


**CENTRE
FOR INCLUSIVE
EDUCATION**



Each child **has the right**
to be accepted and valued.



Each child **must** be accepted
and valued.



Each child **can**
be accepted and valued.



Now.

We work for that.

WHO ARE WE?

Centre for Inclusive Education (CIE) is a non-governmental organization whose main goal is to help as many children as possible to learn and play together with their peers. We believe that each child should be given the chance to be accepted, valued and have the opportunity to develop their abilities. We present the solution to how inclusive education can be implemented more consciously and fully in Bulgarian schools. We are working for social inclusion and quality education for all children and for the safeguarding of those in need. The team of the *Centre* works with parents, teachers, principals, specialists, municipal and state authorities, business organizations, colleagues from home and abroad, and we are happy with the change that is gradually happening.

OUR MISSION

- Social inclusion and quality education for all children.

OUR OBJECTIVES

- True inclusive education for children and youth in public and private educational institutions.
- Increasing awareness and understanding amongst society and teachers of what is inclusive education and how it happens.



We closed the densely written book of 2015, and the white pages of another year spread out before us. It was an awesome and fearsome year. Both very successful and very fearful.

*In inclusive education there are times when **education** is the important word in the phrase but there are times when **inclusion** is the key word. The past year has shown us that the lack of inclusion has a very ugly and evil side. We were scared, angry, sad. Hopefully*

we succeeded to change and learn something. At least that segregating or mocking a group of children or a single child, harms everyone.

Living, we grow up. Growing up, we change and changing, we learn. While learning, we are exposed to everything. Only this way we learn, only this way we grow – each one individually and all of us as humanity. That is why it is so important that all children can learn together and learn from each other, and yes – to be exposed to different things, together. We continue to want and work to ensure that all children are together in class, even when this is difficult for somebody.

In the past year I all too often heard from various people in many different places, that it is time for good people to get together. What does this actually mean? What does it mean to be a good man, is it universal? Is it taught in school? Why is it important? How do we know a good person? Are there bad people? Where do they come from? What do you think? What do your students think? Write to us.

For us, the team of the Centre, 2015 was again a year of growing up, not quite easy but meaningful. Our work is increasing, we are also increasing as a team of adherents. And because we grow, not for the sake of growth itself, we think that what we do is important but we know that why we do it is also important. In other words, the discussions, disputes, different opinions and the endless questions: “Why?”, “Is it not better like this?”, “Did you read this article?”, continue. This is good, because it is not the job that makes you who you are but what you do. In 2016, I wish to us and to you to find our own balance and a little courage to find room for a real change and the things that our hearts desire. Because, as Aristotle said: “We are what we constantly do. Therefore perfection is not a single act, but a habit”. I wish you perfection!

Iva Boneva

Executive Director, Centre for Inclusive Education

In 2015 Centre for Inclusive Education worked with:

200 school principals,
teachers and specialists

1700 parents

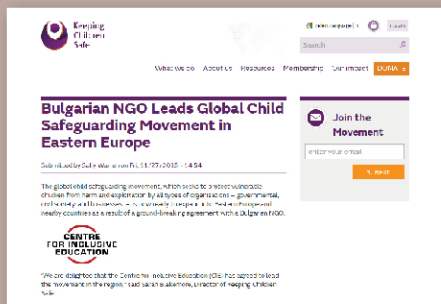
1800 children





In 2015:

**CIE BECAME REGIONAL REPRESENTATIVE OF
"KEEPING CHILDREN SAFE"**



**WE GREW UP
AS A TEAM**



**PROIBSHTI.SE
REACHED OVER
82 000 READERS**





**WE LAUNCHED THE
"GIFT (Green Ideas For Tourism) FOR EUROPE" PROJECT**



**OVER 400 TEACHERS AND SPECIALISTS VISITED OUR
CONFERENCE ON INCLUSIVE EDUCATION**



OUR TEAM



Iva Boneva
Executive Director



Dimitar Lazarov
Strategies, Policies and
Programmes Director



Lilia Krasteva
Research, Analyses and
Methodologies Director,
Monitoring and Evaluation



Daniela Todorova
Project Manager



Latinka Ducheveva
Communications Manager



Stefan Yordanov
Child Safeguarding &
Participation, School Coordination



Stella Petrova
Chief Accountant



Margarita Asparuhova
Educational Methodologies and
Development Expert



Victoria Bachvarova
Educational Methodologies
and Development Expert,
Psychologist



Stefka Chincheva
Training and Development
Specialist, Psychologist



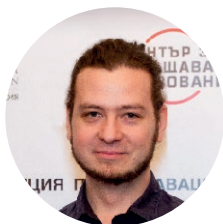
Elitsa Ignatova
Programme Support
Coordinator



Alexandra Angelova
Training and
Development Specialist



Bilyana Popova
Finance and Administrative
Manager



Stefan Stefanov
Programmes and Projects
Expert



Zdrava Stoeva
Communications Expert



Denitsa Davidkova
Building and Development
of Communities



Tsvetan Kadiev
Coordinator



Dimitar Petrov
Monitoring and Evaluation
Expert



Antonia Smokova
Training and
Development Specialist



Dobrin Georgiev
Supervisory Administrative
Specialist



INCLUSIVE EDUCATION

Inclusive education is an integral part of the right to education

Success at the level of legislative framework has been achieved with the adoption of the new *Law on pre-school and school education – LPSE* in September 2015, by which, for the first time, inclusive education became a part of the right to education. This means that speaking about quality education, we have to now mandatorily incorporate the inclusive component.



