necessary equipment and logistics to facilitate the efficient running of awareness and information process proposed for this stage.

Implementation plan⁴ of information and awareness sessions in 20 communities was carried without waivers. Each session was moderated by two facilitators who have experience in the field, based on agenda. Duration of meetings was at least 4 hours, underpinned by a well-structured teaching approach in terms of methodology. Participants have received a set of information materials on paper, including leaflet about the project.

In total the 20 information and awareness sessions on socio-educational inclusion of children with disabilities attended **by 397 people**. The groups was composed of parents, teachers, representatives of local governments and opinion leaders at the community level, shown in the diagram below:

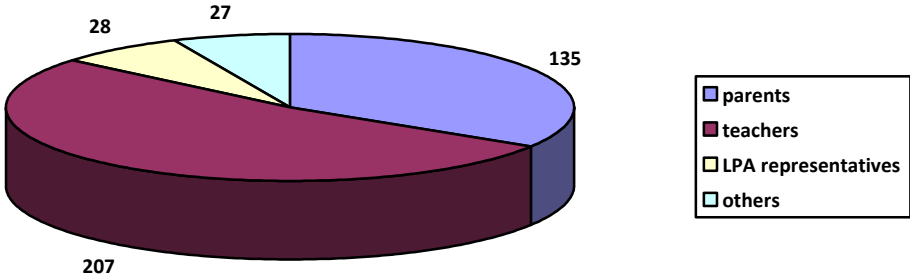


Fig. 1. Membership of groups that were participate in information and awareness sessions

Thus, of the total number people, 52% were teachers, 34% - parents and a rate practically equal to about 7%, the groups had involved and LPA representatives, including social workers and other opinion leaders (priests, nurses medical, library, etc.).

⁴ Annex 1, Narrative Report on conducting information and awareness sessions in selected communities in the project, presented by WCPS on 03.09.2016, pag. 8.

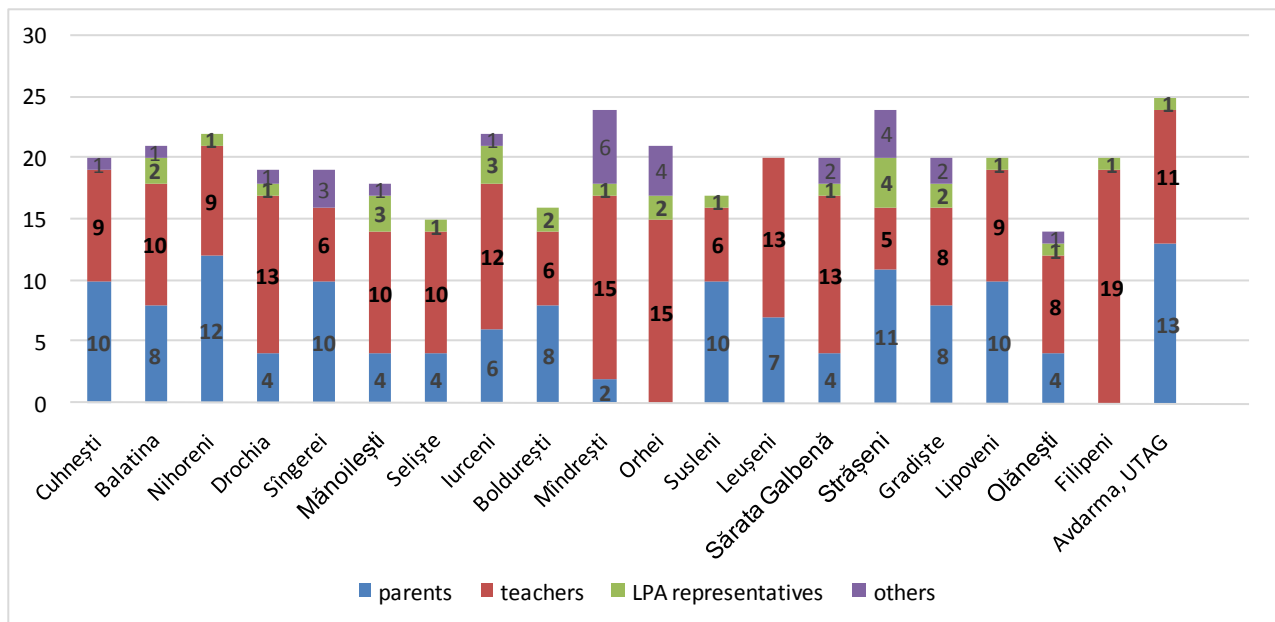


Fig. 2. Membership of groups participating at the information and awareness meetings per community

Mostly, I noticed that each community was attended by various categories of persons, heterogeneous by fields of activity of participants, initial training, experience, age, gender, etc. In this regard, moderators task was to harness the potential of each group, taking into account these features and most importantly by motivating them for active involvement and subsequent stages of the project.

Although the focus has been placed on parental participation, in two cities (or. Orhei and s. Filipeni, Leova) mobilization of the parents was lower. However, the responsible persons have ensured better parent participation in the subsequent stage - 3 days training, conducted in July.

Participants were active, recessed, cooperative in most communities. Potential groups and their degree of cohesion was good due to the involvement of teachers and parents emotional openness. In some situations between parents and teachers observed the existence of communication barriers. They were distributed in the classroom in separate groups. Parents and teachers were embarrassed by the presence of accepting more difficult to express their opinion. Teachers occupied the dominant position, often taking advantage of shyness parents. The proposed exercises in the information and awareness sessions has partially destroyed barriers and resistance. Parents felt more confidence in themselves. Through their involvement in the hearing, they have shown a willingness to cooperate and actively participate in the subsequent actions of the project. Group work gave them the opportunity to practice the skills of cooperation, active listening, assuming responsibilities in the group, the proper management of information.

Among the issues mentioned across the inclusion process were listed:

- insufficiency of teaching adapted materials;
- need for continuous training of teachers on working with the family and the organization of educational process efficiently for all children;
- the need of adapting the educational environment to the needs of each child;

- low awareness of parents that all children have the right to attend school in the community, no matter of existing needs in their development;
- insufficient number of support staff (teaching support);
- low participation of decision makers in promoting the socio-educational inclusion of children and youth in the community.

Analysis of the information obtained in the evaluation questionnaires has revealed that about 70% of participants considered very useful the information and awareness activity, and the other 30% appreciated very much its usefulness.

93% of participants said that it is needed the implementation of activities of promoting inclusive education in their community.

Out of the total number of 397 people who attended the briefings and awareness meetings have expressed interest in participating in the subsequent phase - training 3 days -221 people, and other 33 people from the community were recommended by participants.

Activity: Developing the methodology regarding the education of community and training parents.

The process of developing the concept of organizing the training activities for parents and opinion leaders was focused on the same stages as for information and awareness sessions for community members mentioned above, but at more complex scale. Within the expert team have joined and experts from the Sciences Institute of Education.

- a. *Establishing the goal and the target group.* Thus the goal of the 3 days training was to empower parents and opinion leaders in the field of inclusive socio-educational disabled children motivated to promote this area in each community selected so as to change attitudes from intolerance to acceptance, from indifference to involvement.
- b. *The formulation of required format skills of parents* included the following:
 - Explaining the benefits of inclusion for children, family and community;
 - Identify of the own role in the organization of activities to promote inclusion;
 - Identifying problems (barriers) specific to the community in socio-educational inclusion of children with disabilities;
 - Establishing partners in organizing activities to promote inclusion and methods of collaboration with them;
 - Planning awareness activities relevant to the community in which they live.
- c. *Developing the agenda.* Agenda⁵ was organized in a way that would allow maximum involvement of the group, and to streamline the process of working methods were used active - participative. Each day training assessment ending a day and at the end of training with completing an evaluation questionnaire⁶ to measure the impact.

⁵ Annex 5, Narrative Report no. 2 on methodology and training parents on educating communities, presented by WCPS on 04.08.2016, pag. 17.

⁶ Annex 6, Narrative Report no. 2 on methodology and training parents on educating communities, presented by WCPS on 04.08.2016, pag. 27.

- d. *Developing the approach.* Based on the formulated subjects on the agenda was drawn up the 3-day training approach⁷, which included relevant content and methods, applied in a limited time frame. Starting from the skills required format to the group and given that each communication situation, contributing to behavior change actually is a situation of non-formal approach has been built on the Framework for Learning "Evocation-Realization of Sense - Reflection " (ERE). The essence of these steps being adjusted to the concrete contents, facilitated positive change in the behavior of trainees. Moreover - involved parents and opinion leaders have developed relationships of trust and cooperation, which is important for promoting socio-educational inclusion of children with disabilities in the community.

The Evocation stage was focused on the achievement of several important cognitive activities in which participants tried to remember what I know about one of the topics proposed. At the stage of realization of the meaning participants have monitored their understanding, they involved in the schemes introduction of new information already assimilated knowledge, deliberately linking the new information to what they are known. And in the third stage, Reflection sustainable learning took place, which means change, which manifests as another way to understand or adopt behaviors, new beliefs.

Activity: Organizing a one-day workshop for planning training modules for parents who educate children with disabilities and members of the community / opinion leaders

Workshop Day was conducted on 29 June 2016 in the premises of the Educational Center "Fides", attended by 20 people, including trainers and team Consultant and Mrs. Oxana Isaac, Head of Community Development and Management programs. The purpose of the workshop was to share and correlate experiences obtained in step meetings information and awareness with next-step trainings 3 days.

Sharing impressions after conducting awareness sessions in 20 communities included the following:

- Membership groups;
- The involvement of participants;
- Motivation to participate in training;
- The specific needs of groups identified in the awareness sessions.

This exchange was relevant to the planning process, given that communities are different and actors involved in the training process have different expectations and level of training. Working group on modeling module sequences for each day of training, presentation and discussion sequences contributed to the development of quality teaching approach.

⁷ Annex 7, Narrative Report no. 2 on methodology and training parents on educating communities, presented by WCPS on 04.08.2016, pag. 18.

The results of participatory analysis and the improvement of project the approach of 3 days training, the trainers were able to:

- Explain the aims of the 3 days training;
- Argue logically the learning activities;
- Submit own views on the approach of training;
- Adjust the joint design of the training to the specific needs of the participants.

Activity: 3 days training module of parents who educating children with disabilities and members of the community / opinion leaders

The conducted module of 3 day training in each target community was took place in July and the first half of August. The target group involved was the parents who educate children with disabilities, parents who raise and educate children with typical development, teachers and other opinion leaders in the community (social workers, priests, mayors, nurses, etc.)

3 days training was focused on skills development, the persons concerned would be able to:

- explain the benefits of inclusion for children, families and communities;
- identify their role in the organization of activities to promote inclusion;
- identify problems (barriers) in the specific community inclusion;
- determine partners in organizing activities to promote inclusion and methods of cooperation with them;
- plan awareness activities relevant to their community.

Each day of training consisted of three training sessions. The training of parents was conducted by two facilitators. The duration of training sessions per day was 6 hours, they developed based teaching approach. Participants were given a set of information materials on paper and stik sites on request.

