The Kadoorie Charitable Foundation

Project Annual Report

Reporting period: January-June 2013 / July - December 2013
Date of this report: March 2014

List of Acronyms

CBR    Community Based Rehabilitation
CwD    Children with Disability
EFA    Education for All
EUR    Euro
DPF    Disabled People’s Federation
DPO    Disabled People’s Organization
DWG    Disability Working Group
IE     Inclusive Education
IEC    Information, Education, Communication
IEP    Individual Education Plan
HI     Handicap International
KCF    Kadoorie Charitable Foundation
LDPF   Lhasa Disabled People’s Federation
LMEB   Lhasa Municipality Education Bureau
MOU    Memorandum of Understanding
OVI    Objectively Verifiable Indicators
SHDPF  Shigatse Disabled People’s Federation
TAR    Tibet Autonomous Region
TDPF   Tibet Disabled People’s Federation
(T)RRC (Tibet) Regional Rehabilitation Center
SHG    Self Help Group
UNCRPD Convention of the Rights of People with Disabilities
A - BACKGROUND

Full Name of Implementing Organization:  
Handicap International

Project Title:  
Inclusive Education for Children with Disabilities in Tibet - Supporting Communities, Schools and Services to Ensure Access and Quality Education for Children with Disabilities in Tibet

Location:  
The project targets poor areas in Lhasa and Shigatse prefectures of TAR

- Lhasa Urban District/Chenguan Qu and 7 rural counties (Medrogongka, Qushui, Damxiong, Nimu, Linzhou, Dagtse and DuiUlong counties) in Lhasa Municipality
- Shigatse urban district/ Chenguan Qu and Bianxiong Township in Shigatse prefecture.

Project Duration:  
01/01/2011 to 30/06/2014 (42 months –including 6 months of no-cost extension)

Life Time Budget (KCF):  
290,460 EUR

Reporting Period:  
January to June 2013 / July to December 2013

Budget (2013):  
Total budget spent in 2013: 82,516.61 EUR  
From KCF: 75,922.08 EUR

Name and Title of Individual(s) Reporting:  
Yang Drol, HI Education For All Project Manager  
Carol Mc Gowan, HI Education For All Technical Support  
Didier Demey, HI Tibet Programme Manager
B - THE PROJECT

1. Progress of project related to Project Proposal, MOU and Milestones

A) GENERAL ACTIVITIES

Visit of HI IE technical advisor
The education project received the visit of HI “IE technical advisor” (from Europe) in January. Among others, during that visit, a ½-day workshop was organized and gathered partners (2 persons from the education department of LDPF), school key-teachers (5 teachers) and headmasters (4 head masters) – from 4 different schools from Lhasa city and surrounding counties. During this workshop, the participants had the opportunity to identify/confirm training needs and to share and express their main achievements, challenges and expectations. The workshop has given very positive outcome (for further information – good experiences/practices, challenges and expectations – please refer to the 6 month report – Jan-June 2013).

A project activity review meeting with LDPF was held in March 2013 and a detailed action plan for 2013 was developed and shared with key project partners at regional, municipal, county and school levels. Regular meetings with LDPF and schools in Lhasa and Shigatse were held to track the progress and delays so that more appropriate adaptations can be made.

Recruitment of Inclusive education Technical Support
The project recruited an expatriate consultant for a 5-month period to technically support the EFA project, Mrs. Carol Mc Gowan has 25 years of working experienced in Inclusive Education from London. She was supposed to enter Tibet on June 19th. Due to some delays in obtaining her visa, she is expected to come to Tibet end of July this year (note: by the time this report is being written, Carol has arrived in Tibet and is now supporting the project since the 22nd of July).

KCF follow-up visit
Ms. Polly Suen came to Tibet for a (one week) project follow-up visit in October. During that visit, she had the opportunity to exchange with the project team, the project’s partners as well as the main project’s stakeholders (teachers, headmasters, parents, and children). She also visited 3 pilot schools from the Lhasa municipality. Ms. Polly provided feedback from her visit to the project team and made several recommendations that will be addressed during the last 6 months of the project (no-cost extension).

Cross cutting meetings
Cross-cutting issues meetings, involving the 6 projects supported by HI in TAR, are still being held on a monthly basis. During these meetings, issues common to all projects are discussed and common solutions are identified. The main issues that have been discussed and addressed during the reporting period concern: a joint awareness activities and development of IEC material; Disability Working Committee; referral system and project handover. These meetings allow HI to look comprehensively at issues and ensure a more holistic approach to meet the rights of PWDs.
B) PROGRESS AGAINST EACH 6 MAIN RESULTS

Activities linked to Result 1: School environments are more accessible to children with disabilities:

1.1. CwD in mainstream schools

With regular support and constant communication with each of the 14 pilot schools, the teachers managed to establish a comprehensive database on the current number of CwD in their respective schools.

As of December 2013 (see also appendix 1):

- The total recorded number of children with disability in 10 pilot schools of Lhasa Municipality is 325.