Moreover, a new philosophy on support is introduced in the *LPSE* according to which every child which at some point needs support can receive it where the child is – in kindergarten or in school. Also expanded is the range of children and students who may receive additional support, and besides children with SEN and chronic diseases, intensive support will also be given to children at risk, and gifted children.

Assigning the responsibility for provision of general and additional support to the school as well as ensuring the right of schools to choose the ways in which they provide this support will ensure that the responsibility but also the opportunities are centered where the child is, and decisions in the best interest of the child to be taken by a team of specialists and teachers. The children will be able to receive support, coordinated between all teachers at school which will improve their ability for learning and participation at school.

To get there, however, a long path of intensive advocacy work was walked. In early 2015 the *Centre for Inclusive Education* actively participated in the work of the *National Assembly's Contact Group on the subject of inclusive education* in drafting the law. The *Centre* initiated and





also participated in a number of working groups in the civil sector that have drawn an Agreement supporting the reform of the organization of support for children and students in the draft law.

As a result of these efforts, the Centre was invited by the *Committee of Education and Science* at the *National Assembly* to organize a round table on inclusive education. The event was held on March 25, 2015, under the patronage of MP Milena Damyanova and with the special participation of prof. John Ravenscroft from the University of Edinburgh. During the event, the Scottish education system model and major changes foreseen in the Bulgarian education system were discussed. Over 70 participants attended the event.

«In order for the reformative spirit of the law to be effective, it needs to be further developed and synchronized in the corresponding Standards and to be ensured adequate state funding for the new policies. It is necessary in the subsequent strategies and action plans in the field of education to program solutions to current problems, such as securing professionals – specialists, training of general education teachers, training of school management to work in a new environment – with opportunities for choice and need for strategic planning. It is precisely in this direction that the Centre for Inclusive Education will work throughout its advocacy efforts next year.»

Lilia Krasteva,

Research, Analyses and Methodologies Director,
Monitoring and Evaluation



“ONE SCHOOL FOR ALL”

In 2014 the *Centre for Inclusive Education* launched the “*One School for All*” programme aiming to develop a Bulgarian model for an inclusive school environment which subsequently would serve more schools. The programme is implemented with the support of the *America for Bulgaria Foundation*. The programme involves five partner schools. We continued to work actively for its realization in the past year 2015.

Within the “*One School for All*” programme we worked with 5 partner schools:

202 PS “*Hristo Botev*”
Dolni Pasarel

PS “*Vasil Levski*”
Pravets

PS “*Ss. Cyril and Methodius*”
Botevgrad

171 PS “*Stoil Popov*”
Novi Iskar

104 PS “*Zahari Stoyanov*”
Sofia



Over the past ten years we have been looking for answers to the questions – “*Who is inclusive education for, why inclusive education, how does it happen...*”. We studied global models, partnered with Bulgarian schools and kindergartens to adapt some of these models into our context, we explored the attitudes and perceptions of different social groups, faced contradictions, fears and concerns, and countless questions.





As a result of this process we developed a model for inclusive school environment and methodology for implementing this model in Bulgarian schools, which have become open to the idea that children are different and this is a value, not a flaw.

The model that the *Centre for Inclusive Education* created answers the question what does an inclusive school look like and how an inclusive school environment can be constructed. The model's distinctive features are: it was created for and within the Bulgarian context, it describes the creation of an inclusive school environment from inside out and requires a coordinated and systematic involvement of all stakeholders in the school community in four key areas – school leadership, teaching practices, child safeguarding and partnership with parents.

Let's visualize the elements of the model

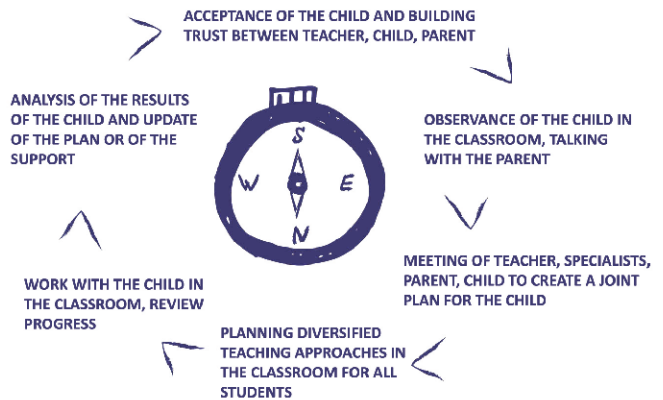


These four elements are interrelated and their combination enhances the effect of each of them. The model follows several key principles which have a proven impact on the successful implementation of inclusive policies and practices: team decision making, decisions based on data and more evidence-based practices.

Thus, inclusive education does not include one or more specified groups of children or adults but seeks acceptance, provision of opportunities for development and support of all involved in the educational process – students, principals, teachers, professionals, parents, non-teaching staff.

In connection with the creation of the Model, the team of the *Centre for Inclusive Education* developed a tool to assess the school environment according to the already mentioned four main areas. It aims to help the school team get a good estimate of how far along the school is on its way to develop an inclusive school environment, and to identify possible areas for improvement. The tool systematizes the achievements of the school so far and gives guidance and ideas for further work on the four elements of the model.

