

The logo for the Centre for Inclusive Education features the text "CENTRE FOR INCLUSIVE EDUCATION" in a bold, black, sans-serif font. The word "CENTRE" is on the top line, "FOR INCLUSIVE" is on the second line, and "EDUCATION" is on the third line. The text is centered between two horizontal red lines. Above the word "CENTRE" and below the word "EDUCATION" are two red curved lines that form a partial circle around the text.

**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?

The *Centre for Inclusive Education (CIE)* is a non-governmental organisation whose main aim is to promote inclusive school environment as a quality standard in education. We support schools in their development towards communities of shared values and vision so that children are supported to develop their capacities and to overcome hardships, teachers feel supported and confident that they can cope with the growing challenges, and parents assume their responsibility in partnership with schools.

OUR MISSION

It is our belief that every child must be included and valued. The *Centre for Inclusive Education* works to promote social inclusion and quality education for all children.

OUR OBJECTIVES

- To support professionals in the field of education who work with school children with various educational capacities and needs in a way that will make them confident to teach and support children effectively and to create inclusive school environment for all.
- To raise the awareness of educational and social institutions and strengthen their capacity to ensure and meet child safeguarding and child participation standards.
- To raise awareness and sensitize national and local decision makers about the philosophy and problems of inclusive education and child protection.
- To stir the interest and gain the support of Bulgaria's citizens, donor organisations and businesses about causes dealing with quality education, child safeguarding and child participation.



We finished year 2016 the way we started it – working hard as a team. So many things happened in the Centre in the past 12 months, 52 weeks, 365 days, 8 760 hours and altogether in the past 525 600 minutes, we learned so much that it would be difficult to take stock of everything. Indeed, whatever time takes away from us comes back in the form of strength and wisdom. We learned that there was no point in small-scale dreaming: the larger our dreams and the broader our goals are, the stronger the energy we generate and attract to make them real. Sure, there will always be sceptics and doubts will always exist but once we managed to hold out and moved forward, we actually saw things happening. Hurray. We also learned how to expand our inner

consciousness and laugh at things when they seemed not so funny. How do you expand your inner consciousness? Not easy at all. There are many ways to do that but they all imply awareness of the joy to be useful. Some people refer to this as putting yourself at the service of others. That satisfactory feeling of one's "heart singing and soul praying" when you helped out after help was requested. That joy bringing smiles on all faces you meet.

And no, the past 3 153 6000 seconds did not bring only success. There were setbacks too. There were also failures – true, we did stumble along a few roads. But we got up, almost all of us. And here we are again: walking the difficult path of inclusion, always in liaison, looking ahead into the future. I'm not sure what makes you get up; it may be precisely this need, which is higher than us, to be useful to somebody, to groups of people and children, to leave a trace behind, to make someone happy even if you can't make yourself happy right now.

Anyhow, to quote T. S. Eliot: "For last year's words belong to last year's language. And next year's words await another voice."

I wish you that you are always at peace and in harmony with your heart and never put up with your fears.

Iva Boneva,
Executive Director, Centre for Inclusive Education

In 2016 Centre for Inclusive Education reached over:

1624 school principals,
teachers and specialists

1400 parents

769 children





IN 2016

2016 INCLUSIVE EDUCATION CONFERENCE



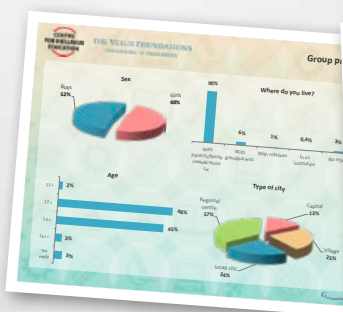
DAYS OF INCLUSION 2016



LOOKING FORWARD TO MY FUTURE – SCHOOL MAKES SENSE PROGRAMME



REPRESENTATIVE NATIONAL SURVEY OF THE ATTITUDES OF SCHOOL CHILDREN IN THE 6TH GRADE



ROUND TABLE "INCLUSIVE EDUCATION: BETWEEN SCHOOL AND UNIVERSITY"



