

A. PROJECT PLAN QUESTIONNAIRE

Manos Unidas Inclusive Education Program

2. PROJECT DESIGN

Some questions may not directly apply to every project. Please answer the questions to the best of your ability.

2.1 PROJECT DESCRIPTION

➤ **What is the project? What is its ultimate objective(s)?**

The project is the Inclusive Education Project for Children with Special Learning needs. We will provide quality individualized education to 15 students between five and twelve years old with intellectual disabilities such as Autism, Cerebral Palsy and Down syndrome within the regular education setting. Our objective is to 1) provide a direct specialized service to the aforementioned population in a non-segregated environment 2) educate the public school community around student's rights and abilities in order to create a more inclusive society. Our aim is show success via an effective and replicable model of inclusive education in a country where little is known, understood or supported.

➤ **What are the main activities involved in the implementation of the project?**

The Main activities of this project are divided into 2 categories: 1) Direct Service 2) Community awareness.

The **direct service** component encompasses the direct instruction of 15 special needs children within three regular education classrooms (three different schools) monitored by three trained "Camino Nuevo" teachers, one in each classroom, who accompany the children on a daily basis. The specialized teachers are responsible for integrating personalized education goals within the regular education curriculum, supporting the regular education teacher with curriculum diversification and behavior support.

Included in the **direct service** is specialized training for the Camino Nuevo and Regular Education teacher pair. Two intensive professional development trainings on inclusive education methods are held within the academic year in order to strengthen the working relationship. One more aspect to the direct service component is the ongoing supervision by our academic coordinator to each school to do follow-up, mentoring and problem solving.

The **community awareness** component addresses all members of the education community in order to build a strong and positive environment for the social success of the students being included. We address four populations: 1) Regular education staff (Administrator and teachers) 2) Regular education parents 3) Regular education peers. 4) Family members of the included special needs students.

After a formal contract is established between Camino Nuevo and the regular education school, we conduct a series of workshops twice a year, one workshop tailored to each of the education community populations.

- The first workshop, *Sensibilización*, addresses awareness themes such as legal rights to education as well as activities that encourage and support empathy, respect, tolerance and friendship to those who are different from us.
- The second workshop, "*Conocimiento*" addresses specific disabilities and how to recognize and treat different populations of special needs people. These workshops are interactive and include dramatizations and multi-media.
- The third workshop, *Familias Unidas*, is an awareness and empowerment workshop directed at family members of the special needs students included in the schools, held twice a year. The first workshop of the year unites the five families of each inclusion school, the second one unites all 15 families.

The awareness workshops and activities are organized and directed by the *Equipo SANEE (Sistema de Apoyo para Necesidades Educativas Especiales)* of Camino Nuevo. Every special education school has this team that addresses inclusive education. The team is made up of the School Director, the Program Director, the Academic Coordinator and the Psychologist).

➤ **What outputs (products and/or services) will stem from the above activities?**

We will focus on two output sectors of products:

- 1) Those that will benefit from the direct service and
- 2) those who will benefit from the community building piece.

Direct service: 15 special needs kids will receive quality personalized education with individual goals that will be measured and have access to regular education with typical developing peers. Three Camino Nuevo teachers will receive specialized training in best practices for working with special needs students in an inclusive environment and three general education teachers will receive professional development training to work with special needs children within the classroom. Classroom teachers will receive some educational and recreational materials for their classrooms as well as meals during the day as an incentive to participate in these workshops.

Community building: Three public schools and all of their staff members (5-20) professionals in each school will receive awareness workshops, exposure, direct contact and experience with special needs children. 15 special needs families (four-ten members each family) will receive two awareness and empowerment workshops within the year and opportunities to socialize with other similar families. Three classrooms of children (approx. 75 children) will be exposed to studying alongside peers with different abilities and learn to become more compassionate, friendly and respectful of peers and members of the community that have different abilities.

➤ **What are the expected outcomes/results (immediate and long-term) of this project? (Please provide a detailed outline)**

Immediate expected outcomes for 2013 are to: 1) Increase the number of students included and receiving quality education services by 46% (from 8-15 kids) with measurable goals 2) Increase the number of schools where we work (from 2-3). By increasing schools we increase the population in the education community that will receive our awareness training 3) Increase the number of teachers trained in special education and inclusive education.