In total 20 training modules of three days each socio-educational inclusion of children with disabilities attended **by 345 people**, nearly double what was originally planned. Membership groups, as a priority, was made up of parents, teachers, representatives of local governments and opinion leaders at the community and a proportion shown in *Chart 1* below:

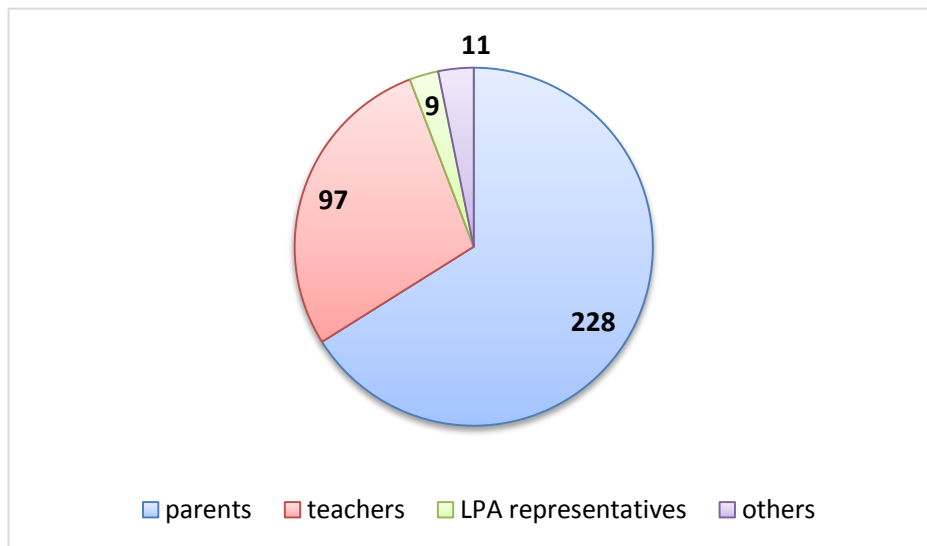


Fig. 3 Composition of training groups

Thus, the total number of people, 66% were parents, and 28% - teachers. Also involved were representatives LPA, in the proportion of 6%, including social workers and other opinion leaders (nurses, librarians, youth with disabilities, etc.).

The analysis of the situation per each community, in terms of composition of the groups, we certified the following situation shown in *Chart 2*.

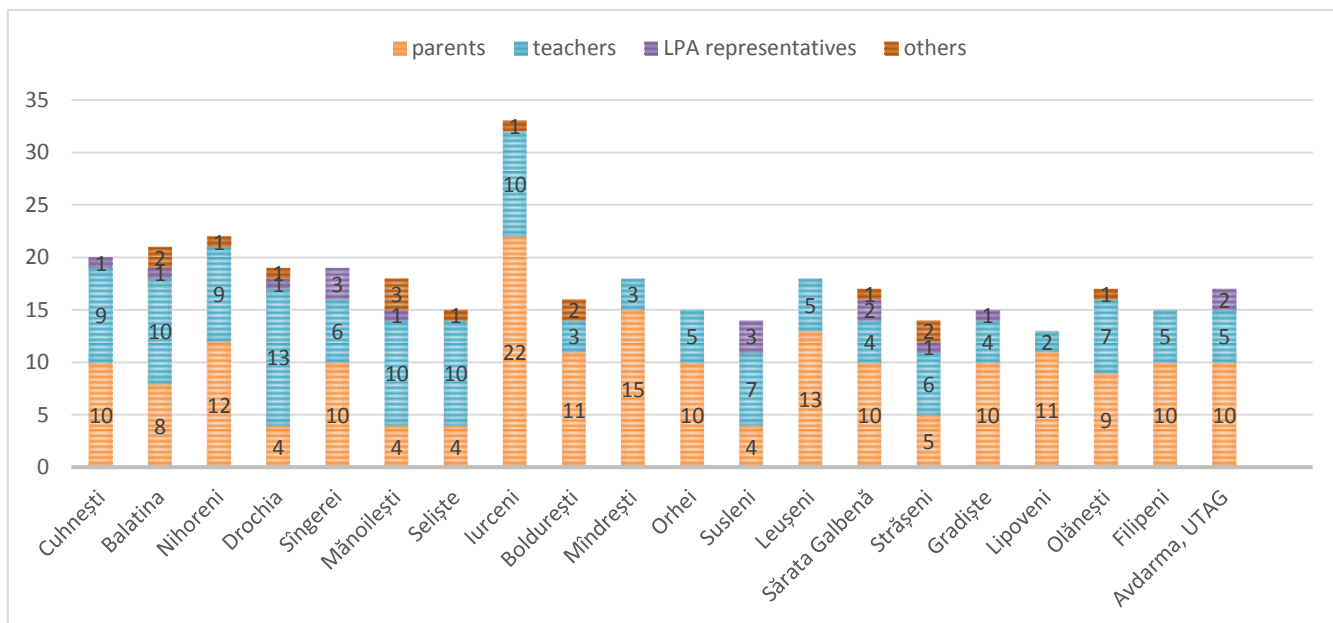


Fig.4 Composition of training groups per community

Thus, we find that the largest group training was in there. Iurceni which included 33 people. Practical training in most groups prevailed number of parents, except the municipalities Drochia, Manoilesti, Seliște, Susleni and Straseni.

The fact that at training sessions were motivated to participate and teachers, has increased awareness to strengthen the partnership between the parties, they are in the situation jointly identifying needs and advance effective solutions to the community in which they live. The presence of other people in the community as one can be interpreted as being beneficial because in this way the information at trainings can be shared with other community members.

Analysis of participants' opinions reflected in the completed evaluation questionnaires indicate a high degree of satisfaction and compliance with the expectations of trainees completed the training. The data presented in Chart 3 clearly shows the usefulness of the topics covered in the training. Expressing ideas and things addressed include understanding the different aspects of the field discussed: the situational awareness in the community ("I saw that there are many barriers in inclusion") to understand the need to support child development ("We understood very much about children with SEN", "We need to help children"), to be actively involved in supporting them (" I learned how to act real ", " What do you know, tell others for indifference to disappear", " For success requires a well thought plan ", " I like the structure of plan of awareness campaign that we have achieved ").

Appreciating the usefulness of the subjects developed during the training, participants mentioned as being very useful and helpful all the subjects in the next report, represented in the diagram below:

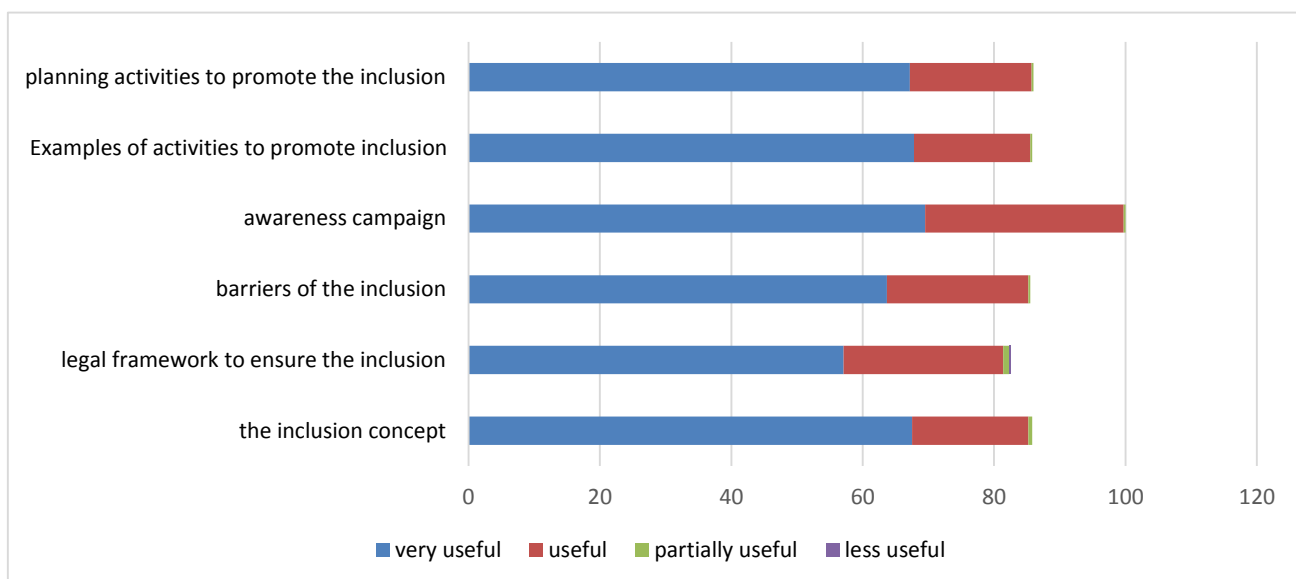


Fig. 5 Assessing the usefulness of the training topics

Among the things or ideas mentioned by parents as being best are:

- *" I have learned that we must promote a friendly and positive emotions of children with disabilities";*
- *" I understand the importance of proximity majority children and those with disabilities";*
- *" I understand that we need to organize a team to support and support people with disabilities";*
- *" I learned about the importance of a common interest community level";*
- *" I learned about inclusion activities: methods of organization, resources, networking activities, etc..";*
- *" I knew the stages of awareness campaign";*
- *" I learned the benefits of the inclusion for families and children";*
- *" I learned about awareness activities about how to adjust the school environment to the needs of children with disabilities";*
- *" I learned about the ways and activities that can be done to get an answer to existing problems";*
- *" We learned how we can plan activities to promote inclusion".*

Opposite the participants' personal readiness to organize the public event in their community found that of 345 people who participated in training:

- 184 people are confident that împeună team can organize a public event, representing 53%.
- 95 persons for organizing the event said they need some public consultation from trainers, representing 27.5%.
- 28 persons for organizing the event deemed public need ongoing support from the trainers, which is 8%.
- 18 people report that they are confident that the public will be able to organize the event, which is 5% of the total number of responses.

The conditions for organizing and conducting training modules were highly appreciated. The vision of trainers:

- The trainers took into account participants' experience constant for 83% of the trainees;
- Trainers have created conditions for a deep understanding of topics for 88% of participants;
- They felt respect and encouragement for expressing ideas 81% of people;
- They felt motivated to learn the material addressed at training sessions 84% of respondents;
- The working atmosphere throughout the 3 days of training was one of cooperation for 85% of respondents.

Emotions experienced in the training sessions were formulated by participants as follows:

- *" At first I felt a bit of fear and mistrust, but after discussion I understood that not only me encountered the problems like that" ;*

- *" I felt better because I externalize all positive experiences related to successful and negative regarding the problems I'm facing";*
- *" At first I felt mistrust, afterwards in the work I felt confident in what we have achieved, I noticed that I have the same problems as other parents";*
- *" To support the child in the process of the inclusion is to have confidence in its potential for positive change, development, accepting it as it is, to encourage him to persevere in their schoolwork and recovery because "perhaps more than this" .*

The strength and weaknesses points mentioned by trainers we can mention:

Strenght points	Difficulties
<ul style="list-style-type: none"> ▪ The training place was well equipped. ▪ Participants respected the program and were disciplined. ▪ The level of involvement was high enough for the efficient conduct of the proposed activities. Participants addressed questions and asked to clarify and resolve specific situations. ▪ The course was well thought being relevant at level of perception of parents. ▪ All activities were discussed, analyzed to enable their use in practice. ▪ The presence of parents of children with special educational needs (SEN), including disabled facilitated initiating group discussions, mobilized and the other participants, they espoused views in an atmosphere free from peer friendly and respectful to others. ▪ Expectations of learners appropriate to the subjects and objectives of the training course. 	<ul style="list-style-type: none"> ▪ Inhomogeneous group the ability to learn, some materials being adjusted to its most basic level anyway and some participants had difficulties, quickly got tired. ▪ Reduced vocabulary specialized terms specific to the inclusive education, which hamper their self-expression. The solution of this barrier came on the first day when they propose trainers participants to know the glossary of key terms of reference of inclusive education, explained to those present their essence, and so the difficulty was overcome. ▪ Parents of children with SEN are less informed about the opportunities we can to facilitate the inclusion of his child.