<table>
<thead>
<tr>
<th>Damshong</th>
<th>Nyimu</th>
<th>Lhundrup</th>
<th>Qushur</th>
<th>Medro</th>
<th>Dagse</th>
<th>Haicheng</th>
<th>Duilong</th>
<th>Lhasa Special School</th>
<th>Chenguan Qu Kindergarten</th>
</tr>
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<tbody>
<tr>
<td>26</td>
<td>9</td>
<td>22</td>
<td>20</td>
<td>32</td>
<td>11</td>
<td>17</td>
<td>8</td>
<td>176</td>
<td>4</td>
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- The total recorded number of children with disability in 4 pilot schools of Shigatse prefecture is 192.

<table>
<thead>
<tr>
<th>Shigatse No. 1 school</th>
<th>Baixiong Xiang Central Primary school</th>
<th>Baixiong Kyikyi kindergarten</th>
<th>Shigatse Prefecture Special school</th>
</tr>
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<tr>
<td>9</td>
<td>17</td>
<td>23</td>
<td>143</td>
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The above figures (517 children in December 2013) appear a bit lower than the ones the project reached in June 2013 (previous report – 533) and even lower than the one reached at the end of 2012 (548 end of 2012).

The difference between the number of children with disabilities attending school in December and in June 2013 is mostly due to the number of children that have graduated to middle school (this number being higher than the number of “new” children that integrated the schools since August - new school year).

The drop-off since last year (December 2012) is mostly due to the following issues:

- Some children with disabilities had been enrolled in some of the schools as temporary students and have now going back home (for example, children from Yushu had been attending schools in TAR following the earthquake – they are now back in their home town).
- Other children have also quit the school due to health issues (mostly due to epilepsy getting worse). Indeed, in case of epilepsy, the schools staff might feel like they don’t have the skills and knowledge to ensure the child’ security within the school’s premises.
- Accessibility of school facilities (such as the toilets) also remains an issue for some children with mobility difficulties.

The actual “repartition” of these three main obstacles (how many children dropped out of school because of this or that reason) is, unfortunately, not available. Nonetheless, the project team has witnessed, during the last follow-up visits, that the two later obstacles (accessibility and epilepsy) appear as the main reasons for children with disabilities leaving the school.

Accessibility of schools has been being improved (see below – activity 1.3.). As for epilepsy, the project also
addressed this issue during the last 6 months in order to prevent, as much as possible, epilepsy fits from preventing children to attend school (see below: Activity 2.3. – Teachers training).

1.2. Participatory meetings with families of CwDs

Refer to activity 3.3. – Parents committee

1.3. Accessibility assessment and adaptations

Accessibility work has already been done, during the two first years of the project, in 8 schools.

Following accessibility needs identification (run with the headmasters in April 2013), the project supported accessibility adaptations in two more schools this year (Nyimo and Duilong) – ramps, handrails, toilets, blind paths...

The project also further supported two schools where accessibility work had already been done in the past (namely: Medro Gonkar and Shigatse Special school). Indeed, some remaining needs (notably for accessible toilets in the school and for improving the accessibility of the “boarding areas” of the school) had been identified in these two schools.

1.4. Accessibility guidelines

In terms of accessibility guidelines, the project:

- Distributed an “accessibility DVD” that has been developed by the HI Tibet Livelihoods project and that contains several presentations and guidelines on accessibility;
- Participated to the joint policy workshop (to which partners, school staff and education bureau staff participated) during which the “Accessibility Brochures” developed at the end of 2012 have been presented. The participants also benefitted from other presentations on environment obstacles, accessibility and Universal Design (which are principles that can be used in schools);
- Supported the translation, into Tibetan, of the accessibility brochure. For reminder, this set of 7 brochures and 5 technical cards includes a brochure specific to “improving accessibility of schools”. Furthermore, this brochure does not only consider the physical environment but also provide some simple recommendations for improving the sensory environment (access to information) and inclusion of children with disabilities in schools.
Activities linked to result 2: Teachers have appropriate skills to meet the learning needs of all students:

2.1. Training needs (re) assessment/confirmation and training plan

The training needs re-assessment has been done with the teachers in 3 different stages:

- Using the opportunity of the follow-up visits in the 14 schools that were organized in April, the project team has exchanged with the school teachers in order to re-assess (or confirm) training needs. Teachers requests mostly regarded training needs in terms of knowledge on different types of disabilities and, more globally, in terms of ways to better support CwDs’ learning.
- The above identified needs were quite similar to those expressed during the ½-day workshop organized in January (within the Lhasa DPF’s building) during the field visit of HI’s “inclusive education technical advisor” and that was gathering partners (2 persons from the education department of LDPF), school key-teachers (5 teachers) and headmasters (4 head masters) – from 4 different schools from Lhasa city and surrounding counties.
- The IE technical advisor run a sample survey with the teachers in 3 pilot schools in Lhasa municipality (Chusur, Medro Gonkar and Damshong) at the end of July. The purpose of such survey was to identify and confirm further training needs that could be answered either by the technical advisor and/or national advisors. Similar survey was planned in Shigatse but the project could not secure agreement from the local Foreign Affairs to run such survey.

Based on the results obtained following the training need re-assessment/confirmation, a training plan has been established for the 2nd half of 2013 (relying on the support of the IE technical support and/or national consultants).