RESEARCH OF THE ROLE OF MUNICIPALITIES IN SUPPORTING INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES



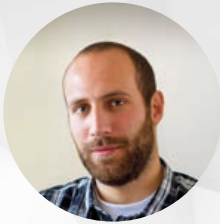
PRIOBSHTI.SE REACHED MORE THAN 130 000 USERS

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OUR TEAM



Iva Boneva
Executive Director



Dimitar Lazarov
Strategies, Policies and
Programmes Director



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



Liliya Vasileva
Project Manager



Latinka Ducheva
Communications Manager



Stefan Yordanov
Child Safeguarding
and Participation



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



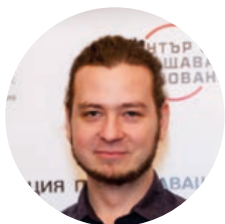
Elitsa Ignatova
Programme Support
Coordinator



Desislava Koleva-Stanislawsky
Training and Development
Specialist



Bilyana Popova
Finance and Administration
Manager



Stefan Stefanov
Project Manager



Zdrava Stoeva
Educational Policies and
Public Partnerships



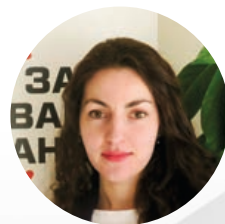
Denitsa Davidkova
Building and Development of
Communities, School Mediation



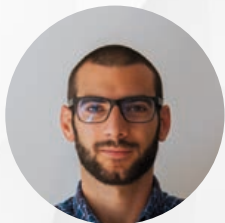
Tsvetan Kadiev
Project Manager



Dimitar Petrov
Monitoring and Evaluation
Expert



Antonia Smokova-Tokić
Training Manager



Dobrin Georgiev
Administrative and Process
Coordinator



Elisaveta Tarakdji
Training and
Development Specialist

ONE SCHOOL FOR ALL

One School for All is our most encompassing and wide-reaching cause, our reason for being. Our ultimate goal is comprehensive introduction and application of the principles of inclusive education.

Advocacy: Regulation on Inclusive Education

Following the *Pre-school and School Education Act*, we participated actively also in the working group which drafted proposals for the Regulation on Inclusive Education. As a regulatory act, it is based on the concept of the *Pre-school and School Education Act* and on the very Act while not changing or expanding its scope. Specifically, we were involved in the aspects describing the principles of inclusive education, the aspects dealing with prevention of learning difficulties as part of the overall support in schools and the evaluation of educational needs and additional support in schools.



Our proposals were based on our experience in schools, on practices that worked out well there, and on our good knowledge of the difficulties that teachers had encountered when working with children with special educational needs, by the time the *Pre-school and School Education Act* entered into force – ranging from needs assessment to provision of resource support. Not all proposals we made were accepted but we remain hopeful. We believe that the *Ministry of Education and Science* and the *Regional Educational Administrations* have plans to offer consultation and launch an educational information campaign aimed at school principals and teachers, as well as specific information about financing modes. This is important whenever new types of practice and policies are introduced in schools.

One School for All Programme

The *One School for All Programme* created and introduced the first ever *Bulgarian Model for organisation of school processes towards building inclusive school environment*. The *Programme* is implemented at two phases in the period 2014 – 2019 with the support of *America for Bulgaria Foundation*.



“One School for All” Programme Phase I

Why a model to change school environment?