COMPASS OF THE TEACHER - HOW TO SUPPORT EVERY CHILD IN THE CLASSROOM



«The affirmation of inclusive education, as an integrated part of the right to education is a serious commitment by the state and we all must join efforts to support teachers to the maximum. Our experience shows that when the teachers are supported, they themselves becomes supportive. When they have the knowledge and skills to meet the diverse needs in class and the sensitivity to follow up the results of their way of teaching, they are confident to help all children to progress.»

Daniela Todorova,
“One School for All” Programme Manager

Dr. Elaine Struthers in Bulgaria

Within the **“One School for All”** programme the **Centre for Inclusive Education** invited **Dr. Elaine Struthers**, Doctor of Occupational Therapy to hold meetings of parents groups for parental support of children with special educational needs in which everyone was free to share their experiences and emotions. They were held in April, May and June 2015.

Dr. Struthers presented to the participants techniques and practical tips for home activities that develop co-ordination, fine motor skills and prepare the child for more complex activities such as writing.

Dr. Struthers is a specialist in the field of sensory integration. She has extensive experience as a professor of occupational therapy at the University of New Mexico, USA as a researcher and advocate for the rights of children with difficulties in development.



Dr. Pamela Deponio in Bulgaria

In order to contribute to building academic knowledge in the field of inclusive education, the **Centre for Inclusive Education** released the book **“Identifying and Supporting Children with Specific Learning Difficulties”** by Dr. Pamela Deponio and Christine MacIntyre. We invited Dr. Pamela Deponio for the premiere of the book in Sofia in October 2015. This visit occurred within the **“One School for All”** programme.

The book was presented to the Bulgarian audience during the public lecture of Dr. Deponio on **“Beyond the Label: comprehensive look at every child”** which was attended by teachers, principals, psychologists, specialists, representatives of non-governmental organizations and businesses.

Dr. Deponio and Ms. MacIntyre argue that in order to offer adequate support to every child, teachers must look beyond the label of the child’s difficulty, to assess the child as a whole.





Dr. Pamela Deponio shared examples from her practice with general education teachers, specialists, and parents during the one-day training session – *“Monitoring, identification and support of children with dyslexia and dyspraxia”* organized by the Centre for Inclusive Education.

Dr. Pamela Deponio began her career as a general education teacher, and later as a resource teacher. She taught at Moray House School of Education at the University of Edinburgh for many years and is a programme manager on “Supporting education”. She is the author of many books and articles related to the identification and support of children with learning difficulties at school age. Dr. Deponio is a longtime partner of the Centre for Inclusive Education in various projects and initiatives.

Partnership with Universities

In 2015 we continued to work in partnership with *Washington University* in Seattle. In April we presented the product of our cooperation in a special workshop during the

largest annual conference on inclusive education of the *Council for Exceptional Children*. In August we were invited to participate in the round table of the *Council* with international participation at which Iva Boneva presented the model of inclusive school in development as well as the challenges to inclusive education in Bulgaria.



*“ONE FOR ALL, ALL FOR ONE –
developing and implementing a methodology of
positive role models against discrimination at school”*



In July 2015 the Centre for Inclusive Education initiated the “One for All, All for One – developing and implementing a methodology of positive role models against discrimination at school” project, funded by the NGO programme in Bulgaria under the financial mechanism of the European Economic Area.

The aim of the project was to create and implement an innovative training methodology for children, based on the positive role model, in order to enhance acceptance and cooperation among all students regardless of ethnic, cultural and social background and gender.

The idea for such a project was born as a result of the observations and impressions of our team during our work in many schools in the country. Our experience unambiguously showed that discrimination based on sex, race and religion has a serious impact on the development, self-assessment, formation of patterns of behavior, success and self-esteem of the students, whereas in some extreme but far from rare cases children develop learning difficulties and need support from a specialist.

Although the fact that prejudices have a negative impact on school life is not news, stereotypes are so deeply embedded in the Bulgarian society that they often are not even realized as an obstacle.



With the “*One for All, All for One*” we tackle precisely those prejudices by using positive role models and methods of “experience learning”. Students are introduced to the life and work of famous people who fought for equity and justice – Martin Luther King, Malala Yousafzai, Mahatma Gandhi, Nelson Mandela, while being placed in game situations that illustrate inequality against which the particular person fought. Thus they experience the topic of discussion and are asked to look for parallels between what was learned and real life.

As a result of our work on the project a *Handbook for development of empathy through role models* was created to assist in the work of teachers and students to overcome prejudices in a positive and playful way.



The *Handbook* is available at:
<http://cie-bg.eu>, Resources section.

For more information and setting up a training,
please contact Dimitar Lazarov at:
d.lazarov@cie-bg.eu

«Years of experience show that discrimination in schools is a barrier that prevents students from feeling comfortable in class, from communicating and developing their talents. It is the right of every child to receive a quality education, to feel accepted and valued.»

Dimitar Lazarov,
Strategies, Policies and Programmes Director

“No education is ever neutral,

it is either designed to maintain the existing situation, imposing [...] the values and culture of the dominant class, [or it is] designed to liberate people, helping them to become critical, creative, free, active and responsible members of society.”

Hope and Timmel, 1984

This year we continued our inspired work to support global citizenship education at school. It was marked by the *European Year of Development* and the events organized by the *Centre for Inclusive Education* together with other civil society organizations.