2.2. Teacher training (in TAR)

Several training sessions, based on the training plan that had been set up, took place during the second semester:

- With the support of rehabilitation staff from the Regional Rehabilitation Center (TRRC) and following the identification of children with physical disabilities in need of physical stimulation exercises (see below – Activity 5.2. Referral system) basic physiotherapy exercises have been taught to 10 teachers.
- 111 school teachers have received information of the main types of disabilities and on prevention of disability.
- The project has organized a 3-day training of trainers in Lhasa, targeting a total of 37 participants (key teachers from the 14 pilot schools, teachers from one special school and one mainstream school from Loka prefecture). The training has been supported by 3 trainers/advisors from Mainland China (Sichuan province). The training content included: concept of inclusive education, classroom management, Individual Education Plan, support to children with visual and hearing impairments and assessment of
children with intellectual disabilities. The training was very practical and participative. The training evaluation showed that teachers have acquired a better understanding of the specific education needs of children with disabilities and the Inclusive Education concepts. Participants have also expressed that they have gained better skills to assess and identify intellectual disabilities. Moreover, they have confirmed their will to put these new knowledge and skills into daily practice.

- A 3-day training was also organized at the end of September (25th to 27th) targeting 30 key teachers from the pilot schools (from Lhasa municipality only) as well as 10 sport teachers (participating only to the third day of the training). The 2 first days of the training focused on “writing Individual Education Plan” while the third day focused on issues related to children with epilepsy in schools (what is epilepsy, how to properly behave when children are having fits...). 10 sport teachers also participated to the “epilepsy training” and the training contents has been disseminated to the rest of the school staff.

- A 2-day training session was organized in October and targeted 14 key teachers (from Lhasa prefecture) as well as 2 staff from the Lhasa Disabled Persons’ Federation (LDPF). The training content focused on “classroom behavior management”. During the training, the teachers have practiced “observation of children with special needs”, analysis of behavior and setup of specific action plan for each of the children. This practical way of teaching has been very much appreciated by the teachers (who are usually being trained through theoretical lessons). They have provided us with positive feedback, mentioning that they now felt more confident in identifying and supporting children with behavior difficulties in their school.

- In Medro Gonkar, during one of the school follow-up visit (see below), half-day training has been organized on epilepsy (topics similar to the previous training: what is epilepsy, how to attend to a child during an epileptic fit, triggering events, security measures...). This training targeted the members of the 5 parent Self-Help Groups, 7 staff from the school in charge of the dormitory surveillance, the school head masters and the key teachers. Altogether, there were 16 persons that participated to that session.
A 3-day training session was organized in November and targeted 18 participants in total (16 key teachers from Lhasa and Shigatse prefecture and 2 staff from LDPF). The training content focused on “resource classroom” (2 days) and on “resource center” (1 day). These three days have addressed questions such as “what is a resource classroom/center?” and “what can it be used for?”. The third day of the training (on resource center) has been provided by the resource center officer (the person in charge of managing the resource center) and has allowed to confirming a clear action plan for the next 6 months (what kind of activities will be run in the resource center; what kind of support will be provided by the resource center – see below).

One-week training had also been planned in Shigatse. Unfortunately, due to the restrictions that were presented in the previous report, the project team has not been allowed to go to Shigatse (in this case, the main reason was related to the presence of an expatriate). The staffs from the schools in Shigatse have therefore been invited to attend the training in Lhasa (see here above).

2.3. Training follow-up visits

Training follow-up visits were organized in 3 pilot schools in the Lhasa municipality (Nyimo, Lhundrup and Duilong). During these visits, the Technical Advisor was quite impressed by the achievement of the key teachers as well as their serious and responsible attitude towards their responsibilities related to Inclusive Education. Further guidance has been provided to the key teachers by the technical advisor during these visits. Such field-based support has been very much appreciated by the teachers. We have also witnessed the follow-up of the action plans that had been set-up at the end of the training on epilepsy. Concretely, the posters that had been produced were hanging on the walls, the children with epilepsy had been identified and were known by all the teachers and support in case of a fit was provided in a more “private” way than before. In some of the schools, teachers (and other school members) had been assigned to manage child security issues related to epilepsy.

2.4. Seminar, visit and training in Mainland China

The project key stakeholders also had several opportunities to attend and/or benefit from seminars, training and field visits in Mainland China:
- The project organized a 9 days study tour in Chengdu (Sichuan) from the 11th to the 19th of June. 11 persons, coming from Chengguan Qu level Education Bureau, DPF in Shigatse and Lhasa as well as Special schools in Lhasa and Shigatse, participated to this study tour. The team had the opportunity to visit IE schools located at township and village level. The team also visited the Chengdu Special School, the Chengdu Rehabilitation and Education Center under the umbrella of Chengdu DPF (for further details – planning, objectives, outcomes – please refer to the 6 month report – January-June 2013).

- Early October, the project manager and the resource center officer participated to a seminar on “Inclusive Education Best Practices in China” organized in Zhengzhou by Enable (one of the civil society organizations HI works with in Beijing) and the China Intellectual Disability and Development Network. The main purpose of this seminar was to share good practices on inclusive education for children with special needs (and especially children with intellectual disabilities).

- Following that seminar, the project manager and the resource center officer visited a kindergarten that has acquired quite a lot of experience on inclusive pre-school for children with intellectual disabilities and autism. They have also agreed to support the project by welcoming school staff for some training.