Some comments and suggestions through surveys, parents wrote that appreciates the experiences gained in the training and would like to participate in such activities. Some comments and suggestions highlighted the fact that trainees need community awareness about inclusion of children with disabilities and educates families need encouragement and support in this context the training is considered useful at the right time and place.

Activity: Organizing summer school for representatives of each target community initiative.

Summer School was held from 15 to 19 August 2016 aimed at capacity building initiative groups created in 20 communities involved in the project implementation, to promote respect for the right to education for all children in the community. Summer school location was selected Guesthouse in Holercani, Dubasari district, which is a picturesque location, situated on the bank of the Nistru, which perfectly can combine training and rest.

The target group was represented by parents, including educating children with disabilities and community members (teachers, support staff). They were selected, especially during the course of three days training conducted during July-the first decade of August in each community. In total summer school they were involved about 80 people, representatives of 20 communities in 14 districts of the country. The total number of people assigned to four groups of training, of which 1 group was mixed, formed and Russian-speaking people (UTAG, Avdarma, or. Drochia, Riscani, s. Nihoreni).

Each training group included 5 each community teams as follows:

- I group – village Manoilești, Ungheni district; villages Boldurești, Iurceni, Nisporeni district; village Susleni, Orhei district; village Mîndrești, Telenești district.
- II group- village Olănești, Ștefan Vodă district; village Gradiște, Cimișlia district, village Lipoveni, Cimișlia district; village Cuhnești, Glodeni district; village Balatina, Glodeni district.
- III group – town Drochia; village Avdarma, UTAG; town Sîngerei; town Strășeni; village Nihoreni, Rîșcani district.
- IV group - village Filipeni, Leova district, village Sărata-Galbenă, Hîncești district, village Leușeni, Hîncești district, village Seliște, Nisporeni district, town Orhei.

The group consisted mainly of people who have voluntarily expressed the wish to participate in summer school. Thus, the group demonstrated motivation for learning, motivation for involvement in promoting the inclusion communities where they live.

The chart below shows the composition of the participants by categories of persons involved.

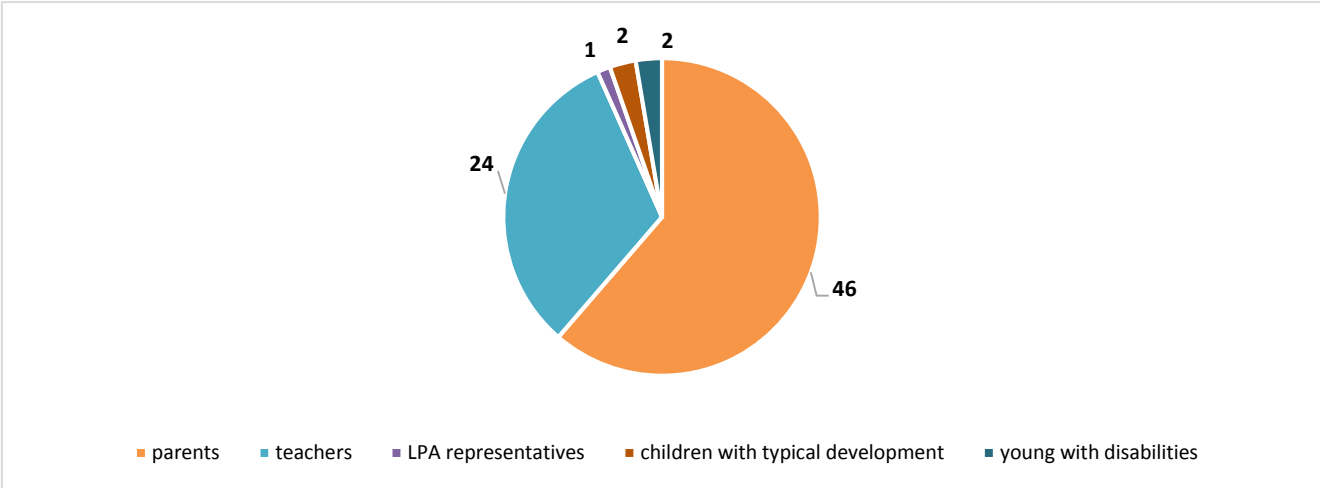


Fig. 6 Composition of the participants in the Summer School

Thus, following the diagram analysis we found that the majority of participants were parents. Of the total number of 75 participants present (5 people have given up on the last day to come about the emergence of family reasons contingencies), 46 people were parents, representing 61% and teachers, 24 in number representing 32% the total number of participants. Participation of 2 young people with disabilities and typically developing 2 children favored creating an inclusive community and raised awareness of the other participants.

The summer school was organized in accordance with the methodology described below and was conceived as a program for learning and practicing the skills of organizing activities that promote inclusion of socio-educational children with disabilities, in accordance with the contents of the Guide traveled during training for 3 days. Each day of training consisted of four sessions, each of 1, 5 hours each, except the first and last days, who had only two sessions (the reason being moving roundtrip of participants). In total they were conducted 16 training sessions mandatory for all participants.

Optionally, summer school participants took part in two workshops organized by basic sessions each day: making hand-made objects and watching movies, promoting inclusion of people with disabilities in school and society.

In the summer school participants were acquainted with the whole process of organizing activities to promote inclusive socio-educational, with the final products needed to achieve, being involved in the simulation of this process, the community group own (town represents) and intra-group (groups of other communities).

As activities to promote socio-educational inclusion were organized, learned and practiced:

1. Social Theatre (I day)
2. Parents Club (II day)
3. Round Table (II day)
4. Exhibition and sale of works (III day) – manufacturing of works and preparing for exhibition, presenting works made by participants
5. Activity "Life has color" (IV day, in the first half of the day)
6. Festival of inclusion "Open the window to the world - we all are different" (IV day, in the second part of the day)

The basic steps, according to which were conducted the proposed activities for the purpose of knowledge and practice focused on:

1. *Presentation of the business model for promoting socio-educational inclusion of children with disabilities;*
2. *Familiarity with conceptual issues* (related to the concept and organization of the process itself); In the learning process was resorted to covered experience within the 3 days training.
3. *Practicing proper work*, in which participants have planned, organized and simulating actual activities; Constant was conducted effective exchanges of ideas and experiences.
4. *Debriefing of carried activities*, which was to analyze the taken steps, successes and challenges.

Learning Programme of the summer school was built in such a way, that at the end of training groups of communities to have skills and capabilities to promote socio-educational inclusion of children with disabilities in their communities. Practical applications and theoretical sessions were designed in such a way that each participant to express their views freely, encouraging equal participation of all trainees. Working conditions were good, trainers and teams were provided with all the necessary set of tools and materials (multimedia tools, office supplies, water, comfortable accommodation and sufficient mass, well organized coffee breaks).

Predominantly Russian-speaking group also has demonstrated maximum involvement. Communication and presentation was not a barrier. In this sense, bilingualism has not negatively affected the team spirit of the group, who chose the name "Единомышленники" (those who have common thoughts and common views). On the contrary, this has contributed to a better group cohesion, and participants practiced basically how to be cooperative with people different places, how to cooperate in order to be understood and to go towards the common goal, set during sessions training. To facilitate the understanding, the trainers have doubled in some places the information in two languages for better understanding of the topics discussed by participants.

The program, according trainers was sometimes congested (especially on the second day), but interesting in that they were given the opportunity to try roles that never in life they would have in other circumstances. This has favorizat înțelegrea and adequate perception of inclusion, the role of community actors, the way in highlighting the issue, eject it in the public and methods of involvement in solving difficult cases.

Planning session of community actions has been the most challenging for community groups that had to apply imaginary knowledge in practice and to outline on paper two community actions, at which they will return and will organize it in their communities, in partnership with the school and other community leaders.

The contents and the summer school program activities have been constantly adjusted by WCPS team members at the end of each day, according to the analysis. And at the end, the summer school participants completed a questionnaire final evaluation. On the first day, the participants signed an agreement or consent informed and informing concerned with rights and obligations, and are committed to comply with the program of the summer school and take care of their lives and health, and also of available materials.

The main message of the summer school was "Together for inclusion". Sequences of summer school work have been mounted in a film with a duration of seven minutes 30 sec., that promotes this kind of activity and its impact. The film was distributed on 6 September on association page www.fcps.md and distributed on association page on Facebook <https://www.facebook.com/Asociația-Obștească-Femeia-și-Copilul-Protectie-și-Sprijin/>.

Persons participating in the summer school mentioned three things taht they have learned the best during training. Among them are the following:

- " *We found it necessary to raise awareness of our communities regarding the inclusion*";
- " *I learned the steps, how to organize activities promoting inclusion (eg roundtable, parents club, exhibition, social theater)*;

- *" I learned many new things and I exchanged experiences with other parents, teachers";*
- *" We learned different ways of organizing different activities that can be involved and children with disabilities";*
- *" I knew the steps of development of the work plan, of agenda of activity to promote the inclusion";*
- *" I learned how to write correctly an invitation, an announcement for an awareness-raising activity".*

Suggestions and final comments of respondents confirmed that not only the content learned in summer school were useful and interesting, but also the way in which the activities were conducted was a pleasant and memorable one.

Each community group went through the experience of the 6 possible to organize promotional activities to raise awareness in the community through other community members and share their experience.

On the last day of summer school, community groups were selected and planned activities they will perform during September to November in their home communities. In this regard was had been proposed 40 sketches of activities to promote the inclusion of children with disabilities, two for each community involved in the project, in which participants community groups indicated period when they realize business partners with whom they collaborate, resources and materials needed and desired results, etc..

Activity: Facilitating the awareness campaign on the importance of the right to education and social inclusion.

The awareness campaign was a major and was initiated while promoting social spot <https://www.youtube.com/watch?v=xqoerUDNW1A>. It included activities on social media and print media, which has promoted the right to education of every child in the community.

To promote social spot and requested permission I coordinated Community Development and Program Management Department under the MSIF, the Consultant responsible for inclusive education in the Ministry of Education to place its logo.

In October 2016 spot was distributed on Facebook. The resulting spot was seen by over 12 500 users, and some have recommended and broadcast on TV. To obtain the broadcasting of the TV, in pro-bono conditions, it has submitted a request to the Coordinating Council of Audiovisual. By decision no. 26/154 issued on October 7, 2016 - The coverage of social campaigns, we have obtained this approval and registry operators. But the string operatorilor TV, TV just took over the broadcasting of the social elite developed.

Between 27 to 30 November 2016 in all educational institutions in the country, including those in the target group was conducted week of inclusion. This campaign was organized in the context of recording the International Day of Persons with Disabilities (December 3) and International Human Rights Day (recorded December 10).

Activity: Facilitation of communication to promote socio-educational inclusion of children with disabilities.

Throughout the period of project implementation was maintained communication with the external environment, and supports activities to promote visibility of the project. Instrument was used as the press release that was sent when launching the project, summer school, and delivering community activities to support inclusion of children with disabilities.

Also, were communicated more with community members and initiative groups created in the target communities. Communication has intensified especially when, as a result of the training they received (in 3 days training and summer school) every community group had to show independence, creativity, effective communication with partners, perseverance in preparing and running Community activities promoting socio-educational inclusion of children with disabilities.

Constantly, the 20 initiative groups formed in the target communities were encouraged to communicate about the results achieved in the implementation of the project and share successful practices through various sources of information.