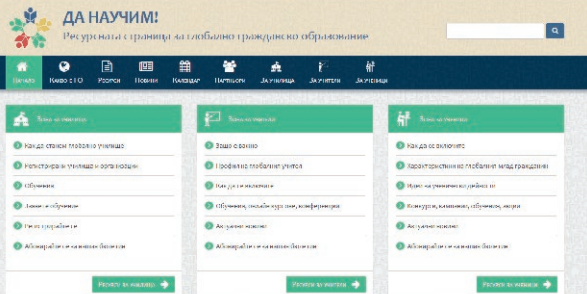
In 2014 we were invited by the Ministry of Foreign Affairs, within the *Bulgarian Platform for International Development (BPID)* to prepare a proposal for the *European Year of Development 2015* dedicated to global civic education. With this project, as part of the programme of the Ministry, the Ministry of Foreign Affairs was granted European funding.

In 2015 we had the opportunity along with other organizations, members of *BPID* to realize part of the proposed activities:



In November, within the BPID, we announced and held a “Global School” competition among schools across the country. We received and evaluated more than 40 proposals. 11 were the selected schools which, with their practices were deservedly called “Global School”; They received a prize of 1,000 BGN each, to realize their innovative ideas with their students. The competition has the opportunity to become an annual event, thanks to the corporate social responsibility of business.

In December 2015 the fourth annual conference on global education was held. The event was attended by over 130 teachers, principals and representatives of NGOs. The event was marked by the new Objectives for sustainable development and more particularly by Objective 4.7, which sets knowledge and skills for global citizenship education for all students by 2030. Among the presenters were Catherine Gathercole of Tide Global, England, Kosta Kostov, expert on civic education in the Ministry of Education and Science, Yoana Petkova from UNICEF.



With BPID we also launched a new website: www.devedu.eu, which has the ambition to bring together the resources on the topics of global education of all civil society organizations, to be used by teachers and students.

Asenovgrad and Ruse welcomed our traveling exhibition of illustrations on global themes “With hands and hearts around the world” by Vasil Peev.

The journey continues.



“GIFT FOR EUROPE”



The three-year “Green Ideas for Tourism for Europe” international project started in October 2015. It aims to strengthen the link between the sustainable principles taught at vocational schools of tourism and practices in the tourism industry.

The Centre for Inclusive Education is the Project Lead, in partnership with Ecosystem Europe Association, the Vidin Vocational School of Tourism “Mihalaki Georgiev”, the developer of educational software Context Learning from Finland and the independent research organization Stockholm Environment Institute – Talinn from Estonia. The Project is financed by the EU programme Erasmus+.

In November 2015 the Centre for Inclusive Education hosted the kick-off meeting attended by representatives of each of the participant organizations.

Environmental and social responsibility are key factors for the competitiveness of European tourism, as nature and cultural heritage are its main assets. The project’s main output is an interactive website-tool, which will present with educational purpose the functioning of actual enterprises that have introduced sustainable, environmentally responsible and regenerative practices in their management. Allowing students to make managerial decisions, the tool will demonstrate tourism’s impact on environment.

The Centre for Inclusive Education will develop and present the educational tool in the website through easy-to-understand graphics, for example the innovative approach of mind maps.

For further information, please contact Stefan Stefanov at s.stefanov@cie-bg.eu

«Introducing the tool in the curriculum of vocational schools will improve the professional training of the students, as well as the relationship between the tourism industry and education.»

Stefan Stefanov,

Programmes and Projects Expert



Erasmus+

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CHILD SAFEGUARDING

Internal child safeguarding is the responsibility of each organization to ensure that its employees, programmes and activities do not abuse children.

Centre for Inclusive Education continued to work in 2015 to assure better safeguarding for children at school. All partner schools have been trained how to recognize and response to child abuse concerns. School teams received our full support and guidance on how to conduct risk assessments and develop minimum child safeguarding measures.

Centre for Inclusive Education signed a 3-year partnership agreement with the international network *Keeping Children Safe*. Under it, the Bulgarian organization becomes full member and regional hub of *Keeping Children Safe* for 12 countries in Eastern Europe.

Within the framework of this partnership experts from the *Centre for Inclusive Education* will conduct trainings to non-governmental organizations to implement the international Child Safeguarding Standards and to develop internal organizational policies and procedures for child protection, including monitoring and certification.

Keeping Children Safe embodies and represents the commitment of organizations worldwide to protect children and promote a set of robust and comprehensive safeguarding

«This agreement is significant for CIE because it raises organization's expertise to a new, higher level in the child safeguarding work, not only in Bulgaria, but also in the region. We are aware that with it, our responsibilities and challenges grow bigger and we will invest a lot of effort to respond to the higher expectations in the name of children safety in the non-governmental sector.»



Stefan Yordanov,

Child Safeguarding & Participation,
School Coordination

standards. The international network enters into partnerships with local organizations to establish regional hubs which will promote the Child Safeguarding Standards, increase membership in the safeguarding movement and deliver technical assistance in a more culturally sensitive way to the organizations committed to protecting the children they work with from harm, through their programmes and daily activities.

The agreement will contribute to the promotion and observance of international standards for child safeguarding. It covers the countries Bulgaria, Latvia, Moldova, Poland, Czech Republic, Georgia, Armenia, Azerbaijan, Russia, Ukraine and others.

Organizations in the region that wish to develop or strengthen their child safeguarding capacities should contact Stefan Yordanov at cie@keepingchildrensafe.org.uk



Keeping Children Safe

Keeping Children Safe is a dynamic and growing organization that works to protect some of the most vulnerable children in the world from abuse and exploitation. It was founded in 2001 by a group of leading humanitarian NGOs and represents the commitment of organizations around

the world to protect children through the implementation and promotion of a set of clear and comprehensive protection standards that all organizations can and should follow.