- The project has sent, to Zhengzhou kindergarten, the headmaster from the No3 kindergarten for one-week management training as well as 2 teachers for one-month practical training. Following the training, the headmaster has disseminated the concept of inclusive pre-school education among his staff and he is now more willing to accept children with light and mild intellectual disabilities in his kindergarten. Furthermore, it has already been agreed to organize awareness and information sessions in the kindergarten next May. As for the 2 teachers, they will come back to Tibet early 2014 and will share their experience and newly acquired knowledge on supporting of children with autism and intellectual disabilities with their colleagues and other teachers in March/April 2014. This should lead to an increase of children with intellectual disabilities enrolled in the kindergartens.

- 4 key teachers have received one-week training in Chengdu on the function and regulation of resource centers and the function, lay-out and services of resource classrooms. They have also attended adapted lessons in classrooms and have shared their feedback with experienced teachers. Such training has been found, by the participants, as complementary to the ones received in Lhasa. They have shared this experience with the rest of the key teachers in the resource center (Lhasa) upon their return.

2.5. Design of training material

In preparation to the project handover process, the project team has been gathering training resources that had been produced during the 2 first years of the project, as well as existing training resources (from Mainland China and/or abroad). Some material has been collected during the study tour in Sichuan and reference documents newly released by HI have been shared by the Technical Advisor in January.

The technical advisor developed training packages/kits corresponding with the training she provided during the
second semester.

2.6. Supporting Inclusive Education Resource Centre / Resource classrooms

Lhasa DPF has a resource center and an appointed member of staff. Although, it has some resources it is still at a very early stage of development. In order to strengthen this center, one of the priorities given to the technical advisor was to support further the development of this center and to work more closely with the “resource center officer”. In that framework, for the last 3 months of the year, the project has intensified its support to the resource center officer:

- She has been much more involved in the training sessions (not only as one of the participants but also as one of the trainers (see above – training on resource center)
- She also participated to seminars and school visits.
- Several (half-day) trainings/meetings to work on the resource center’s action plan and to prepare the 1-day training to be provided by the RC officer (see above) were also organized.

Following the 1 day training on the resource center (in November), the resource center officer and the key teachers have agreed upon an action plan for the center for the 6-8 coming months. This action plan stipulates that the main objectives, in the future, of the resource center will be to: share good practices, continue to support key teachers training and reduce the workload of key teachers in the schools (through continuous support and training aiming at rendering their work more effective and efficient as well as through coordination with the school managers/headmasters and the education bureau on inclusive education related issues – this should help to release some of the pressure and extra workload the teachers are currently facing).

A first “experience sharing session” has been organized in the center end of December. “Tibetan Sign Language” training, targeting the teachers, also started end of 2013 and will continue, once a week, from January to March (with the support of the sign language trainers of the Tibet Deaf Association).

No progresses have been made in Shigatse. The previously purchased equipment has been set up and a key teacher has been appointed to run the resource center in Shigatse. Nonetheless, due to the difficulties the project has faced lately (both in reaching Shigatse and in providing appropriate support to the resource center’ staff), the situation in Shigatse remained as it was end of last year.

In order to address these delays, the project is now focusing on the Lhasa resource center at this time (this doesn’t mean that Shigatse would just be forgotten - staff from Shigatse would be involved, whenever possible, in training - but by focusing on Lhasa, the project would ensure fruitful achievements that could then be duplicate in other areas of the Region – including Shigatse).
The resource classrooms have been established and equipped in 11 pilot schools. As of today, these classrooms are still being used for activities related to inclusive education. However the development of the resource classrooms has met with challenges these last months. Indeed, some schools have change their key teacher, resulting in the work that was previously done has not been followed up. New key teachers require training and support on how to develop and use a resource classroom. This issue has been partially addressed through the 2-day training session on setting-up and using resource classrooms in schools (see above).

2.7. Establishment of network between and amongst teachers from mainstream and special schools

Strengthening the network between and among teachers had been supported through several activities during the reporting period. These include:

- The ½ day workshop that has been organized in January during the HI technical advisor’s visit and that allowed teachers and headmasters from different schools to exchange about their main achievements and the difficulties they are facing (see above).
- An exchange meeting between key teachers in the pilot schools was held in June 2012, gathering 15 (among the 23 the project is currently supporting) key teachers from the pilot schools.
- The study tour that has been organized in Sichuan to which teachers have taken part.
- The several training sessions and workshops organized this year also allowed teachers to know each other better and to exchange information and experience.
- Finally, the activities started by the resource centre are also good opportunities to strengthen the network between teachers.

Beside the partners’ staff, the core members of the IE project include 23 key teachers and 14 headmasters (37 persons in total). To further support IE in the pilot schools, the project has also recommended assigning a school teacher to assist each of the 23 key teachers. This would lead to having, at least, 2 key teachers in each of the pilot schools (where staff is available).

2.8. Individually adjusted learning plans.

Individual Education Plan (IEP) has been put in place previously and is being used. However, it appeared that, following some of the above meetings/workshop, teachers had expressed some difficulties in using the first version of the IEP. Indeed, this first format was very long and Key teachers find certain sections of the plan difficult to complete.