Communication was maintained directly (in the monitoring visits), telephone and network Facebook, where members of initiative groups, appreciating page WCPS could view the activities initiated in other communities of the target group and to draw on the wide range of activities to promote inclusion made by WCPS.

Some education institutions had published articles in school newspapers, as well as Theoretical Lyceum "B.P.Hasdeu" in village Olănești, Stefan Voda district; Theoretical Lyceum "D. Celenghir "in village Avdarma, Gagauzia; others (Theoretical Lyceum" C. Popovici" in village Nihoreni, Riscani district) reflected on the Facebook page about the right to education of every child and the benefits of collaborative learning, and also what earn community.

Information about communication in promoting inclusion can be found by visiting the following links:

Facebook page of WCPS: https://www.facebook.com/pg/Asocia%C5%A3ia-Ob%C8%99teasc%C4%83-Femeia-%C5%9Fi-Copilul-Protoc%C5%A3ie-%C5%9Fi-Spriin-247839925344582/posts/?ref=page_internal

Web page of WCPS: <http://fcps.md/?p=1683>

Activity: Organizing two public events in each community targeted by the initiative group.

Inclusion promoting activities have helped to mobilize the efforts of selected initiative groups in 20 communities, local government representatives and other community members to promote respect for the right to education for all children in the community. Each team / initiative group created / at each community level (parents educate children with disabilities and members of community / opinion leaders) were selected and trained in a number of previous activities, having developed competencies needed in the training of 3 days, made at the community level but also practicing of summer school, held from 15 to 19 august 2016. The expected result was geared towards local initiative groups, that they become agents of change, but also a valuable resource for the community, able to boost the awareness of the public of the importance of ensuring the right to education for every child.

In this context, in every community, initiative group organized and conducted two public events planned preventive in summer school, where they were known to the whole process of organizing activities to promote inclusive socio-educational products final necessary to achieve the simulation involved in this process.

Table 2. Promoting socio-educational activities on inclusion made by each target community

No.	Community	Realized promoting activities of socio-educational inclusion	Data desfășurării
1	Village Cuhnești, Glodeni district	1. Parents club	17.10.2016
		2. The exhibition and sale of works, competition of posters	28.10.2016
2	Village Balatina, Glodeni district	1. Parents club	13.10.2016
		2. Round table	27.10.2016
3	Village Nihoreni, Rîșcani district	1. Round table	16.11.2016
		2. Exhibition of works of children with disabilities	18.11.2016
4	Town Drochia	1. Activity "Pupil day"	30.09.2016
		2. Community activity "Together life has color"	25.11.2016
5	Town Sîngerei	1. Community activity "Together life has color"	28.08.2016
		2. Exhibition with sales of works made by children with disabilities inclusive	27.11.2016
6	Village Manoilești, Ungheni district	1. Festival of inclusion	10.11.2016
		2. Social theater	18.11.2016
7	Village Seliște, Nisporeni district	1. Social theater	21.10.2016
		2. Exhibition with sales of works made by children with disabilities inclusive	28.10.2016
8	Village Iurceni, Nisporeni district	1. Community activity "Together life has color"	23.10.2016
		2. Festival of inclusion	16.11.2016
9	Village Boldurești, Nisporeni district	1. Community activity "Together life has color"	06.11.2016
		2. Round table	16.11.2016
10	Village Mîndrești, Telenești district	1. Exhibition with sales of works made by children with disabilities inclusive	16.10.2016
		2. Festival of inclusion	16.11.2016
11	Town Orhei	1. Exhibition with sales of works made by children with disabilities inclusive	30.09.2016
		2. Social theater	27.10.2016
12	Village Susleni, Orhei district	1. Activity "Together we make the world better"	28.10.2016

		2. Exhibition "Golden Autumn - reality and imagination"	30.09.2016
13	Village Leușeni, Hîncești district	1. Social theater	14.11.2016
		2. Exhibition with sales of works made by children with disabilities inclusive	21.11.2016
14	Village Sărata-Galbenă, Hîncești district	1. Round table	20.11.2016
		2. Social theater	21.11.2016
15	Town Strășeni	1. Exhibition with sales of works made by children with disabilities inclusive	21.11.2016
		2. Concursul posterelor	29.11.2016
16	Village Gradiște, Cimișlia district	1. Exhibition with sales of works made by children with disabilities inclusive	27.10.2016
		2. Festival of inclusion	28.10.2016
17	Village Lipoveni, Cimișlia district	1. Activity „Long may you live, dear grandparents”	30.09.2016
		2. Festival of inclusion	27.10.2016
18	Village Olănești, Ștefan Vodă district	1. Exhibition with sales of works made by children with disabilities inclusive	01.11.2016
		2. Festival of inclusion	15.11.2016
19	Village Filipeni, Leova district	1. Parents club	25.09.2016
		2. Exhibition with sales of works made by children with disabilities inclusive	27.10.2016
20	Village Avdarma, UTAG	1. Social theater	18.11.2016
		2. The competition of posters and essays and exposing them	24.11.2016

For the most part, the type of selected activities were consistent with those planned in the summer school. The analysis table, we found that the most popular activities to promote inclusion and the right to education for all children, the number of communities that they are held:

Table 3. Frequency of community activities organized in relation to their type

Name of activities	At the planning stage (August 2016), Number of options	At the step of realization (30 November 2016), Number of options
The exhibition and sale of works and fundraising	13	13
Social theatre	8	6
Activity “Together life has color”	5	5
Round table	3	4
Festival of inclusion	4	6
Parents club	2	3

Other activities	5	3
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As can be seen, applying comparative method, the data have not undergone significant changes. A strong argument is that that initiative groups have planned these activities, rigorously enough during summer school and for the most part, they did not have the sense to be changed.

As the period of carrying out each community was established in collaboration with other community partners (local government representatives, school manager, etc.) and implementation plan activities to raise awareness and promote socio-educational inclusion has been constantly adjusted through communication directly to each community.

Each initiative group has developed a list of materials needed for the efficient implementation of activities to promote inclusion and community awareness. All materials were sent on time in preparation stage.

At 40 activities promote inclusion, organized as public events, two at each level of community was attended by 1678 people, which includes different categories:

- 848 pupils, which constitutes 50,5%;
- 348 teacher, which represents 20,7%;
- 239 parents, in percentage proportion 14,3 %;
- 140 people with disabilities living in the community, especially children, which is 8,3%;
- 65 LPA representatives, respectively 3,9%;
- Other members of the community, including businesses, specialists in the field, etc., properly 2,3%.

Number of persons involved in 40 awareness campaigns and activities to promote inclusion, by categories of people, can be seen in the figure below.

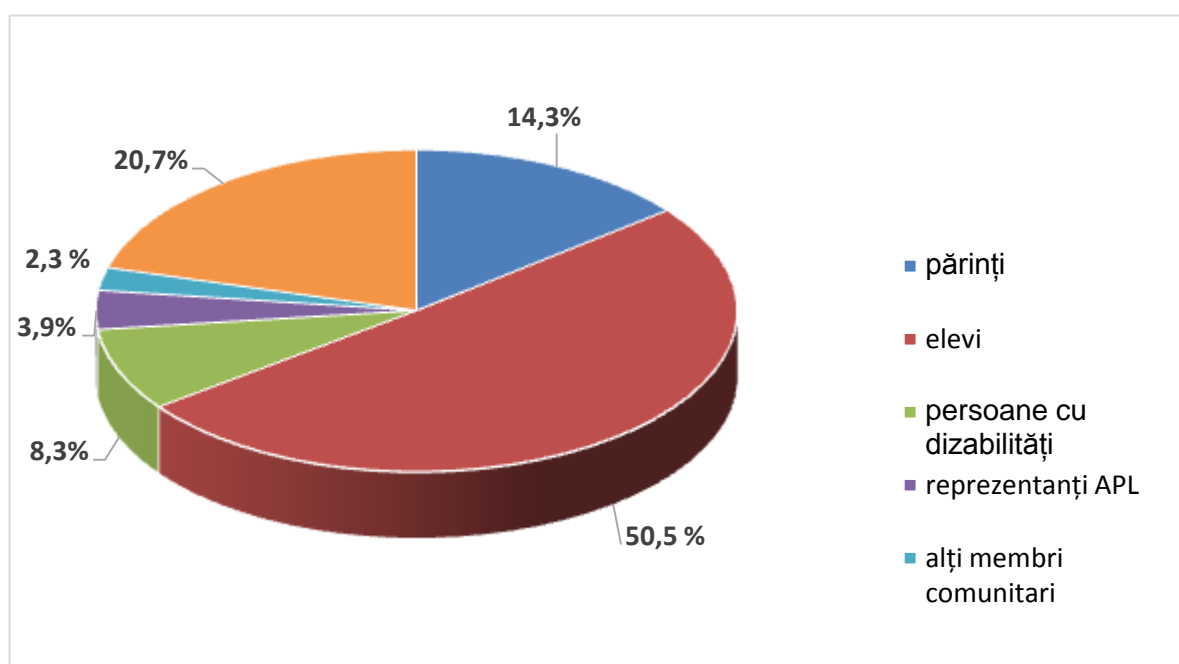


Fig. 7 Percentage report of the number of people who participated in community activities

One of the major outcomes of community organizing public events was to raise awareness and fundraising communities to support children with disabilities. Thus, **65 389 lei** were collected, distributed to each community, as follows in table.

Table 4. Target communities which collected donations to support children with disabilities

No.	Locality	Date of exhibition with sale	The collected resources	The purpose of donations
1	town Sîngerei	28.08.2016	1 500 lei	an economic agent put a stall with water and food for sale, and money from sales (approximately 1,500) were donated to a family that educates two children with disabilities to purchase a bed (children slept on the floor).
2				
3	town Orhei	30.09.2016	13 000	were donated for rehabilitation in Romania, for pupil Păun Andrei.
4	village Mîndrești, Telenești district	16.10.2016	5 000 lei	will be used to adjust the conditions of the respective educational institution, according to children's needs.
5	village Gradiște, Cimișlia district	27.10.2016	9 000 lei	were collected for the endowment of the Resource Center for Inclusive Education with auxiliary equipment and training materials to support children with special educational needs, including disabilities.
6	village Seliște, Nisporeni district	28.10.2016	5 470 lei	were donated to three families who raise and educate children with special educational needs (Macovei Mihail, Ciuguranu Nicoleta, Popescu Vasile) to purchase school supplies, clothes and food.
7	village Susleni, Orhei district	28.10.2016	10 340 lei	a contribution from students, parents and all those who participated in the activity, to overhaul the school in particular adjustment conditions for people with disabilities (slope, WC).

8	village Nihoreni, Rîșcani district	18.11.2016	5 000 lei	They were collected for the endowment of the Resource Center for Inclusive Education with auxiliary equipment and training materials to support children with special educational needs, including with disabilities.
9	village Leușeni, Hîncești district	21.11.2016	4 132 lei	were donated to Cristina Ionescu child with impaired vision, for medical examinations, treatment and purchase of eye glasses.
10	town Strășeni	21.11.2016	3 000 lei	were donated to two children - a boy with disabilities - for clothes, and to a student with severe disabilities who is integrated in gymnasium, and the funds collected will be used for needed medicines in recovery process.
11	town Sîngerei	27.11.2016	4 070 lei	were collected, which were purchased 10 pairs of winter shoes for children, 10 pairs of pants and sweets in the amount of 200 lei for children in temporary accommodation Center "Raza soarelui" in the community, some of them are studying at the Theoretical Lyceum „Olimp”.