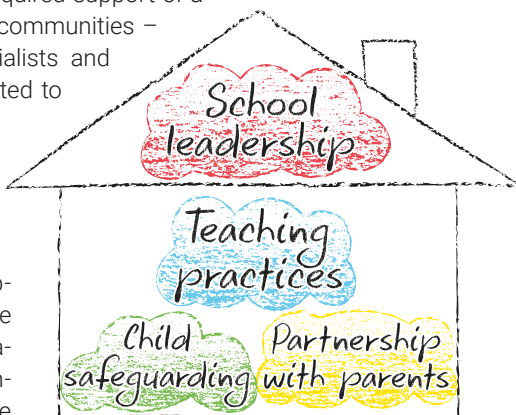
There are children in every school who need additional support, for a shorter or longer period of time, or permanently, in order to develop effectively their learning achievements, their cognitive, social and emotional skills. Inclusion in education means more than new methods of work with a particular group of learners and availability of specialists. Change of attitudes and internal motivation of the school community enables meaningful inclusion of diverse children in various fields of school life. Therefore our 10-year work with partner schools all over the country resulted in the development of a consistent general school approach which allows mainstream schools to arrange their resources and administrative management processes in a way that helps them become inclusive.



The result of our intensive field work with five partner schools during the *Programme's* first phase (2014–2016) is the first *Bulgarian Model for organisation of school processes towards building inclusive school environment*.

The Model helps identify and arrange the required support of a school as a whole. All members of school communities – children, teachers, school principals, specialists and parents – should be supported and motivated to make targeted efforts.

The Model offers an approach for change of schools which is coordinated at school level by a specially created team consisting of the school principal and teachers. It is applicable in every school which is open to the principles and philosophy of inclusive education and which is motivated to work and implement them. *The Model* functions from the inside out by using the school's available resources and by urging schools to look for additional resources, and it requires coordinated consistent involvement of all stakeholders in the school community in four key areas: (1) *School leadership*, (2) *Teaching practices*, (3) *Child safeguarding*, and (4) *Partnership with parents*, which are to be developed in line with the principles of inclusive education.



Inclusive school environment is present only if every child feels safe, welcome and supported at school, and has opportunities to develop and express themselves, if every teacher feels supported because it is only the supported teacher who is confident, motivated and supportive, if every parent is welcome and aware of opportunities to participate in school life.

Research has shown that changing the attitude to school children with diverse educational needs is the foundation of successful building of inclusive school environment. At the core of this process is teachers' understanding of their roles and responsibilities to teach these school children, also with the purpose to include them in class.

The result of our work with teachers from the pilot schools was a dramatic change of their understanding about their own role in the process of inclusion. More than half of them think that they have the lead role in inclusion, which represents 20% increase compared to the outset of the work under the *Programme*. The share of teachers who believe that not every child with learning difficulties needs resource support increased by 30%. Acceptance of school children with various types of difficulties (academic, social, behavioral) is increasing progressively.

Highlights of Phase 1

218 teachers and principals from the pilot schools participated in training on how to work with the **Instrument for Self-Assessment and Analysis of the School Environment** according to the priorities in all four impact areas of the methodology.

40 working meetings of school teams were held with trainers and mentors of the **Centre for Inclusive Education**.

The *Programme's* second phase (2016-2019) is focused on applying and improving the *Model* together with ten new partner schools and with the support of the pilot schools.

Our cooperation with *Washington University* and *Sofia University* is underway, as they both support our work on the *Model* by creating, introducing and implementing contemporary methods and practices, tools and materials to help teachers and school teams.

Round Table on Inclusive Education: Between School and University

In October we gathered representatives of all universities in the country where pedagogical subjects are taught. We tried to establish a platform for dialogue and discussion on how to develop students' training so that inclusive education principles are incorporated in their future work with school children. And we succeeded to do that. The *Round Table* is part of a series of working meetings in the frame of *One School for All Programme*. The goal is to set a common development course as regards training of future teachers



on inclusive education, given that inclusive education is already part of the right to education in compliance with the *Pre-school and School Education Act*.

Together with representatives of the *Ministry of Education and Science*, of the academic circles from all over the country and non-governmental organisations we discussed the *State Regulation on Inclusive Education*, and also the status and training of pedagogical staff. We presented the *Model for organisation of school processes towards building inclusive school environment*, which our organisation developed together with partner schools.



It was an
interesting and
lively discussion and
it will continue in
2017.