In order to address this issue, and relying on the presence of a technical advisor, the template of the IEP has been revised and simplified (in order to account for the time available to teachers for completing and monitoring the IEP). The teachers (from Lhasa only) have been trained on this simplified IEP and field follow-up has ensured that they were now able to use this IEP in a practical way. These teachers will be able to train their peers (from other schools – including Shigatse and teachers from kindergartens) in 2014.
Activities linked to result 3: Parents and community participate in the school development process and they actively support education of children with disabilities:

3.1 Dissemination of information on access to education

Although the project did not develop or print new IEC materials during this reporting period, the project continued to distribute IEC materials. These included I.E. brochures, brochures on PWD education law, Brochures on Accessing Disability cards in Tibetan and Chinese:

- The schools organized several awareness activities, on the 19th of May (National Disability Day) and the 1st of June (Children’s Day). Altogether, 4115 Tibetan brochures and 200 Chinese brochures have been distributed during these activities.

- The project team disseminated information on access to education to the parents of the Self-Help Groups (SHG) in MedroGongkar and Nyimu pilot schools.

3.2 Awareness activities

On the occasion of the children’s day (1st of June), seven schools initiated activities to address issues such as: disabled people’s education laws and rights; the added value of access to education for children with disability; accessibility obstacles faced by PwD’s accessibility in the society. The activities included role plays, songs and dances by students. In total, about 8822 students, including 533 children with disabilities, 526 teachers and 3980 parents and people from the community participated to these activities. Events also took place in nearby communities to distribute material about disability. LDPF supported and attended these events.

The project co-organized, in collaboration with 3 other projects supported by Handicap International in Tibet AR (Livelihoods, Community-Based Rehabilitation and Disabled Persons’ Organization projects), a one-day awareness activity in Lhasa mainstream vocational school. More than 120 students and teachers attended this activity that addressed proper wording to be used when talking about persons with disabilities and experiencing disabilities as well as equal opportunities and rights to education and to jobs. The school head master has requested more of such activities in the future.

Awareness activities have been organized, on the occasion of the International day of persons with disabilities (3rd of December) in the Lhasa No2 schools. These activities have been co-organized by the education project, 3 other projects supported by Handicap International (Livelihoods, social protection and Disabled Persons’ Organization/DPO projects) and the regional Community-Based Rehabilitation Guidance Center. Around 700 students and 73 teachers attended this activity. The DPO members have performed dances and plays to raise the awareness on their abilities, capacities and rights. Among others, they have showed that deaf people can communicate through sign language and blind through reading Braille and that these allow them to access education. Distributed 620 project brochure (Inclusive Education) during the activity.
3.3 Establishing (and supporting activities of) Parent Committees/parent Self-Help Groups

As previously reported and even though activities and training have been organized with the parent committees, establishing and supporting such activities appears rather difficult for the project since the schools worry about the interference these groups might cause in the way the schools are run. Therefore, the sustainability of such parent committees, as they have been foreseen and considered so far, might be difficult to reach at this stage.

Therefore, in parallel to the activities targeting parent’s committees, and relying on existing network in the project target areas (Cheng Guang Qu, Medro Gonkar and Chushu), the project started to support the development of Self-Help Groups (SHG) for the parents of CwDs who are going or who are not going to school. In the short term, the SHG will somehow “replace” the parent committees; however, the setting up of such groups will rely on the already achieved results and experience. Indeed, the core members of the SHG will include some of the parents that had been participating to the parents’ committee.

The purpose of these SHG, in a first stage, is mainly to address challenges faced by the parents and the children through sharing of experiences among the members. As such, they will not be directly involved in school management (which appears to be the main reason why parents committee were not seen very positively by the schools). Nonetheless, since they include parents of children with disabilities going to school, the SHG still address challenges faced by the children at school. Spokesman/women could then report such challenges to the school staff in order to be taken into account and, when possible, addressed. In that sense, SHG still “fill in” some of the “tasks” of parents committees as initially foreseen.

Such SHG are also becoming a reliable resource for informal education activities.

→ Parents committees

The project requested the Disabled Person’s Organizations (DPO) members to joint and co-lead a training of the newly established parents committee in Duilong primary school. 6 representatives from the three associations (Deaf, Blind and Physical) supported this training by sharing their own experience in order to convince the parents and the rest of the participants on the importance of education for Children with Disabilities. In total, there were 62 persons (30 parents, 5 teachers, 5 CwDs and 22 other students) that took part to this training. The topics of this training included: TAR laws for PwDs, inclusive education and case stories of DPO members. The training has allowed the participant to acquire a better understanding on equal opportunities and right to education of CwDs.
Parents SHG

2 SHG for parents of children with disabilities has been set up with the support of the Community-Based Rehabilitation project (as well as existing SHGs) in Medro Gonkar and Nyimi. At this stage, both SHG are composed of 8 parents. The foreseen objectives of such SHG (which need to be confirmed by the parents themselves in a later stage) would be to share challenges and solutions among the members as well as to raise awareness in the community on equal rights to education. The members of both SHGs benefited from training/information sessions on the main types of disabilities, environment barriers, abilities and rights of persons with disabilities and existing services for PwDs in TAR (institutional and community based rehabilitation, DPOs, Livelihoods...).

Activities linked to result 4: Pre-school and non-formal education networks are available:

4.1. Children’s day celebration

Beside the above mentioned purpose of raising awareness, the Children’s day celebrations in the pilot schools have also been used as opportunities to organized social inclusion activities. Indeed, children with disabilities from the schools have been involved in the performances organized during these events.