As a result of development of public awareness events and promoting of inclusion were collected opinions of participants at events, some of which are as follows:

- " Interesting and beneficial activity for population and for children, because it promotes kindness and respect for all people. / Effective communication will allow children with special educational needs, including disabilities feel useful in schools and society". (village Filipeni, Leova district)
- " The activity has beneficial effects on students, helping them to realize that we are all different, but we have rights equal./ Interesting. Joyful. Curious (village Leușeni, Hîncești district)"
- " Interesting event, expected and much needed for the community because it gives the opportunity to promote all children. We informed the entire community. (village Sărata-Galbenă , Hîncești district)"

- " An unique activity to us and our community, and the results were much higher than expected. He helped us to become open to all children. (village Seliște, Nisporeni district)
- " The event had a great emotional impact for each of us"(town Orhei)

All activities to raise awareness and promote inclusion, conducted in 20 communities were monitored by the Consultant via monitors, professionals involved in each stage of the implementation of advisory services on educating communities within the project "Integration of children with disabilities in General schools".

Activity: Promotion of best practices and successful experiences in terms of promoting social inclusion and social inclusion of children in the life of targeted communities.

Raising awareness and promoting inclusion were covered, and some sources being broadcast media, but also on social media networks, both by the Consultant and the representatives of groups of initiative in the communities involved in the project.

Table 5. Information and visibility materials

Source of media	The approached subject	Date, the program	Author	Covering
Radio Moldova, National Matutinal	About Summer School "Together for inclusion", in Romanian language	16 August, 2016, Beginning at 07.05 (minute 12:37 – 16:04	Radio report, author Tatiana Balan	National broadcast
TRM, Radio Moldova	About Summer School "Together for inclusion", in Russian language	16 August, 2016, Beginning at 21.00, Panorama day	Radio report, author Tatiana Balan	National broadcast
TV Cimișlia, Regional channel	Report from charity action (exhibition and sale) in circumscription school Gradiște, Cimișlia district	31 October 2016		https://www.youtube.com/watch?v=qhVql6YRzs Regional TV, Southern region of the country
Periodical press "Unghiul" of Ungheni district	The article "Together for inclusion"	25 November 2016	About Community action from Mănoilești, author – Tatiana Cuibaru	Circulation 10 200 copies, distribution in Ungheni district
TV	Jurnal TV show, "Early at home", hour 14.00.	20 December 2016	Achievements of the size of mobilizing communities.	Link: http://jurnaltv.md/ro/news/2016/12/20/copiii-cu-dizabilita-i-au-drepturi-egale-10268364/#1

As information and visibility materials produced and disseminated in the project were:

- Leaflet about the project (in Romanian and Russian languages)
- Banner
- Articles in the press
- Booklet on good practices in mobilizing communities to promote the right to education of all children.

IV. Conclusions

The final conclusions of advisory services on mobilizing communities and educating parents provided within the project "Integration of children with disabilities in general schools" are systematized and formulated on the following basic dimensions:

- A. Conceptual and methodological framework of the planned activities in relation to expected results
- B. Information and awareness of communities regarding the need for social inclusion of children with disabilities
- C. Training parents and community opinion leaders on awareness the roles and planning common actions in promoting social inclusion of children / people with disabilities
- D. Realization of the activities that promote social inclusion of children with disabilities
- E. Promoting and communicating best practices in mobilizing communities to promote the right to education of all children.

Conclusions at component A. Conceptual and methodological framework of the planned activities in relation to expected results

1. Conceptual framework and methodology was developed in accordance with the expected results of the project on community mobilization and training of parents, such as social inclusion of children with disabilities to be perceived not as an obstacle but as advantage.
2. Development of conceptual and methodological framework was conducted by experts of the value from "Woman and Child - Protection and Support" and the Institute of Education Sciences, is valued at maximum experience running similar activities in many other communities country with diverse cultural and social context in which previously worked the association. All these experiences have been adjusted in relation to expected results and some specific conditions, such as limited time in relation to the scale of the project, the Russian-speaking community, available resources, etc. The selected methods have focused on interactivity, illustration, action, awareness, motivation and mobilization of participants and encourage deliberate exposure of opinions. The contents and materials used - in accessible language and also the relevance and usefulness in everyday life further.
3. The approach to teaching and training outreach was built based on Learning Framework "Evocation-Realization Sense - Reflection" (ERE). The essence of these steps, being adjusted to

the concrete contents, facilitated the positive change in the behavior of participants at training. Moreover - involved parents and opinion leaders have developed relationships of trust and cooperation, which is important for promoting socio-educational inclusion of children with disabilities in the community.

4. Content of the compartments described in the Summary of good practices on educational inclusion of children with disabilities in Moldova were used as information material and promotional activities in major project (information and awareness sessions conducted in each community; 3 days trainings for parents and opinion leaders; summer school initiative groups created in each of the communities involved in the project.

Conclusions at component B. Informing and sensitizing communities on the need for social inclusion of children with disabilities

5. Information and awareness sessions were held at educational institutions in selected communities in the project. The implementation plan for information and awareness sessions in 20 communities went without waivers. Each manager institution assigned an individual within it who organized the activity, communicated with the Consultant and its representatives, invited participants and provided equipment and logistics to facilitate the efficient running of the process of informing and sensitizing proposed for this stage.
6. In *total* the 20 information and awareness sessions on socio-educational inclusion of children with disabilities was attended by 397 people, of whom 52% were teachers, 34% - parents and a rate practically equal to about 7%, in groups were involved and LPA representatives, including social workers and other opinion leaders (priests, nurses, librarians, etc.).
7. Through comparative analysis of the data, most of the people in briefings and awareness were able to mobilize communities Avdarma, UTAG (25 persons), Mîndrești, Telenesti district and town Straseni (24 people each).
8. The most balanced participation of various social groups (parents, teachers, LPA representatives, other members of the community) was recorded in Mîndrești communities, Telenesti district; Manoilesti, Ungheni district; Sărata-Galbenă, Hincesti district, town Strășeni.
9. Most of parents were able to mobilize to participate in briefings the communities Avdarma, Gagauzia (13 in number), Nihoreni, Riscani district (12 in number) and Cuhnesti, Glodeni district; town Singerei; village Susleni, Orhei district; village Lipoveni, Cimișlia district (by 10 parents). Although emphasis has been placed on parental participation in two cities (town Orhei and village Filipeni, Leova district) the mobilizing of parents was less. Persons in charge of these two communities, but also in others where the rate of participation of parents was a low one, has ensured the good presence of parents for post - 3 days training, conducted in July-August.
10. Analysis of the obtained information in the evaluation questionnaires has revealed that about 70% of participants considered very useful information and awareness activities, and 93% of

participants stated the need for implementation of activities to promote inclusive education in their community live.

11. Every second person who participated in briefings and advocacy communities expressed interest in participating in the subsequent phase -3 days training.

Conclusions at component C. Training parents and community opinion leaders for awareness of roles and planning joint roles in promoting social inclusion of children / people with disabilities

12. In total at 20 training modules of three days each socio-educational inclusion of children with disabilities attended by 345 people, nearly double that was originally planned, proportional 66% were parents, and 28% - teachers. Also involved were LPA representatives, a rate of 6%, including social workers and other opinion leaders (nurses, librarians, youth with disabilities, etc.).
13. The largest group training was mobilized in village Iurcenii, which included 33 people, including 22 parents. Basically, in most other training groups prevailed number of parents, except the municipalities Drochia, village Manoilesti, Ungheni district; village Seliște, Hincesti district; village Susleni, Orhei and Strășeni town.
14. The fact that at the trainings were motivated to participate also teachers, has increased awareness to strengthen the partnership between the parts, they are in the situation jointly identifying needs and advance effective solutions to the community in which they live. The presence of other people in the community as one can be interpreted as being beneficial because in this way the information at trainings can be shared with other community members.
15. Other issues also mentioned across from inclusion process were listed the congestive adapted teaching materials; need for continuous training of teachers on working with the family and the organization of educational process efficiently for all children; the need to adapt to the needs of each child's educational environment; Low awareness by parents that all children have the right to attend school in the community, regardless of existing needs in their development; Insufficient support staff (teaching support); low participation of decision makers in promoting the socio-educational inclusion of children and youth in the community.
16. Information and training programs offered participants were adjusted to the maximum to expectations and had a strong practical. Each of these were based on diversity of content, combined with practical demonstration conceptual issues' skills through practice and learning with simulation processes / activities within their own community group, and intra-group and debriefing of activities.
17. In interpreting the result of questionnaires that 345 people who attended the trainings, 184 people have been proven safe that can hold a public event împreună team, which is 53%. Thus, every second participant showed a degree of personal training for public event organization in their community.

18. The presence of parents of children with special educational needs (SEN), including disabilities in training 3 days of initiating facilitated group discussions, case studies discussed in the context of mobilizing and other participants in the real knowledge of the situation of families that educate children exposure disabilities and opinions; and expectations of learners appropriate themes and objectives of the training course.
19. Among the difficulties training 3 days were found inhomogeneous group the ability to learn, some materials being adjusted to its most basic level anyway and some participants had difficulties, quickly tired; and the fact that parents of children with SEN are less informed about the opportunities we can to facilitate the inclusion of his child.
20. Summer School, as well as further training program, strengthened through its strong practical skills people have expressed their desire to participate voluntarily in summer school. Thus, the group demonstrated motivation for learning, motivation for involvement in promoting inclusive communities where they live.
21. Most of the participants of the summer school were parents. Of the total number of 75 participants 46 people were parents, representing 61% and teachers, 24 in number representing 32% of total participants. Participation of 2 young people with disabilities and typically developing 2 children favored creating an inclusive community and raised awareness of oncoming problems facing reality.
22. The program, according trainees was sometimes congested (especially on the second day), but interesting in that they were given the opportunity to try roles in life that never would have been in other circumstances . This has favorizat înțelegrea and adequate perception of inclusion, the role of community actors, the way in highlighting the issue, eject it in the public and methods of involvement in solving difficult cases.

Conclusions at component D. Realization of the activities that promote social inclusion of children with disabilities

23. In most of such activities promoting inclusion and the right to education for all children selected groups of initiative to be undertaken jointly corresponded with those planned in the summer school. A strong argument that the data have not undergone big changes is that that initiative groups have planned these activities, rigorously enough during summer school and for the most part, they did not have the sense to be changed.
24. The activity was requested exhibition and sale of works and fundraising - options 13 of the 20 communities - target, where funds were collected in the amount of 65 389 lei donated by community members to support children disabled. Two other activities was the turn for theater and social work "Together life has color".
25. On 40 activities to promote inclusion, public events organized as the 20 communities (two at each community) participated in 1678 people of which 50.5% were students, 20.7% / staff teachers, parents, 14.3%; 8.3% were persons with disabilities (total 140 people); LPAs represented 3.9% of total other community members - 2.3%.