Keeping Children Safe works to support organizations for child safeguarding, for building capacity, increase its membership and for advocacy on issues relating to child protection.

It expands its activities in building capacity through its regional partners in Latin America and Eastern Europe by offering:

- *Child safeguarding auditing;*
- *Certification Level 1;*
- *Certification Level 2;*
- *Basic child safeguarding workshops;*
- *Tailor-made child safeguarding workshops;*
- *Child safeguarding investigation management workshops;*
- *Child safeguarding in emergencies workshops.*

RAISING AWARENESS AND SUPPORT FOR INCLUSIVE EDUCATION

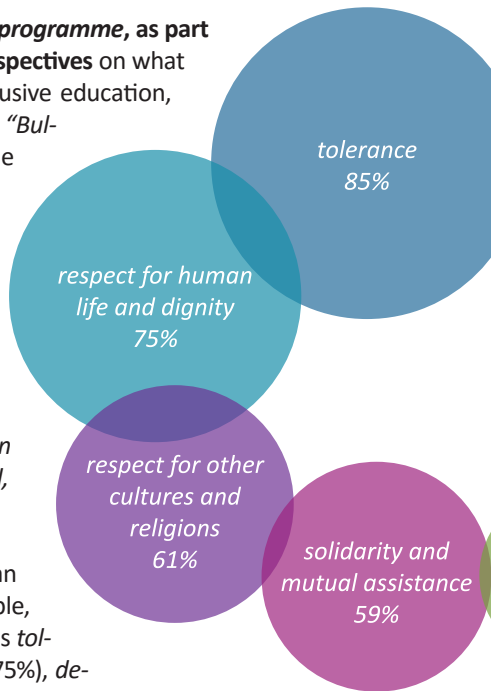
Survey of public attitudes

Within the framework of the “*One School for All*” programme, as part of our efforts to explore and present different perspectives on what is happening in education, and particularly in inclusive education, we conducted a nationally representative survey “*Bulgarian Schools through the Eyes of Teachers*”. The survey included 300 teachers (Grades 1-8) across the country and has been implemented by the “*Global Metrics*” agency with the support of *Serdika Offices* and the *America for Bulgaria Foundation*.

The analysis showed that according to Bulgarian teachers among the major problems in the education system are *the lack of interest of the students in the educational material* (49%) and *the complicated, difficult to understand educational content* (31%).

The majority of teachers believe that school has an important role in shaping the values of young people, and point out that it must educate in such values as *tolerance* (85%), *respect for human life and dignity* (75%), *defense of own opinion and freedom of expression* (66%), *respect to other cultures and religions* (61%), *respect for human rights* (60%), *solidarity and mutual assistance* (59%), *ability for compassion and empathy* (51%), *gender equality* (45%). The achievement of these commonly shared by teachers targets is challenged by the complicated educational content and the challenge to present educational material in a fascinating and interesting way.

Regardless of the encountered problems, for 71% of the teach-



ers the needs of each child are in the centre and they are trying to develop the potential of their students. 83% of the teachers see themselves more as *inspirers and motivators* rather than as transmitters of knowledge and facts.



Although the “One School for All” programme is in its first phase, changes are already happening. Just in one year the positive attitude of teachers towards inclusive education in the five partner schools almost doubled. In schools where the programme has been implemented the share of teachers who firmly support inclusive education has increased from 36% in 2014 to 69% in September 2015.

More and more teachers realize the importance of inclusive education and the positive effects on the school community. According to 62% of the teachers in our country it is important for the school to work with a programme for inclusive education, 25% indicate that this is important, but only partially and only 2% think that inclusive education is not important, while 10% have no opinion on this issue.

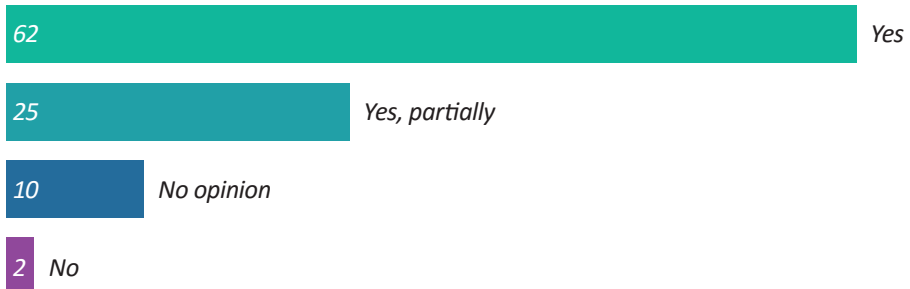
defense of own
opinion and freedom
of expression
66%