4.2 Social inclusive activities in schools

The project team contacted Lhasa Haicheng school and Lhasa Special school to organize a half day activity for the 22 students from Shigatse pilot school during their stay in Lhasa for hearing tests (early June). There were a total of 56 students who participated in these inclusive activities. The feedback that was received from Shigatse Headmaster stated: “the Children in this one day have learned as much as during one month in their school.”

The project had also planned to organize social inclusion activities (outdoor activities) in Shigatse for 180 children with disabilities and 20 parents but such activity didn’t received the approval of the local Foreign Affairs bureau (despite several attempts – in June and September). As for the difficulties faced these last months to visit the schools in Shigatse, the issue of getting authorization to run activities in Shigatse is presently being address with the main partner (Tibet Disabled People’s Federation). At this stage, running such activity is still planned but the possibility of doing so will depend on how the present situation evolves.

4.3 Informal education support through Community Rehabilitation Workers

Following a visit in 2 community centers in Lhasa (these were chosen, at this stage of the project, due to the easy access the project team would have to these centers – compare to the centers in Merdo Gongkar or Quishu), the project team as confirmed that further support is needed to support informal education activities in these centers.

Therefore:
The project provided training on game therapy and education through games to the rehabilitation workers in the community center in Lhasa. Such techniques also aim at bringing some variety in the exercises proposed to the children attending the community center’s activities (as most of these exercises are physiotherapy exercises which might get rather boring when repeated day after day). Both the rehabilitation workers and the parents have shown some interest towards such techniques, nonetheless, old habits of focusing on physical exercise remain and might be quite difficult to change in the long-term.

Exchanges were also organized between the community center and one of the pilot kindergarten of Lhasa (No3 kindergarten) in order to create more links between these different services. As a result, the kindergarten agreed to accept two children from the rehab center so they can access mainstream education.

Furthermore, informal education activities have also started in Shigatse where a teacher has volunteered to support 2 children with disability who cannot access school. In Qushu county, the Self-Help Group members are supporting 5 children with disabilities. The project has purchased equipment to support these activities.

Also note that the project has been contacted by parents of autistic children (11 children – they have also identified 21 other children who might have autism or cerebral plays) who are willing to form a parent’s group to support access to education to their children. Nonetheless, since the project lack technical expertise as well as resources, further investigations need to take place to assess how and when support from the education project (or from another project) could be provided.

As for the previous reporting periods, the project is still facing difficulties in gaining access to accurate number of children with disabilities who are not going to school in the pilot areas. Indeed, official figures (from the ministry of education or from the DPFs) regarding education and schooling are highly unreliable and vary from one source to the next. The only possibility to gain more accurate data would be to run an extensive survey, which doesn’t seem feasible at this stage of the project (previous surveys done in the framework of the project were done on a rather limited samples and have, therefore, not provided much more reliable data). As of today, the project can only rely on the last surveys that were done by the partners (2006) and other projects supported by HI (CBR-2010 and DPO 2012) and that confirm that the actual number of children with disabilities going to school is not higher than 50% (but, yet again, such figures should be considered very carefully because: 1. some of the surveys have been done on a very limited sample; 2. The identification of children with disabilities remains unreliable as well; 3. Some survey have actually looked at the number of persons with disabilities who are going or had gone to schools –including adults- while others focused on illiteracy rates – making the date difficult to compare). Nonetheless, this confirm the needs to further strengthen networks to support informal education where and when possible.
Activities linked to result 5: A continuum of services is ensured via more exchanges between education, health and disability stakeholders:

5.1 Establishment of IE steering committee

As for the past years, the project is still relying on workshops and training to target, raise awareness and build the capacities of the members of the Disability Working Committee (which includes the education bureau).

In order to reach the members of the DWC:

- The project collaborated with the 5 other projects supported by HI to organize a 2-day “joint policy workshop” The workshop mainly focuses on 2 topics: employment regulations for persons with disabilities and accessibility. This second part of the workshop (accessibility) held a special interest for the education project. Therefore, among the 84 participants, 35 were persons directly involved in the education project (staff from pilot schools, representatives of LDPF, TDPF, SDPF, education bureau, health bureau and civil affairs). Notably, during this workshop, Chushur school shared their environmental accessibility model with the rest of the participants.

- Relying on the technical support of 2 IE consultants/speakers (from Mainland China – Chengdu and Shanghai), a regional IE experience sharing workshop has been organized for 2 days at the end of August. 32 participants (Disabled People’s Federations, health and education bureaus from Lhasa, Shigatse and Loka prefectures and the headmasters of the 14 pilot schools) attended the workshop. The workshop addressed the following topics: existing IE policies; development of new IE policies and their impact on education and rehabilitation; role of the education bureau in setting up IE policies; sustainability of IE; integration of rehabilitation and education; collaborations between the education bureau and the Disabled People’s Federations; sharing IE experiences (Sichuan – Tibet); setting up and purpose of resource centers. Furthermore, group discussions took place to discuss present challenges and support needed. Following these group discussions, several issues have been identified by the participants. These include: Funding for school (physical) accessibility; Where to make disability card for the CwDs of floating population; Why the special school receive more fund from the government than inclusive main stream schools; Ways to reduce the key teachers’ work load. LDPF will be taking the lead to try and address these issues.