Days of Inclusion 2016 National Campaign

The National Campaign for *Days of Inclusion 2016* was an important step towards public awareness raising about the principles of inclusive education. From April to June we launched competitions to encourage teachers to share inclusive teaching practices, and children to think about inclusion. The result was: 80 teaching practices, 250 drawings and 100 essays. The teaching practices were so inspiring that we published a collection of them. Our partners in awarding prizes were *Funtopia*, *Boulderland*, *Ciela Bookstores*, *Ucha.se*, *Barborino Magazine* and *Sofia Theatre*.



And further events under the campaign: a launching event for journalists, five school celebrations, a large *Inclusive Education Celebration* in Sofia with an exhibition of the drawings and quotations from participants' essays, 200 children and parents who took part in inclusive workshops and had fun watching *Ventzi Blagoev's Jazz for Kids*.



During the Campaign's closing event, which also marked the end of the Programme's first phase, we presented not only the achieved results but also a documentary produced by *Irena Daskalova* and entitled *One School for All*. The film traces the Centre's work with the partner schools by presenting a couple of personal child stories and it also shows how attitudes changed as a result of the work on the *Model*.

We also published a booklet for parents entitled *Talks about Inclusive Education* which may be downloaded from [Resources](#) on the Centre's website: cie.bg

2016 Inclusive Education Conference: Inclusive Education through the Experience of Teachers and Principals

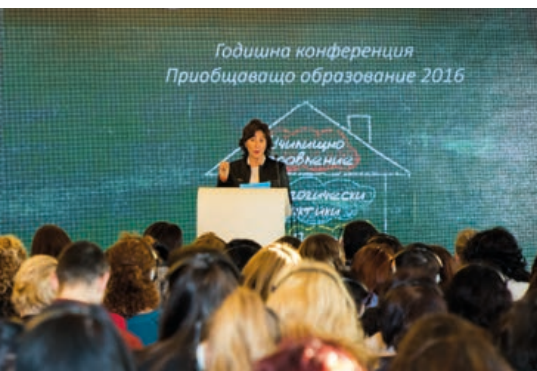


The Annual International Conference of the Centre for Inclusive Education got Bulgarian and international expertise together in a general discussion on how inclusive education is applied in practice.

In the context of a new legislative framework which lays out the requirements for inclusive teaching process organisation we decided to place the *Annual Conference's* focus on adult learning – that of teachers and school principals who are at the core of implemented changes. Amending the administrative framework is not sufficient to change practice. What is also required is to take stock of those aspects of the daily work which should be different, to consider how the participants in the teaching process should continue to learn – one benefitting from the other, together, individually, at their own initiative – learning about inclusion, learning about self-improvement, learning about joint work, learning about how to improve teaching and school environment daily.

The representatives of the *European Agency for Special Needs and Inclusive Education*, Mr. Cor Meijer and Ms. Anthoula Kefallinou, presented the process of inclusion in Europe.

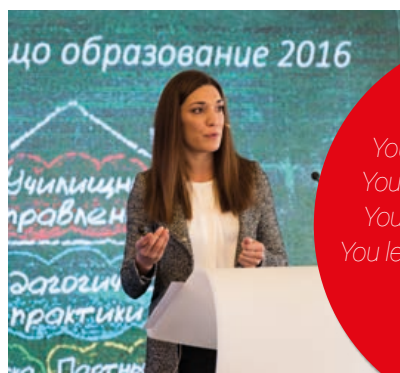
Joao Dias, Rehabilitation Services Director at the Portugal organisation *ARCIL*, highlighted good practices of cooperation between specialists and mainstream teachers in the classroom. *Erin McRaith*, educational specialist in the creation of strategies for professional development of teachers and pedagogue with long international experience in the work with children at risk spoke about 'do-it-yourself' personal and professional development of teachers.



This topic gathered over 350 teachers, school principals and specialists working with children and was supported by the *America for Bulgaria Foundation* and *UNICEF Bulgaria*.