respect for
human rights
60%

compassion
and empathy
51%

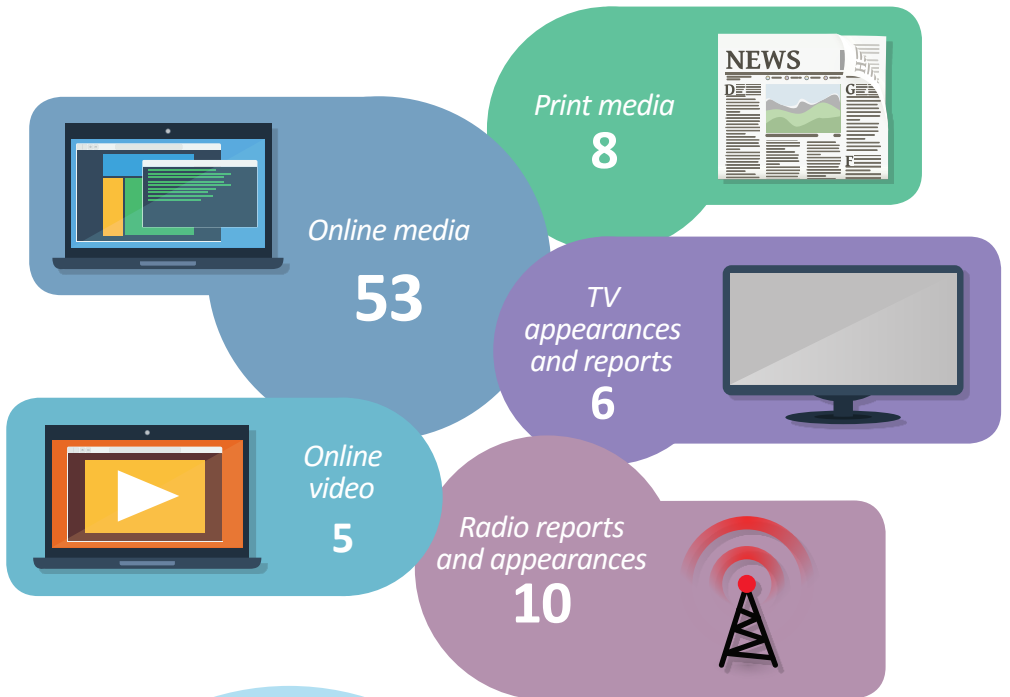
gender
equality
45%

Is it important for schools to work with an inclusive education programme?



Raising awareness

CIE media presence in 2015:



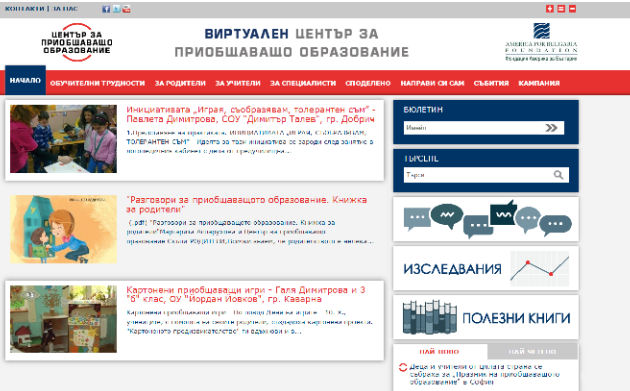
Our websites in 2015 :

172 519 visits
120 608 visitors
319 548 pages viewed

Radio: 148:27 min.

TV: 42:03 min.

Throughout 2015 *Priobshti.se* – our specialized site for educational support, reached more than 82 000 readers – teachers, parents, professionals working with children. The *Virtual Centre for Inclusive Education* won its faithful followers, about 50% of them being teachers, 25% professionals and 13% – parents, according to a survey we did at the end of 2015.



Priobshti.se is a Virtual Centre for Inclusive Education, which provides specialized information and resources to teachers, parents, and professionals, working with children.

Thanks to you – our readers, in its short existence *Priobshti.se* has become one of the preferred sources of specialized information and resources to support the work with children with learning difficulties.

The articles, that we so lovingly wrote or translated, were read over 280 000 times. 65% of the users have used information and practical ideas from *Priobshti.se* at least once in their practice and 18% have implemented what they read about over 10 times. 61% believe that the information they receive from the site makes them more confident in their work or in their role as parents.

We are happy that although virtual, there is a shared, positive space, which unites all of you – the people who put daily efforts to make inclusive education happen, and more children to feel good at school.

In November we celebrated our first birthday and look forward to our next, and we will not stop to select the most interesting materials and invite prominent professionals in the field of child development and learning to contribute to *Priobshti.se*.

Conference on Inclusive Education 2015

On December 12, 2015 in hall 6 of the National Palace of Culture was held the annual international conference on inclusive education “One School for All – Building an Inclusive School Environment”.



The central focus of the *Conference* this year was the presentation of the Bulgarian model for inclusive school that the *Centre for Inclusive Education* has created in cooperation with 5 partner schools in the country and experts from the USA and Europe.

The event was opened by Vanya Kastreva, Deputy Minister of Education and Science, María Jesús Conde, *UNICEF* Representative in Bulgaria, Natalia Miteva, Programme Director “*Education and Libraries*” at *America for Bulgaria Foundation* and Iva Boneva, Executive Director of *Centre for Inclusive Education*.

Special guest at the event was Prof. Douglas Cheney from the Washington University in Seattle, who mentioned key aspects of inclusive practices in the United States. Over 380 teachers, principals and specialists from across the country shared their experiences,



ideas and practices for building an inclusive school environment, in four panel discussions – school leadership, teaching practices, child safeguarding and partnership with parents.



During the *Conference* it was also discussed how the principles and philosophy of inclusive education enshrined in the new *Law of Preschool and School Education (LPSE)* and in the forthcoming *Standard for Inclusive Education*, will be realized in practice. Participants had the opportunity to ask questions and share their concerns with representatives of the Ministry of Education.

All presentations and materials from the conference can be viewed on the *Virtual centre for inclusive education* at www.priobshti.se.