26. As the location in order to develop community activities to promote inclusion were large spaces inside the schools (concert halls, gyms, hallways - village Nihoreri, Riscani district; village Avdarma, Gagauzia) and the House of culture (village Avdarma, Gagauzia; town Singerei) or the sports stadium of locality (town Sîngerei).
27. Among the partners involved in the the proper conduct of activities to raise awareness and promote inclusive educational institutions were targeted communities, local government, Pedagogical Assistance Services, House of Culture employees, parents typical children and those with disabilities, assistants social. Similarly, involving many volunteers, representatives of religious, representatives of the police. The best partnerships have been reported in communities Gradiste, district Cimișlia; Manoilesti, district Ungheni; Nihoreni, district Riscani; Sarata Galbena; district Hincest Avdarma, Gagauzia; Olănești, district Stefan Voda; Filipeni, district Leova; town Orhei, etc..
28. Project activities on the size of mobilizing communities and parent training were conducted in the atmosphere exciting, relaxed, kind, conducive to the development of skills. Trainers responsible have created an atmosphere of trust, mutual respect have guided the participants to share experiences and opinions that argue the need for an inclusive community and advantages enjoyed by everyone.
29. The topic of inclusion was respected at all stages and all targeted communities. And in some communities, such as village Olănești, district Stefan Voda; village Sarata-Galbena, district Cimișlia; village Filipeni, district Leuseni, was encouraged volunteer participation, including the disabled, who expressed their opinion freely and they have come up with proposals to improve and facilitate the process of socio-educational inclusion of children with SEN in terms of their own experiences and feelings.
30. The results and indicators proposed to be touched by Consulting Services in educating communities and parents were achieved despite limited period of time and overlapping with the summer period, when schools are under repair or are closing their employees during holidays.
31. The major motivating factor of participants to achieve suggested results was "filtering their", beginning with stage of information and awareness sessions, 3 days training and then summer school, so the initiative group created to become an agent of change at the community level. As filtering tool was the assessment questionnaire, where people expressed their intention to participate, advancing the personal and professional.

Conclusions at chapter E. Promoting and communicating best practices in mobilizing communities to promote the right to education of all children.

32. Communication with the external environment, and supports activities to promote visibility of the project was ensured throughout the project implementation.
33. Although equally, the 20 initiative groups formed in the target communities were encouraged to communicate about the results achieved in the implementation of the project and share

successful practices through various sources of information, very well has done this work the communities Gradiste, district Cimişlia (regional TV station invited); Olăneşti, district Stefan Voda and Avdarma, Gagauzia (article published in the newspaper school / community); Nihoreni, district Riscani (disseminated important messages and pictures on Facebook), Manoilesti, district Ungheni (article published in the newspaper "Unghiul" of Ungheni, with circulation of over 10,000 ex.).

34. The awareness campaign on the need for acceptance of differences between children and ensure their constitutional right to education was a major and was initiated while promoting social <https://www.youtube.com/watch?v=xqoerUDNW1A> spot, gathering over 12,500 views.

V. Recommendations

In order to capitalize on lessons learned by communities - target in project implementation, in order to ensure sustainability and success of community activities to promote inclusion and to create friendly environment, acceptance, following measures are proposed:

I. For educational institutions in the community:

- 1) Develop a positive environment for learning to ensure self-esteem and self-confidence of all students, including those with disabilities, the active involvement of all students in the process of organizing learning, encouraging expression, mutual help among students, required support each student according to his needs education;
- 2) Organizing activities to promote steady social and educational inclusion of children with disabilities, based on models developed within the project, but also the best practices shared in the brochure;
- 3) Use promotional and material obtained by members of the target communities, especially teachers, to organize information and training activities in which to involve children, parents, other community members who did not participate in that phase;
- 4) Ensure participation of children with disabilities and families who educate them to come out of isolation and become part of the social life of the community is actively involved in the educational process, but also the awareness and decision-making;
- 5) More active involvement of parents of children with disabilities and the typical ones in the evaluation of educational needs, developing and implementing individualized educational plans, organizing extracurricular activities with students, development of work plans and budgets for inclusive education etc.;
- 6) Empowering parents to securing a better school attendance of children with disabilities and those at risk by monitoring their involvement in child support educational path, at home and at school.

II. For Local Government of level one:

- 1) Planning community activities that promote inclusion and acceptance environment, solidarity and a spirit of tolerance between members of the community;

- 2) Organization of outreach activities in the community regarding the need inclusive education of children with special educational needs, including with disabilities, the importance of supporting these children and their families by all community stakeholders in order to reduce stigma and discrimination and social inclusion;
- 3) Ensure enforcement at the community level;
- 4) Constant improvement of access conditions, their compliance with quality standards;
- 5) Strengthening the partnership with the community and district institutions, support services, and civil society organizations working in this area to support children with disabilities and families who educates them;
- 6) Identification of constant problems faced by the families that educates children with disabilities and monitoring their situation to ensure that conditions of access to education, necessary support and welfare;
- 7) Empowering parents / other legal representatives on the need to ensure good quality education and care for children with disabilities, taking into account the specific development needs.

III. Local Public Authorities at district level (level II):

- 1) Creating an effective platform for cooperation and dialogue between the Department of Education and Pedagogical Assistance service, community support services, local authorities, the Directorate of Social Assistance and Child Protection, Health Centers, parents of children, including with disabilities, etc. uniform approach to social inclusion of children with disabilities and their support;
- 2) Develop a mechanism for systematic monitoring of the process of social and educational inclusion of children with disabilities in order to respect the fundamental rights of the child;
- 3) Providing comprehensive assessment process of children with disabilities and methodological assistance to educational inclusion teachers, support teachers, professionals (psychologists, speech therapists, etc.) in schools as well as parents of children with disabilities and other representatives legal, in order to improve the adaptation process and networking with peers and positive dynamics of development;
- 4) Provide children with disabilities with auxiliary equipment, according to age and specific development needs;
- 5) Monitoring of educational institutions in creating conditions for physical access and reasonable accommodation of the educational environment and the planning of the resources (human, financial, material) needed in this area;
- 6) Optimize the use of financial resources for inclusive education and social inclusion of children with disabilities, particularly through the development and approval at the district level Regulation of formation and use of the Fund for Inclusive Education (according to law) and establishing the mechanism for monitoring spending on inclusive education at school level, to prevent the use of resources allocated for other purposes inclusive education;

IV. For Public authorities at central level:

- 1) Develop parenting programs that would ensure accountability of parents on raising and educating the child, including with disabilities;
- 2) Develop a filing system, across sectors, to monitor the situation of children with disabilities, in order to plan and develop social services and resources;
- 3) Implement standardized modules of training in inclusive education for different categories of specialists, including parents and accreditation of providers of training programs in order to ensure quality of education;
- 4) Develop standard package of services for students with different educational needs, the costs of these packages and services financing mechanism to ensure an efficient and targeted support children with special educational needs;
- 5) Develop and implement an effective mechanism for monitoring and accountability of local authorities in the efficient management of financial resources for inclusive education and social inclusion of children with disabilities.

V. For WCPS and other civil society organizations:

1. Promote best practices and success stories made by target communities during the implementation of the project, replied to become role models for other communities in the country, to ensure the right to education for every child;
2. Monitoring the implementation of legislation that provides social and educational inclusion of children with disabilities to prevent / resolve cases of discrimination on grounds of disability and not only.

Brochure about the project

**REȚINEȚI!**

Dreptul la educație a copiilor cu CES este reglementat de:

1. **Codul Educației al Republicii Moldova, COD Nr. 152 din 17.07.2014 (art. 32, 33)**
2. **Programul de dezvoltare a educației incluzive în Republica Moldova pentru anii 2011-2020, aprobat prin Hotărârea Guvernului nr.523 din 11 iulie 2011 (cap. IV, art. 43—59)**
3. **Convenția ONU privind drepturile persoanelor cu dizabilități, ratificată de Parlamentul Republicii Moldova prin Legea nr.166 din 9 iulie 2010 (art. 24)**
4. **Legea nr. 60 din 30 martie 2012 privind incluziunea socială a persoanelor cu dizabilități (cap. IV, art.27, 28)**
5. **Strategia de dezvoltare a educației pentru anii 2014-2020 „Educația-2020”, aprobată prin Hotărârea Guvernului nr. 944 din 14**

**REALIZĂM ACEST PROIECT**

- ⇒ pentru a vă motiva și împuternici;
- ⇒ pentru a promova ideea incluziunii socio-educative și rolul acesteia pentru viitorul copilului Dvs.;
- ⇒ pentru a vă oferi informații și suport de care aveți nevoie;
- ⇒ pentru a vă arăta că nu sunteți singuri;
- ⇒ pentru a accentua că fiecare copil are dreptul de a învăța, comunica, de a avea prieteni, de a trăi sentimentul de satisfacție în școala sa!

Acest pliant este elaborat și editat în cadrul Proiectului „Integrarea copiilor cu dizabilități în școlile generale”, finanțat din grantul oferit Republicii Moldova de Guvernul Japoniei prin Fondul de Politici de Dezvoltare a Resurselor Umane (PIIRD), administrat de Banca Mondială și gestionat de Fondul de Investiții Sociale din Moldova (FISM).

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**Proiectul****”INTEGRAREA COPIILOR CU DIZABILITĂȚI ÎN ȘCOLILE GENERALE”**



FINALITATEA MAJORĂ

Membrii comunității percep incluziunea socio-educatională a copiilor cu dizabilități drept un beneficiu comun.

OBIECTIVELE PROIECTULUI



1. Informarea a 20 comunități selectate pentru îmbunătățirea percepției privind incluziunea socio-educatională a copiilor cu dizabilități în școala din comunitate și necesitatea asigurării dreptului la educație fiecărui copil;

2. Instruirea a cel puțin 200 persoane (părinți care educă copii cu dizabilități și lideri de opinie) să acționeze împreună ca agenți ai schimbării în comunitate;

3. Sensibilizarea comunităților în ceea ce privește dreptul fiecărui copil la educație și incluziune în viața socială.



BENEFICIARII ACTIVITĂȚILOR

- **Părinții** care educă copii cu dizabilități;
- **Lideri de opinie** (cadre didactice, reprezentanți APL, reprezentanți mass-media, etc.) din 20 de comunități a 14 raioane:

CTMIȘLIA - s. Gradiște și s. Lipoveni

DROCHIA - or. Drochia

GLODENI - s. Cuhnești și s. Balatina

HÎNCEȘTI - s. Leușeni și s. Sărata-Galbenă

LEOVA - s. Filipeni

NISPORENI -s. Seliște, s. Turceni, s.Boldurești

ORHEI - or. Orhei, s. Susleni

RÎȘCANI - s. Nihoreni

SÎNGEREI - or. Sîngerei

STRĂȘENI - or. Strășeni

ȘTEFAN VODĂ - s. Olănești

TELENEȘTI - s. Mîndrești

UNGHENI - s. Mănoilești

UTAG, s. Avdarma

ACTIVITĂȚI DE BAZĂ



⇒ **Ședințe de informare și sensibilizare în fiecare comunitate** privind necesitatea și avantajele asigurării dreptului la educație pentru toți copiii din comunitate, inclusiv cei cu dizabilități;

⇒ **Modul de instruire de 3 zile** pentru a cunoaște care sunt beneficiile comunității legate de diversitate și incluziune; rolul și responsabilitățile părinților în procesul de revendicare a drepturilor la educație și a membrilor comunitari și liderilor de opinie în asigurarea dreptului la educație a tuturor copiilor din comunitate; formarea abilităților de planificare și organizare a evenimentelor publice și a unor campanii de sensibilizare, la nivel de comunitate;

⇒ **Școală de vară** pentru a consolida spiritul de echipă și a consolida planul de acțiuni de viitor.;

⇒ **Activități de promovare a incluziunii** în fiecare comunitate, cu implicarea grupului de inițiativă format (părinți care educă copii cu dizabilități și lideri de opinie);

⇒ **Promovarea bunelor practici** prin comunicate de presă, emisiunile radio, articolele în presa locală/regională, etc.