5.2 Development of a referral system

Mid-January, the project manager as well as the project partners (LDPF and TDPF) participated to a one week workshop aiming at strengthening the referral system between existing mainstream (education, health...) and
specialized (rehabilitation, livelihoods, Disabled Persons’ Organization) in Lhasa. The workshop was run by a national expert from the China DPF and allowed identifying needs and possibilities in terms of referrals. Following the recommendations made by the consultant, formalization of the existing referral system has been addressed through HI Tibet program crosscutting interventions. The projects finalized and distributed on several occasions a “service directory”

Beside this work on formalizing the referral system, twenty two children with hearing impairments from Shigatse Special School were referred to the speech therapy department of the Regional Rehabilitation Centre in Lhasa for hearing test. Two students were confirmed to need hearing aids while ten others require further checks.

Furthermore the project manager has also identified children with physical impairment who could benefit from a physical check-up aiming at identifying needs for referrals to the rehabilitation center. Such check-up has been done for 16 children with the support of the Regional Rehabilitation Center’ staff.

The project referred the children that had been identified with epilepsy for further medical check. Unfortunately, this could not be supported directly by the project.

Activities linked to result 6: An accepted and sustainable model of “education for all within Chinese context” is shared and disseminated

Sustainability of the model of “education for all” presently supported by the project benefitted from:

- The regional “Inclusive Education” workshop organized in August (see above – Activity 5.1.)
- The work that has been done, in collaboration with the 5 other projects in TAR, to develop common tools and practices for project handover. The tools and process have been developed and already used by 3 other projects. They will be implemented by the project at the end of the current cycle

Furthermore, a set of “School inclusion” indicators have been identified with the support of the technical advisor. These will be consolidated into a data base allowing better monitoring of the level of “inclusiveness” of the pilot schools.

2. Major problems that have restricted the progress of the project, and methods to be adopted to overcome them:

The main problem faced by the project during the reporting period regards the difficulties in providing support to the pilot schools in Shigatse. The main reason being that the project team is facing difficulties in visiting the schools and in organizing activities in Shigatse. Indeed, during the last year, the project team has been refused, by the local foreign affairs, to visit the schools. This situation is somehow opposite to what is now happening in Lhasa prefecture where movements and field trips are getting much easier to organized – in Shigatse, it appears that the situation has not improved (it might even have worsen) compared to 2012. Nonetheless, and despite this difficulties, the project is trying not to “leave” Shigatse aside and to involve, whenever possible, staff from the Shigatse pilot schools, in activities (training/workshops, referral, inclusive activities, exchange workshops). Indeed,
it remains easier to bring people to Lhasa than to go to Shigatse. The issue has been brought to the partner’s (TDPF) attention and several discussions took place between the TDPF and the foreign affairs bureau (without much success so far). The project will therefore continue applying to authorization to visit the schools while including the pilot school’ staff in any activity to be organized in Lhasa.

Working on informal education also appears more difficult that initially expected. This is due both to “old habits” from the community center’ staff that are a bit difficult to change (they are used to provide physical exercises only and it appears a bit difficult to change this way of working) and to the fact that these centers are being managed by the civil affairs bureau, with whom the project does not have direct contact. Such contract should be formalized (with the support of the partners) to allow further work in the centers.

3. Any requests for deviation from Action Plan and Budget (if any). (Please note this will only be approved in exceptional cases.)

NA

4. Status of Project Staffing, Training and Staff Development Activities. Changes in any Key Personnel

The project manager with the rest of HI staff attended a week long HI China Program meeting in Guilin YangShuo from 24th to 30th March 2013. Staff training on project cycle management, financial and donor management and overall HI policies and standards was given. This has benefited the project manager in her day to day implementation of the project.

An “HI staff In-House Training Plan” has been set up for 2014. This includes, among other, training sessions related to project management (monitoring and evaluation policy, reporting, project documents...).

5. Project Report Matrix (against log frame) if used

Result 1: School environments are more accessible to CWD in the project schools

<table>
<thead>
<tr>
<th>End of project OVI</th>
<th>Achievement these past 36 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVI 1.1. 150 CWD who were excluded (re-)gain access to mainstream schools</td>
<td>517 CwDs have access to mainstream schools (14 project schools)</td>
</tr>
<tr>
<td>OVI 1.2. 12 Schools implement new index for inclusion as key guide for school development</td>
<td>The simplified format of IEP eases the key teachers to implement it; they are now able to make individual action plans for the children with special needs.</td>
</tr>
<tr>
<td>OVI 1.3. 7 schools are physically adapted for CWD</td>
<td>10 schools are physically adapted for CWD</td>
</tr>
</tbody>
</table>
### Result 2: Teachers have appropriate skills to meet the learning needs of all students

<table>
<thead>
<tr>
<th>End of project OVI</th>
<th>Achievement these past 36 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVI 2.1.</strong> 200 teachers from mainstream and special schools are trained on accessibility and inclusive education techniques.</td>
<td>41 key teachers and 499 teachers have improved their knowledge on inclusive education and adapted teaching techniques. Such improvement has been objectified thanks to: feedback received from the teachers and headmasters, post-training tests and the training follow-up visit (in the schools).</td>
</tr>
<tr>
<td><strong>OVI 2.2.</strong> Adapted curriculum and supplementary learning/teaching materials are in use in project schools</td>
<td>Existing resources on IE have been gathered. Training material has been produced for the training sessions organized by the project. These will be combined into a “IE toolbox” to be handed over to the partner at the end of the project.</td>
</tr>
<tr>
<td><strong>OVI 2.3</strong> Two resource centers are set up and used by teachers and DPF staff.</td>
<td>One resource center is set up in Lhasa. Its manager (officer) is closely participating to activity implementation. She is also benefitting from training. The resource center’s action plan for the coming months has been agreed upon with the key teachers. Activities have started in the center end of 2013. A resource center is equipped in Shigatse. This center will benefit from the experience that is building up in Lhasa.</td>
</tr>
</tbody>
</table>