Outline

February:

- Sign formal contract with 1 new school
- Prepare 7 families for the new inclusive experience
- 40 hour teacher training week for the 3 Camino Nuevo inclusive education teachers (along with all other MU staff)

March:

- Begin the school year with 9 kids included full time in 2 schools
- Community awareness training workshop #1 (teachers, parents, peers) for 2 schools (6 workshops total)

April:

- Awareness workshop #1 with new school beginning of April
- Begin partial inclusion with 6 new students in new school, kids go 2 times a week.
- Mid April - Academic Coordinator begins visits to the schools every 15 days to monitor, get feedback and problem solve
- Best practice workshop #1 is offered to 3 regular education teachers working with special needs kids in the class along with MU teachers. 3rd Saturday of April

May:

- 6 new students attend new school 3 days a week
- Family empowerment workshop #1 and feedback session. Families divided into 3 groups, by school

June:

- 6 new students attend new school 5 days a week

July:

- All 15 students attend school full time. Progress reports are presented to parents via individual interviews.

August:

- Best practice workshop #2 is offered to 3 regular education teachers working with special needs kids in the class along with MU teachers. 3rd Saturday of August.

September:

- Awareness workshop #2 with teachers, peers and parents of all 3 schools (9 workshops total)
- Academic Coordinator visits the schools every 15 days to monitor progress.

October:

- All 15 students attend school full time
- Family empowerment workshop #2 and feedback session with all 15 families

November:

- All 15 students attend school full time

December:

- Progress reports and data collection of goals are presented to all schools and parents
- School year ends Dec. 20, 2013.

- Outcome: have a 3 year strategic plan to include outreach and increase services to rural areas and expand teacher workshop series.

Long term outcomes: Gain recognition from the Ministry of Education as they observe and applaud our work; be willing to sign a contract with us to assume Inclusion teacher salaries. Influence the Ministry of Education nationwide as a replicable model to move away from segregated special education schools; support with inclusive education training for regular education teachers.

Long term outcomes for students: To create a pathway to prepare students with specific skill sets that can be channeled into the vocational program and into the workplace.

- **How long will it take to complete the project?** 11 months. February – December, 2013 for this expansion effort.

2.2 CONTEXT AND RATIONALE

- **Why implement this project? What is the rationale for doing so?**

We have divided the project up into two areas of rationale: 1) The special needs student, 2) The community as a whole.

In regards to the student, the project has been designed in order to move away from educating children with special learning needs (intellectual disabilities) in isolated settings, and to provide an educational environment where the children can receive quality personalized education based on their abilities, be pushed to their full potential and learn alongside same aged typically developing peers.

In regards to addressing the community, the project aims to include children with special needs within the society as any other human being, seen as a regular member of their family, the education system and creating a successful path for a vocational insertion in the future. The project also aims to extinguish false beliefs, segregation, discrimination and isolation of children with special needs in Peruvian society by educating members of the education community (teachers, parents, and peers) of the rights by the law, best education practices and by pure exposure.

The Peruvian government passed a law in 2003 declaring that children with mild disabilities should be included into regular education schools and that special education schools (completely isolated from society) should only accept children with severe disabilities. However, the government has not provided any training for regular education teachers for inclusive education. Students who *are* included do not receive quality personalized education detailed to their needs. At the same time, most special needs students are rejected by the regular education schools. The current state of this transition results in special needs schools being full of children with mild to moderate disabilities who should be placed in regular education schools, leaving no space for children with severe disabilities.

- **What relevant contextual factors should be noted**

In the Andean regions of Peru, such as the city of Cusco, many false beliefs continue to exist regarding special needs children, they are seen as a curse or punishment from God. There continues to be a lot of shame and embarrassment associated with having a special needs child in this culture. Many children with more severe disabilities are hidden from the community and are never granted access to education much less a quality life within their reality.

It is estimated that 4,000 children (under the age of 18) in the region of Cusco have a disability. There is one government special education school, and three specialized schools run by the Catholic Church. All of these schools are segregated from the regular education system and do not come close to meeting the needs of the entire population. Universities in Cusco do not offer a Special education degree and limited training is available. In addition, state classrooms are overcrowded and understaffed therefore quality education service is unavailable in this region.

There are few examples of successful adults with intellectual disabilities working in the community, a sign that the community does not have an adequate system to support quality education, inclusion and acceptance of people with intellectual disabilities beginning from an early age.

- **Are there other relevant initiatives by other donors being planned or carried out? If so, how will those initiatives affect the proposed project?**

The Children of Peru Foundation has donated \$17,050 over the past 2 years and has committed to a minimum donation of \$10,000 for 2013. They have supported full and partial student scholarships (2011) and our young adult vocational training program (2012). They will continue to support the young adult program for 2013. Their initiatives will not affect the proposed project.