PHOTO SEQUENCES within the stage of information and awareness of communities on the need for social inclusion of children with disabilities

Town Strășeni, Gymnasium „Mihai Viteazu”, 14 June 2016



village Gradiște, district Cimișlia, Gymnasium, 16 June 2016



village Leușeni, district Hîncești, Theoretical Lyceum „Cezar Radu”, 24 June 2016



village Cuhnești, district Glodeni, Theoretical Lyceum, 20 June 2016



PHOTO SEQUENCES of the round training of parents and opinion leaders for community awareness and planning joint roles in promoting social inclusion of children / people with disabilities

village Mănoilești, district Ungheni, 14-16 June 2016



village Balatina, district Glodeni, 11-13 August 2016



village Cuhnești, district Glodeni, 8-10 August 2016



Town Drochia, 18-20 July 2016



PHOTO SEQUENCES within the SUMMER SCHOOL

Day I, 15 August 2016 - knowing each other and social Theatre



Day II, 16 August 2016, Parents club and roundtable



Day III, 17 August 2016, Exhibition and sale of works and fundraising



Day IV, 18 August 2016, Activity "Together life has color"



Day V, 19 August 2016- Planning Community activities



Optional activities - Hand made Workshops



PHOTO SEQUENCES the stage of development of the community activities that promote social inclusion of children with disabilities

Roundtable "I need, I didn't have access", village Sărata Galbenă, district Hîncești, 20.10.16



Sales exhibition and fundraising, town Strășeni, 21.11.16



Parents Club „Let's change our attitudes towards children with special needs”, village Filipeni, district Leova, 25.09.16



Activity "Together life has color", village Susleni, district Orhei, 30.09.16



Activity: "Live, dear grandparents", village Lipoveni, district Cimişlia, 30.09.16



Exhibition of posters and essays, village Avdarma, UTA Găgăuzia, 24.11.16



Festival inclusion, village Olănești, district Ștefan Vodă, 15.11.16



Festival inclusion, village Gradiște, district Cimișlia, 28.10.16



Social theatre, village Leușeni, district Hîncești, 14.10.16



Sales exhibition and fundraising, village Mîndrești, district Telenești, 16.10.16



Activity "Pupil Day", town Drochia, 30.09.16



Roundtable "All children should learn together" , village Nihoreni, district Rîșcani, 16.11.16



Parents club, village Balatina, district Glodeni, 13.10.16



Community activity "Together Life has color", town Sîngerei, 28.08.2016



Social theatre, village Seliște, district Nisporeni, 21.10.16



Festival inclusion, village Mănoilești, district Ungheni, 10.11.2016



Festival inclusion, village Iurceni, district Nisporeni, 20.11.16



Activity "Together life has color", village Boldurești, district Nisporeni, 06.11.16



Sales exhibition and fundraising, town Orhei, 30.09.16



Parents club, village Cuhnești, district Glodeni, 07.10.16



MATERIALS within the stage of the promotion and communication of best practices in mobilizing communities to promote the right to education of all children

Unghiul

Vezi lumea așa cum este ea !

Anul XX, nr. 45(962)

Vineri, 25 noiembrie 2016

<http://unghiul.info>

Alegerile au trecut, vin scumpirile

Acestea deja bat în ușă. Guvernării se lăudă că au încheiat acordul cu Fondul Monetar Internațional și că au primit prima tranșă a împrumutului de câteva zeci de milioane de dolari. Dar nimic nu spun despre obligațiile pe care le-au luat pentru a beneficia de acest credit. Obligațiile lor însă vor bate crunt în cea mai săracă pătură a populației, pentru că, începând cu anul viitor, se vor majora tarifele la energia electrică, căldură, gazele naturale și alte servicii comunale. Va fi redus și numărul funcționarilor de stat. Ba mai mult, se vorbește că aceștia s-ar fi obligat și să majoreze vârsta de pensionare. Atunci cum rămâne cu promisiunile rostite sub flamură roșie, în care atât de mult au crezut moldovenii? Păi, așa cum a fost întotdeauna: una e să promiți și alta e să faci!

Nicolae SANDULEAC

CITIȚI ASTĂZI:
Să fie zăpadă!
Drumarii...



pagina 2

În staționarea
de zi...



pagina 3

**BATI: Doar două
ziare locale...**



pagina 4

„Să fii tânăr nu e
ușor...”



pagina 12

Împreună pentru incluziune



Foto: Tatiana CUIBARU

Pentru o zi, elevii claselor a VII-a și a VIII-a din Gimnaziul Mănoilești s-au transformat în actori și au jucat o piesă de teatru social. Agnesa Popa, în rolul Lenutei, a încercat să arate spectatorilor cât de dificil îi este unui copil cu deficiențe de vorbire să își facă prieteni și să se integreze în colectiv. Marius Cozari, în rolul lui Ion, în urma unui accident rutier nu se mai poate deplasa decât într-un scaun cu rotile. Uneori colegii îl ajută să urce până la etajul III, acolo unde este sala de studii, alții îl ignoră. Ionela Arcana, în rolul învățătoarei, le-a explicat elevilor, că dacă chiar sunt diferiți, au drepturi egale, în special, dreptul la educație și incluziune. Scena de teatru social este desprinsă din viață, iar cu astfel de situații copiii se ciocnesc periodic.

Lidia Bobeico, directoarea adjunctă a instituției, spune că prin această metodă de intervenție, cum este teatru social, participanții sunt încurajați să ia atitudine, să aprobe principiile morale, iar cei din sală sunt provocați să găsească soluții reale.

>> Continuare în pag. 2

Personalitățile anului 2016

DRAGI CITITORII!

În curând, cu ajutorul dumneavoastră, pentru a XVI-a oară, ziarul „Unghiul” va nominaliza cele 10 personalități ale anului. Vă invităm să veniți cu propuneri concrete până la **9 decembrie**, pentru a fi nominalizați cei mai activi ungheni, care în anul 2016, după părerea dumneavoastră, au obținut cele mai bune rezultate în domeniile: economie și business, agricultură, administrație publică, societate civilă, medicină, educație, justiție și ordine de drept, cultură și artă, protecție socială și activitate de binefacere, sport.

Propunerile le puteți expedia pe adresele electronice ale redacției: contact@unghiul.com, sanduleac@unghiul.info, sau la tel.: 023622391, 023622296, 023628419. Vor fi luate în considerație doar propunerile semnate cu nume și adrese concrete.

Căprior împușcat de un vânător

Sâmbătă, 19 noiembrie, Inspekția Ecologică Ungheni în comun cu reprezentantul Societății Vânătorilor și Pescarilor din Moldova (SVP), a efectuat o razie anti-brăconaj pe teritoriul raionului Ungheni. Aceștia, pe la ora 10.00, dinspre pădurea din satul Bucumeni au auzit o împușcătură. În scurt timp, au observat că din pădure a ieșit un bărbat, care era însoțit de un câine vânător și avea asupra sa un ruscac voluminos. Observând automobilul din dotarea Inspekției Ecologice, acesta a aruncat ruscacul în lanul de porumb din apropiere și a pornit spre satul Chirileni. Potrivit lui Vadim Dadus, șeful Inspekției Ecologice, după ce bărbatul a fost oprit, s-a stabilit că este din Chirileni, membru al SVPM. Acesta a refuzat să meargă la locul, unde a fost aruncat ruscacul. După ce a fost verificat conținutul ruscacului, a fost depistat o rază anti-brăconaj și un cuțit cu teacă. Despre cazul respectiv a fost informat Inspectoratul de Poliție Ungheni, care a preluat investigația bărbatului sub aspect penal. De menționat, vânătoarea la căpriori pe întreg teritoriul Republicii Moldova este interzisă. Conform art. 233 Cod Penal al Republicii Moldova, vânătorul ilegal se pedepsește cu amendă în mărime de la 200 la 500 unități convenționale sau cu muncă neremunerată în folosul comunității de la 180 la 240 de ore sau cu închisoare de până la 3 ani.

Oxana DIACONU

Costul problemei - 1200 de lei

Și de data aceasta vom vorbi despre faptul că mulți locuitori de la sat, din necunoaștere a legislației sau din obiceiul de a trăi pe vechi, poate din lipsă de timp, deoarece mulți sunt nevoiți să-și câștige existența muncind în străinătate, nu reușesc să facă totul în gospodăria sau nu fac așa cum trebuie.

De această cauză la problemele existente se adaugă altele noi - datorită plății impozitelor, serviciilor, decorectării și amenajării, perfectarea cu abateri a documentelor, imposibilitatea de a asigura îngrijirea persoanelor apropiate decât acestea au nevoie. Iată o istorie nouă. Un tânăr a plecat la muncă în Rusia, din fericire, a reușit să câștige

bani și cu patru ani în urmă a cumpărat o casă în sat. Dar - ghinion - n-a instalat imediat contor de apă, acasă venea din când în când, nu-l ajungea timp să facă totul. În tot cazul, așa s-a spus pentru ziarul „Unghiul”. Când au instalat apometru, s-a văzut că ar trebui să plătească câte 25 de lei pentru fiecare lună, începând cu anul 2012.

Suma e destul de frumușică, 1200 de lei.

Vorbim cu Cristofor Timuță, directorul SRL „Cristalina” din Pârlița. Potrivit lui, persoana care pentru prima dată conectează casa la sistemul de aprovizionare cu apă trebuie să achite o parte din costul furtunurilor și lucrărilor de construire a apeductului pe strada respectivă, deoarece s-a făcut din contul celor conectați inițial la apeduct. Apoi cumpără contorul de apă, îl instalează, comunică datele și folosește serviciile. Cei drept, când e vorba de acest caz concret, el spune că nu e consumatorul „lor”, chipurile, în altă parte a

satului este altă asociație. La cealaltă asociație nu am reușit să telefonăm.

Solicit sfatul directorului ÎM „Apă-Canal” Ungheni, Petru Scutaru, care explică că, înainte de a pleca, consumatorul trebuie să vină la operator și să depună o cerere, vor veni specialiștii, vor aplica plomba, plata nu va fi calculată. În caz contrar, va trebui să plătească. Dacă are apometru, când pleacă pe 4-5 luni nu e nevoie să scrie cerere. Dănsul a sugerat să studiem Legea privind serviciul public de alimentare cu apă și de canalizare nr. 303 din 13.12.2013 și Regulamentul privind serviciul

public de alimentare cu apă și de canalizare.

Dacă operatorul și consumatorul ar cunoaște legislația, n-ar fi această datorie. Articolul 17 al legii menționate, punctul m) obligă consumatorul să informeze, în termen de 7 zile lucrătoare, operatorul despre toate cazurile transferului sau vânătorii imobilului și a instalațiilor sale interne de apă și de canalizare, precum și despre modificarea altor date menționate în contractul de furnizare a serviciului public de alimentare cu apă și de canalizare.

>> Continuare în pag. 5

ABONAREA 2017

Se desfășoară
abonarea la ziarul
„Unghiul” pentru
anul 2017.

Prețul unui
abonament este:
1 lună - 8 lei
3 luni - 24 lei
6 luni - 48 lei.

Abonamentele
pot fi perfectate
în orice oficiu poștal,
precum și la
sediul redacției.

Indice - 67887.

Împreună pentru incluziune

<< Sfârșit.
Început în pag. 1

Au fost provocați și colegii-spectatori, încât fiecare dintre ei a spus cum va proceda în astfel de situații și care ar fi soluțiile pentru ca acești copii să nu se simtă marginalizați. Pentru a recapitula cele spuse anterior, elevii au pregătit din timp postere, prin desen arătând că educația este esențială pentru fiecare dintre ei, iar oferind unui copil o șansă la studii, cei mături îi oferă o șansă la viață.