### Result 3: Parents and community participate in the school development process and they actively support education of children with disabilities:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>OVI 3.1.</strong> Key community actors in 5 communities are involved in school development planning</td>
<td>4 parents committee have been established and are receiving training (Qushol County Primary School Parents Committee -14 members- Medrogongkar Nanjing Hope School -9 members- Damxiong County Primary School and Duilong – 9 members Two Parent SHG (16 members) have been developed in Medro and Nyimo counties. The members have received training.</td>
</tr>
<tr>
<td><strong>OVI 3.2.</strong> 3 parent’s committees are established, trained and are doing awareness for rights of children with disabilities to access education on quarterly basis.</td>
<td>Same as above.</td>
</tr>
<tr>
<td><strong>OVI 3.3.</strong> 3 parents’ committees participate in school management twice a year.</td>
<td>4 parents committees and 2 parent SHG have been set up. Nonetheless, their influence over matters related to school management remains limited as policies in TAR do not include parents involvement in school management.</td>
</tr>
</tbody>
</table>
### Result 4: Pre-school and non-formal education networks are available

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>OVI 4.1. 100 CWD will benefit from informal home-based education, community based pre-school services</strong></td>
<td>23 CWD have/are benefited/ing from informal home-based education, community based pre-school services in Lhasa, Quishol and Shigatse. 16 CWD from the community centers are benefitting from the training provided to the community center’ staff on informal education and “education through games” Links between the CC and kindergarten have been strengthened</td>
</tr>
<tr>
<td><strong>OVI 4.2. Organization of combined social activities for CWD and children without disability on quarterly basis in 6 communities.</strong></td>
<td>Inclusive social activities for children with and without disability are being organized in all 14 project schools (and surrounding communities) on national and international days of persons with disabilities and on the occasion of the children’s day</td>
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</tbody>
</table>

### Result 5: A continuum of services is ensured via more exchanges between education, health and disability stakeholders:

<table>
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</thead>
<tbody>
<tr>
<td><strong>OVI 5.1. Local steering committees are established and refer at least 100 CWD to education and health appropriate services.</strong></td>
<td>A steering committee has not been formed due to local challenges. Members of the steering committee (DWC) are being targeted and reached through their participation to seminar and workshops. However referral of children is taking place through other channels. In total, 87 CwDs have been referred to specialized and mainstream services (4 children referred to hospitals and orthopedic workshop, 2 children referred to mainstream schools, 42 children referred for hearing testing at the Regional Rehabilitation Centre, 37 children referred to middle schools, 2 children from community rehab center referred to mainstream kindergarten)</td>
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</table>

### Result 6: An accepted and sustainable model of “education for all within Chinese context” is shared and disseminated

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>OVI 6.1. Local authorities (regional, municipal, county and school) include IE in their annual plan and budget to support services and school development</strong></td>
<td>LDPF has sourced special funds to support pilot schools to include more CwD and to develop initiatives to keep them in school. Furthermore, 2 pilot schools (from Damxiong and Qushol) have gained special funds to improve school accessibility. The pilot schools also received additional funds for children who have disability card.</td>
</tr>
<tr>
<td><strong>OVI 6.2. An evaluation system is established and</strong></td>
<td>A set of “School inclusion” indicators have been identified</td>
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applied for inclusive education in education system with the support of the technical advisors. These will be consolidated into a data base allowing better monitoring of the level of “inclusiveness” of the pilot schools.

OVI 6.3. Regional level seminar on IE is organized to share and disseminate EFA model in TAR

LDPF organized a major Integrated Training on Disability Work where IE was one of the major topic to share and disseminate the EFA model in Lhasa and TAR in April 2012. A IE regional workshop was organized in 2013 and targeted 32 participants from different bureaus.

6. Activities planned for the next half year: (January – June 2014)

- Provide more trainings to the key teachers in 2014
- Produce training material
- Training of resource center staff and on ensuring proper running of activities
- Follow up and experience exchange activities between schools
- Awareness-raising on rights of children with disability to education and employment
- Carry-out training supervision and monitoring towards individual student adjusted learning plans in the project schools
- Support to the parents self-help group and relevant training
- Support informal education
- Workshop will be held at the end of the project (May - Jun 2014)
- Publication of the final report
- Setting up indicators of school inclusion
- External evaluation

7. Total expenditure to date

January-December 2013: 82,516.61 EUR (of which, KCF: 75,922.08 EUR)
January 2011 – December 2013: 315,828.8 EUR (of which, KCF 226,442.45 EUR)

Total funds received from the KCF to date: xxx EUR (needs confirmation from HQ)

8. Funding request

xxx EUR (needs confirmation from HQ)

9. Any other Comments

NA