2.3 REACH AND BENEFICIARIES

- **Who are the direct and indirect beneficiaries of this project? What individuals and/or organizations will benefit?**

The Direct beneficiaries: 15 children with special needs, three special needs teachers, three regular education teachers.

Indirect beneficiaries: Three regular education schools will benefit - their professorial staff, classroom parents and classroom peers. Families of the included special needs students will also benefit.

- **How many people will likely benefit from the project? How many of the beneficiaries are women and how many are men? How many are children, youth, adults, and elderly? How many live in rural, urban, or peri-urban areas?**

Approximately 15 special needs students, 6 teachers, 60 family members (15 students, average of 4 people per family), 75 regular education peers (3 classrooms, 25 students per class), 35 regular education teachers and administrators (estimate based on 3 schools), 75 peer parents (considering only 1 parent per student) will directly benefit from this project.

Statistics: 15 special needs students (4 girls, 11 boys), 6 female teachers, mixed gender family members, mixed gender peers, many female teachers and administrators. All live in urban or peri-urban settings.

- **What are the main characteristics of these people? How would you describe them in terms of their economic, social, cultural, religious, or educational status?**

Catholicism is the dominating religion, many of the indirect beneficiaries are first language Quechya speakers, Spanish second language (for typically developing population), middle to lower class, at least one working parent in the household, at least one educated parent in the household.

➤ **How will the project impact the beneficiary population(s)? What are the expected positive and negative effects on them?**

In relation to the special needs students, the project will benefit the children by providing quality education, improved self esteem, the opportunity to learn alongside and socialize with same aged peers that can be used as social and language models. They will not grow up being isolated from society, subject to a lifetime of segregation and discrimination. They will be given the opportunity to develop to their fullest potential and create a pathway to a vocational setting in the community.

Possible negative aspects for our students could be that they are subjected to teasing and have typical students observe their deficits compared to same aged peers.

In relation to the population of the school community: positive effects on teachers will be acquired knowledge that can be applied to future students with special learning needs, the influence our program could have on state educational centers to receive more special needs children and increase tolerance and acceptance. The program will positively impact peers as they will become life-long colleagues and future employers of our students. Families of the included students will be positively affected, being accepted as any other family and reducing the shame and embarrassment of having a special needs child.

Negative effects on the schools could include a semi-invasive program within a classroom that could distract the typical learning patterns for students. Another negative effect that we have experienced is professional jealousy between the regular education school teacher and colleagues due to the intensive training and inclusion experience they acquire. But both of these items have solutions.

2.4 RISK STRATEGY

➤ **What risk factors threaten to undermine the validity of the project's results?**

Risk factors that we have encountered in the past and could face in the future are:

- Teachers reluctant to change with the semi-invasive program that interferes with the "traditional" system in the classroom.
- Teachers reluctant to participate in the workshops, especially the "best practices" workshop.
- Presumptuous negative attitudes by parents of regular education students
- School Directors who may not want to continue the program for any number of reasons
- Extremely disruptive behavior by any of the included special needs students.

- **What is the probability of occurrence for each risk factor? Is it high, medium, or low? What will be the impact if the risk factor occurs? Is it high, medium or low? Based on the highest value you assigned to the risk factor, what is the risk rating? High, medium or low?**

Risk Factor	Prob. of Occurrence	Impact if Occurs	Risk Rating ??
Teachers reluctant to change with the semi-invasive program that interferes with the “traditional” system in the classroom.	Medium	High	
Teachers reluctant to participate in the workshops, especially the “best practices” workshop.	High	Medium	
Presumptuous negative attitudes by parents of regular education students	Low	Low	
School Directors who may not want to continue the program for any number of reasons	Medium	High	
Extremely disruptive, inappropriate or aggressive behavior by any of the included special needs students.	Low	High	

- **What will you do to lower the probability of occurrence for each risk factor?**

The project aims at *preventing* these risk factors from occurring through direct education of all sectors involved (awareness workshops, motivation strategies, including students without a history of disruptive or aggressive behavior, etc.)

The academic coordinator plays a pivotal role in *addressing* the occurrence of each risk factors as they arise through continual, frequent visits to the schools. Her role is to problem solve and mentor the persons involved in the project. This continual contact prevents assumptions, misunderstandings and complications that the project could incur.

We will also be motivating teachers to attend the Professional Development Trainings through incentives such as meals and educational and recreational materials that are lacking in their classrooms.