The conference was organized by the Centre for Inclusive Education with the support of America for Bulgaria Foundation as part of the "One School for All" programme and UNICEF.



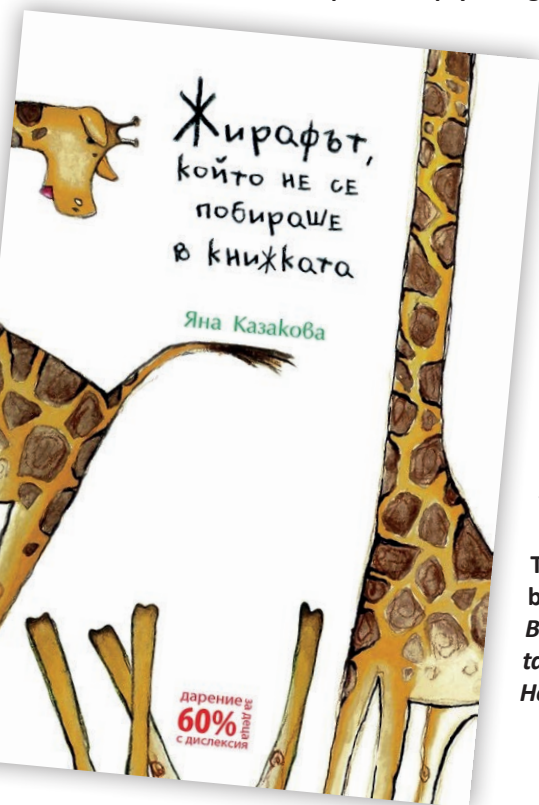
TOGETHER WE ACHIEVED:

Zhivko the Giraffe celebrated his sixth year!

The campaign for *Zhivko the Giraffe and his friends* provides therapeutic help of a speech therapist and psychologist for adopted children, children in foster care, children with learning difficulties and children who spent the first years of their life in institutions. The funds for the campaign are raised through the sale of the children's book "The Giraffe That Did Not Fit in The Book", whereas 60% of the proceeds raised from the sale are intended for therapeutic work with children and 40% to cover the cost of its reprinting, as well as organizing other initiatives in support of children with learning difficulties.

The *Centre for Inclusive Education*, the author and illustrator of the book – Yana Kazakova, and all those who distribute it donate their work free of charge.

Thanks to all contributors – *COCORICO* café-boutique, *Ciela*, Book stores "Fyut", *Bard Books*, Children's House "Never-ending Fairy tale", *Laika.bg*, *+Tova*, *Biocafetto*, *Boho Chic House* – Varna and Sofia!



Thanks to our joint efforts and shared goals, during the past year 7 children had the opportunity to work with the psychologist and / or speech therapist to overcome the difficulties on their way.

We move forward proudly, looking for new big and small friends...



For a second consecutive year CEE Property Bulgaria Supports the Centre for Inclusive Education

The Centre for Inclusive Education received a donation of 1 667 BGN from CEE Property Bulgaria Ltd., part of S IMMO AG Austria and owner of Serdika Mall and Serdika Offices.

For a second consecutive year, a campaign was organized to build a virtual Christmas village. On a purposefully created internet platform customers and partners of CEE Property Bulgaria Ltd. had the opportunity to build houses, each of which equals 10 BGN that the company donates. The Company selected three initiatives to which it donated the funds raised: *Leaders of the Natural Sciences Olympic Teams Association, Fortissimo class* and *Centre for Inclusive Education*.

The funds raised will support our work towards more children learning and playing with their peers, developing their talents to achieve their dreams and be happy.

Also in December 2015 CEE Property Bulgaria Ltd. provided free advertising space in its office building to promote the fundraising campaign *“Jivko the Giraffe Helps Children With Learning Difficulties Who Had Spent Their Early Years in Institutions”* and the book *“The Giraffe That Did Not Fit in The Book”*.

Thank you!

The Sunny House

In 2015 the “Sunny House” was available to all concerned parents and teachers who wanted to consult our specialists.

The “Sunny House” is not a real house, but an organized space in which there is everything required for conducting speech therapy and psychological support with children aged 3 to 18 years.

The reasons why support is needed, may be different – disability, learning difficulties, cognitive, psychological or other difficulties. Depending on the needs of each child a psychologist and a speech therapist are ready to offer appropriate support – single consultation or extended mutual work with the child and its family.



Since training is among the most important priorities of the organization, in 2015 the *Centre for Inclusive Education* continued to meet the requests of schools and NGO partners to increase the capacity in the field of inclusive education and internal child safeguarding. We trained and supported dozens of teachers, parents, school principals, professionals working with children and partners across the country.



Recognized as an organization with leading expertise in the field of child participation and global education, *CIE* continued to promote the empowerment of children in school and contribute to the preparation of the Bulgarian students as future responsible citizens of the world.

We know that people who work with children may face many challenges and need additional knowledge and support on many levels, so our trainings (facilitated by ours and external experts) are planned and presented in order to reach the various target groups we work with.

Craft workshops

Last year the *Centre for Inclusive Education* hosted two craft workshops. In April we organized Easter art workshop at which we invited children, parents and teachers. We exchanged interesting color ideas, and in result, besides convivial mood we also got Easter cards, decorated colored eggs, wreaths, baskets and cheerful decorations.