Vera Stahi, coordonatoarea de program în AO „Femeia și copilul - protecție și sprijin”, Criuleni, spune că teatrul social este o parte componentă a campaniei de sensibilizare în comunitate privind șanse egale pentru educație și integrarea persoanelor cu dizabilități în școlile generale. „Astăzi copiii ne-au demonstrat cum pot fi ajutate persoanele cu nevoi speciale pentru a depăși unele probleme și cât de pregătită este societatea pentru astfel de situații”, a adăugat dânsa.

Sergiu Andrușca, directorul Gimnaziului Mănoilești, a adăugat că teatrul social este ultima etapă a campaniei de conștientizare a comunității privind necesitatea de a fi respectat dreptul la educație a fiecărui copil, anterior fiind antrenați în seminare și cursuri de instruire atât cadrele didactice, educatoarea de la grădiniță,

specialiștii de la SAP, cât și părinți, reprezentanții societății civile și liderii asociațiilor obștești din teritoriu. „Suntem mândri că Gimnaziul Mănoilești este unica instituție de educație din raionul Ungheni unde va fi implementat un proiect ambițios „Integrarea copiilor cu dizabilități în școlile generale”. Vom avea o școală adaptată pentru ca acești copii cu nevoi speciale să frecventeze școala: lift, sistem de canalizare autonom, veceuri amenajate, cabinet de fizioterapie, logopedie și psihologie. Vor fi cheltuiți peste 100 de mii de dolari pentru ca părinții din întreg raionul să poată oferi copiilor cu nevoi speciale șansa la educație”, spune directorul gimnaziului.

De notat că, odată cu implementarea proiectului „Integrarea copiilor cu dizabilități în școlile generale”, finanțat din grantul oferit Republicii Moldova de Guvernul Japoniei pentru Fondul de Politici de Dezvoltare a Resurselor Umane administrat de Banca Mondială și gestionat de Fondul de Investiții Sociale din Moldova, Gimnaziul din Mănoilești va fi unica școală din raionul Ungheni și printre cele 20 de instituții din republică unde vor fi create toate condițiile pentru ca copiii cu nevoi speciale să fie integrați în școală ca să își poată exercita dreptul la educație.

Tatiana CUIBARU

Două vieți și o dragoste

Astfel a sunat genericul întâlnirii de suflet, organizate la Casa Limbii Române „Mihai Eminescu” din orașul Ungheni. Doina și Ion Aldea-Teodorovici - Două inimi ce au bătut în unison și au ars în același foc sacru pentru același ideal național, crezul lor Cultură și Credință, Credință și Cultură. La eveniment au participat elevii de la Colegiul de Medicină, liceele teoretice „Mihai Eminescu”, „Gheorghe Asachi”, „Aleksandr Pușkin”, „Alexei Mateevici”, Gimnaziul „Ion Vatamanu”, Gimnaziul Teșcurenii, membri ai Centrului de Creație pentru Copii precum și lume îndrăgostită de cântecele regretatului cuplu. Pentru că acești doi mari artiști ai neamului



au adus prin cântec omagiu tradițiilor strămoșești, au limbii materne, tricolorului, fost interpretate cunoscutele

melodii cu suflare națională: „Pentru ea”, „Răsai”, „Iertare”, „Suveranitate”. Copiii au interpretat piese din ciclul de cântece sacre: „Copilul din leagăn”, „Fuga-Fuga”, „Inimă de mamă, inimă de tată”, „Moș Pitic”, „Comment ca va”, „Cântecul viorii” și altele. Cu emoții deosebite publicul a cântat cu micile vedete „O serenadă”, „Crede-mă”, „Amore”, „Seară albastră”, „Lubiți învățători” și „Bucurați-vă, prieteni!”. Directoarea Casei Limbii Române, Rodica Toma, a menționat: „Doina și Ion și-au iubit părinții, prietenii, baștina astfel încât ne-au dăruit cele mai înflăcimate și înflăcărâte cântece dedicate pământului care i-a crescut”.

Tatiana CUIBARU



Cere încetala pentru banii publicii!

Să fie zăpadă! Drumarii sunt pregătiți!

Două medalii de argint pentru ungheneni



În weekend-ul trecut, tennismenii de la Școala de sport a orașului Ungheni au participat la Campionatul deschis al municipiului Chișinău la tenis de masă. La evenimentul sportiv au fost prezenți peste 90 de participanți la diferite categorii de vârstă, fiecare aspirând la locurile de frunte.

Echipa de la Ungheni a luat medalii la acest campionat. Antrenorul Vasile Adam a spus că elevii s-au descurcat bine și au reușit să cucerească două medalii de argint. La categoria de vârstă sportivi născuți în anul 2006 și mai mici, Lucian Zamurca, elev la LT „Gh. Asachi”, a ocupat locul II. Medalia de argint a revenit și Ecaterinei Toloacă, elevă la

LT „Vasile Alecsandri”, la categoria de vârstă născuți în anul anul 2003 și mai mici. La aceeași categorie a participat și Igor Mușet, elev la LT „Ion Creangă”, dânsul s-a clasat pe locul V. Același loc a revenit și lui Mihai Caminșchi de la LT „Ion Creangă” în categoria de vârstă născuți în anul 2002 și mai în vârstă.

Antrenorul menționează că și restul tennismenilor din Ungheni au avut o prestație bună: Gabriel Miscu și Alina Gaviuc, LT „Vasile Alecsandri”, Nichita Mandatari, LT „Mihai Eminescu”, Maxim Iurii, LT „Al. Pușkin”, Timur Voicu, Școala Primară „Spiridon Vangheli”.

Oxana DIACONU

Oficial, Ministerul Transporturilor și Infrastructurii Drumurilor a anunțat că drumarii sunt pregătiți pentru sezonul rece și sunt gata să intervină în urma condițiilor meteo nefavorabile. Administrația de Stat a Drumurilor pentru sezonul de iarnă 2016-2017 are în dotare autogredere - 104, buldozere cu șenile - 35, tractoare pe pneuri cu lame - 92, freze de zăpadă - 18, distribuitoare auto - 136, încărcătoare - 53, excavatoare - 41.

Pe drumurile din țară vor fi împrăștiate în acest sezon circa 80 de mii de tone material antiderapant, dintre care sare și nisip. Totodată au fost determinate sectoarele de drumuri naționale și locale supuse întroierii. Au fost instalate 40 camere video pentru monitorizarea și vizualizarea stării condițiilor de circulație pe timp de iarnă pe diferite sectoare de drum cu declivități majore (10-13%). Deci, pe traseul R1 Chișinău-Ungheni-Sculeni-frontiera cu România camera video va fi instalată la kilometrul 79-80, în localitatea Cornești. La necesitate, echipajele de intervenție vor fi gata să intervină 24/24.

Raionul Ungheni este gata să înfrunte iarna?

Lucrările de întreținere a drumurilor publice locale sunt finanțate din contul

loase de drumuri deja a fost depozitat material antiderapant, pentru aceste necesități sunt cheltuiți peste 300 de mii de lei. Între timp, lucrările de curățare a drumurilor din localitățile raionul revin pe seama administrației locale, mai precis, a primarilor. Valentina Lincovscaia, primara comunei Morenii Noi, spune că sunt gata să înfrunte iarna. Deci, au semnat un contract de mică valoare cu un agent economic, iar pe sectoarele periculoase, cum ar fi drumul de acces spre Brătuțeni, Nisporeni, a fost depozitat material antiderapant. „Dacă vom avea zăpadă multă, desigur, nu vom aștepta până când va veni agentul economic din oraș, vom contracta serviciile unei persoane fizice, care are un tractor cu lame”, mai spune primara.

Va fi zăpadă - și cheltuielile vor fi mai mari

Atunci când unii se bucură de zăpadă, altora nu prea le arde a veselie. An de an pentru lucrările de deszăpe-

zire, din bugetul local al Primăriei Ungheni se cheltuie circa 100 de mii de lei. Tatiana Pavliuc, contabilă-șefă, spune că, anul acesta, ținând cont de prognozele serviciului hidrometeorologic și dacă ne vom confrunta cu o iarnă rece, desigur, cheltuielile vor crește. Pentru că anul trecut nu am avut atât de multă zăpadă, rezerv, de material antiderapant va fi completată cu încă 30 de tone de amestec de sare cu nisip, pentru că alte 20 de tone sunt în depozit. Petru Langa, viceprimarul orașului, adaugă că, la necesitate, vor fi contractate serviciile a trei agenți economici, câci grederul aflat în dotarea ÎM „Servicii Comunale Ungheni”, este prea puțin pentru deszăpezirea tuturor străzilor din oraș. La fel, vor fi pregătite și căile de acces pentru pietoni, adică trotuarele. Viceprimarul spune că minitractorul pentru curățarea zăpezii de pe trotuare, care nu a fost folosit anul trecut, funcționează, ceea ce înseamnă că nu vor fi nici trotuare întroierii. Deci, să vină iarna, căci drumarii sunt pregătiți să o înfrunte!

Tatiana CUIBARU



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Success story

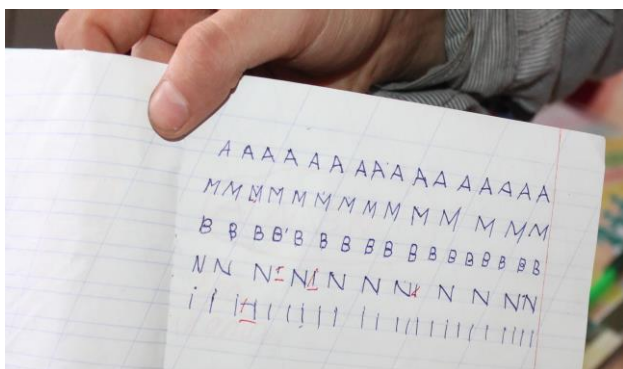


Autumn of 2016 was the first time in the life of Nicolae, when he went to school. The boy has turned 16, he is tall, slim, has blue eyes and a kind look...

At 16 the teenager discovered the alphabet, numbers, and his parents, especially his mother, understood how much influence the vulnerable and insecure family environment, which she created for her child's development. Although in many cases, the children as Nicolae were instructed at home, even this benefit was not to be for him ... because mother wrote the refusal letter. So, the child just stayed home and watched through the window how other children in the morning rush to school and return home around noon, cheerfully discussing what happened or heard at lessons. Nicolae continued to live with dreams and hopes, and only friends were his little sister and pets in the yard, which he love.

This summer, the boy's mother attended a training on the rights of all children to education, including children with disabilities, held by NGO "WCPS" in the village of Nicolae, within the project "Integration of children with disabilities in mainstream schools". His mother found out, for the first time, that her son, who has a disability have the same rights as all other children. Helped by the community, she acted and for the three months Nicolae goes to school in his village. The boy's joy is indescribable. In addition to learning to read and write, he is helped by a psychologist and support teacher to develop speech, impaired function of the left body paralysis.

Nicholas submit daily enormous effort to succeed, willingness to learn and encourages him to overcome the long way to school, painful spasms, limitation of movement of the left side of the body...



„When I first saw this child, I could not understand practically nothing of what he says. He spoke softly, indistinctly. Being included in school, I'm in the role of support teacher, I became a person who has to give him the necessary support. Progress has become evident, as is the desire to know the boy and his mother helps him and is actively involved in the learning process, helps with homework. Nicolae, now has

more cheerful voice and smile appears on his face when surrounded by children, "said the support teacher Mrs Olga Spatari.



In Photos: Nicolae Cobîleațchi (at home and at the Resource Center for Inclusive Education, Lyceum of village Balatina, Glodeni district).