- **What mechanisms will you establish to mitigate the negative impact of these risk factors?**

Mechanisms to mitigate the negative impact if these factors occur would include problem solving meetings with school directors and all persons directly involved in the inclusion project via continual relationship building meetings. This project is about relationships and social change that benefits everybody involved. We expect push back and understand it to be an essential part of social change.

2.5 CROSS CUTTING THEMES

➤ **Please describe the expected impact on women.**

This project was founded, run and lead by all women. Local *Cusqueñian* women are learning how to be positive, strong leaders within their community. All but one Manos Unidas staff member are women; all teachers are receiving intensive training to further their careers and their professional roles. We do a lot of work to reinforce women professionals in the field as well as train, prepare and inspire new pathways for young professionals (psych and education).

Mothers are the main caretakers of our special needs families and usually the biggest targets for blame in a family with a child with special needs. Our psych program and family workshops address educating families so that all family members can contribute to the life of the child and support the mother and father. We also address needs with vulnerable and single mothers, women who are separated or have suffered violence or trauma in their lives. 39% of MU moms are single moms. It is common for a mother of a special needs child to be abandoned.

➤ **Please describe the expected impact on the environment - NA**

2.6 SUSTAINABILITY STRATEGY

➤ **What is the role of the local partner organization in the development and implementation of this project?**

The Association *Manos Unidas*, the local partner organization, is the founder and principal supporter of *CEBEP "Camino Nuevo"*, the private school who will be executing the Inclusive Education Project. Students who will be participating in the project precede the experience with a minimum of 1 year of intensive preparation at *Camino Nuevo* where they have gained the necessary skills for a successful inclusion.

Manos Unidas is the entity in which trains *Camino Nuevo* staff for excellence in education. MU has an extensive international board of advisors who provides resources in a variety of fields and has assisted in the development of all projects. Celeste Marion, Co-Founder and Executive Director of *Manos Unidas*, is the lead resource facilitator for the development and execution of programs and staff training. The Inclusive Education Project model has been developed based on many in-situ observations of different inclusion programs within the United States and hours of research on international models suggested by UNESCO, UNICEF and other documented resources. *Manos Unidas* will direct, monitor and facilitate *Camino Nuevo* with this project.

➤ **What outcome(s) will be sustained beyond the project? What are the long-term sustainability strategies once the project is completed?**

Projected sustained outcomes include:

- An increase in qualified teachers for inclusive education
- An increased number of typically developing children educated around disability themes
- An increased number of special needs students who have received a quality education
- An increased number of families who have been exposed and educated towards special needs children and have accepted and united with special needs families.

Long term sustainability strategies are to work with the Ministry of Education to:

- Adapt and replicate our model
- Support our teacher salaries
- Hire us to train staff within the Ministry for best practices in Inclusive Education.

The project will continue preparing an increased number of students each year in the Camino Nuevo facilities who will be integrated in the regular education school system. We will be creating a pathway to future vocational training and employment.

➤ **How will local stakeholders (including beneficiaries) be involved in the project?**

There are many stakeholders involved in this project, many people who really care about its success. The Manos Unidas partners are both the project developers and direct employees of Camino Nuevo. The three women whose passion drives the project are the same women on the Equipo SANEE who will be building relationships with the regular education schools and implementing the community building piece of the project. We believe in a better way and must see it succeed. Mercedes Delgado, Manos Unidas Coordinator and Camino Nuevo Director has been working for the state school for special education for 13 years and is a witness to an ineffective system with no new changes.

Camino Nuevo families are stakeholders because the project offers a better future for their children. The only alternative for children with special needs is isolation and segregation from society. The school community population is invested and very important to the success of this project, as their perspective is distinct. Because the project takes place within the state schools, the Ministry of Education is the official monitor of our work. The Ministry of Ed. is watching our project very closely as Camino Nuevo is the only special education school in Cusco offering this inclusive education model. They have high hopes that our success will be replicable.

➤ **How will responsibilities be transferred to local stakeholders over the course of the project to ensure the sustainability of results?**

After demonstrating success, it is our hope to expand this model across the region of Cusco. Given the highly cooperative nature of the task at hand, the full intention is to have the Ministry of Education adapt this model and implement it themselves.

Parents will be serving as advocates for their children within regular education schools to ensure acceptance of program.

Workshops are designed to explore responsibilities and unite the community, encourage people to share the responsibility. This project is a new concept in this society but once people are exposed, they will become supporters.

2.7 OTHER COMMENTS

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Signature:

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