For a second year we organized our Christmas bazaar alongside with a workshop for Christmas decorations. Together with children and parents we made snowmen, Santa Clauses and beautiful ornaments for Christmas trees from various materials. All this happened with a background of soft music and cinnamon cookies.

We added the funds, that we raised with two events to our fund for the provision of therapeutic support by a speech therapist and a psychologist for children with learning difficulties.



Slanchitsa
online shop for puppets
and learning materials

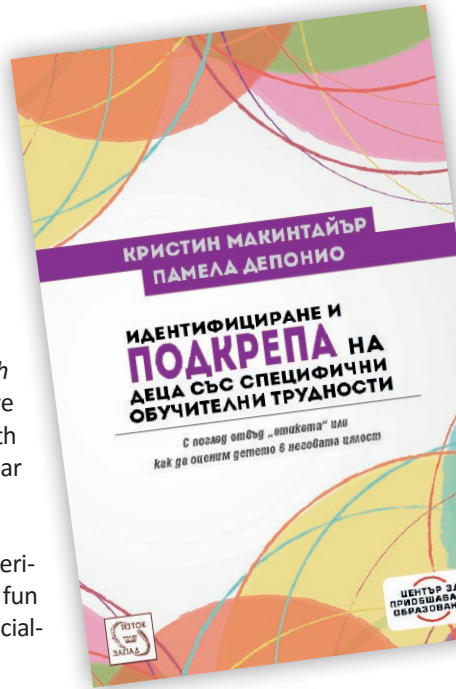
СЛЪНЧИЦА

In 2015 in addition to the various types of puppets and therapeutical materials for easier and more effective learning, fulfilling games and materials for the development of children's imagination, we began to offer more products for parents and teachers. We created a special place for books related to the up-bringing of children, learning and child development. We carefully selected them for you.

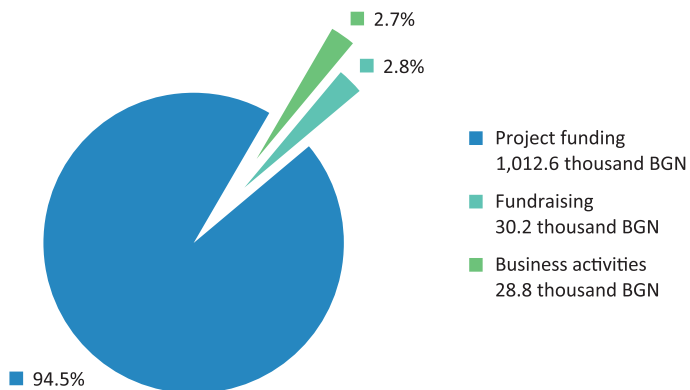
The book *"Identifying and Supporting Children with Specific Learning Difficulties"* by Christine MacIntyre and Pamela Deponio which we jointly published with the East-West publishing house was particularly popular among our readers.

In the new year we will continue to offer selected materials that help make learning easier, quicker and more fun for children, and facilitate the work of teachers and specialists.

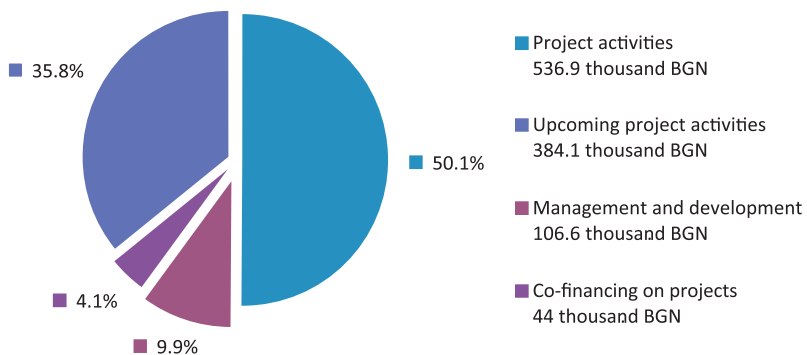
Ten percent (10%) of the value of every purchase you make will be donated to the *Fund to Support Children with Special Educational Needs* at the *Centre for Inclusive Education*. The *Fund* finances publications, events, seminars and individual consultations with specialists who help children succeed and live happily.



INCOME



EXPENSES



THANK YOU FOR YOUR SUPPORT!

Some of your feedback, which motivates us to keep going:

Responses to the question “What do you like most on the *priobshti.se* site?”

- The relevance of the discussed problems and the layout;
- The practical nature, the ingenuity of ideas;
- The site has everything I need;
- The possibility to exchange ideas and best practices;
- Your team's desire to bring about inclusion;
- The practical ideas for better parenting approaches;
- The valuable and up to date information.

Responses to the question “How do you think the model for inclusive school environment offers working solutions?”

- By creating prerequisites for achieving a coherent and permanently coordinated work between different units;
- By enabling each school to sort out their priorities;
- By offering a workable scheme tested in school. It includes those who determine the result. It is based on teamwork;
- The four components are precisely defined and fully address specific issues. The symbiosis between the components is the key to success;
- Inclusion happens only when all participants in the process support each other and work in one direction – towards the development of children.

Responses to the question “What is the most significant change in your school, due to our joint work?”

- I have understood that nothing is impossible when it comes to the education of all students.
- We began creating a team that truly shares a common idea about how we want our school to look, how to motivate children to give the best of themselves.
- There is a sense of readiness for sharing experience and accepting advice and adopting working techniques.
- Strengthening the desire and the need for collaboration of the teachers for the benefit of children.



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