“The inclusion process is not and cannot be a lone effort of individual teachers or school principals, it is by nature a cause, policy and practice of an entire school. What is required is more comprehensive understanding of what makes a school truly inclusive: every child, not only children with special educational needs, and also every professional and parent should feel well, accepted and valued in a community that understands and respects differences. Inclusive education requires a systemic approach”,

said *Iva Boneva*, Executive Director of the *Centre for Inclusive Education* in her address.



You learn to talk by talking
You learn to read by reading
You learn to write by writing
You learn to include by including

Bunch, 1999

Looking Forward to My Future – School Makes Sense

At the beginning of 2016, the *Looking Forward to My Future – School Makes Sense* Programme started working with two partner schools:

Hristo Smirnenski Secondary School in Brezovo and Georgi Benkovski Secondary School in Teteven. The Programme is implemented with the

*financial support of the *Velux Foundations*, Denmark and aims to develop methodology and a tool to keep children at school by increasing their learning motivation and attaching practical value to what they learn in class. The *Programme* is of four-year duration and will involve two consecutive classes of 6-graders.*



What does the Programme mean to children?

During the first school term, all pupils get familiar with various professions. In the second term, they are split into groups and start focused work together with a representative of a particular profession. The visits to the professional are made with a teacher who teaches a subject in the relevant scientific field. The task of that teacher is to demonstrate the link between the practical activities and the teaching content.

What happened in the past year?

We found out two motivated schools with wonderful teachers, supportive municipalities and 23 committed professionals in the local communities (entrepreneurs and representatives of municipal institutions) who were ready to



spend time with 110 children and support them.

We held a number of individual interviews with the pupils in order to learn about their dreams and aspirations. We gathered the opinions and proposals of teachers and parents about our pending work. During a couple of two-day “workshops” together with teachers and entrepreneurs in both towns we developed a model of children’s activities and tasks which were intriguing and beneficial to them, and also easy to implement. This created synergy of our efforts and it transpired that our teamwork in the upcoming years would bring both success and joy to all. We informed the residents of Brezovo and Teteven about the planned work at special events. And even before Christmas holidays arrived, the six-graders had made 51 visits and had learned about 13 different professions in their municipalities.

In 2017 we will add depth to our work with the children. Once every pupil singles out the profession s/he prefers, during the second school term s/he will visit only the relevant professional. With the help of teachers, children will solve particular tasks taken out of the teaching curriculum which are practically related to the profession they have chosen.

Why do we include all children?

Because numerous programmes and projects targeted at children with difficulties have not only positive impact. School children get to know that additional activities meant only for them tend to stigmatize them as lag-behind pupils and they either refuse to join or participate unwillingly. All children need to be motivated, to meet someone new and significant in their lives, to look around and reconsider their plans.



Why do we include local communities?

In the field of education, inclusion implies building up links between schools and their surrounding municipalities. Many professionals are prepared to invest in the motivation of children to continue their education and support the establishment of a viable and active local community.

Does this work out?

Yes, it does, because teachers have the opportunity to show children how their knowledge may be applied in practice.

And yes, because children have all necessary conditions to make learning effective: information supply (they work with a teacher and a mentor), action (they have specific work tasks), motivation (they single out their field of interest), emotion (children are excited about the result of their effort). Children have the chance to test what they learn in practice. Then they understand what their passion is, what they want to do, at what they excel and thus start making plans for the future. In this way we take children out of their passive position and they assume an active one as regards their knowledge, and they take responsibility for their own education and future.



In March 2016 experts of the **Centre** were on a working visit to the non-governmental organisation **Career Trek** which supports children in Manitoba Province, Canada, to find out the important link between education and professional development. Good practice and experience was exchanged as regards organisation of work and coping with dropout school children in risk.

As part of the *Programme* activities, in 2016 the team of the *Centre for Inclusive Education* carried out the first ever in Bulgaria *Representative national survey of the attitudes of pupils in the 6th grade.*

Representative national survey of the attitudes of pupils in the 6th grade

Right before the school year started, in *Peroto Literary Club* we presented the findings of this one-of-a-kind important **representative national survey** of the attitudes of school children in the 6th grade. We had guests representing the *Ministry of Education and Science*, non-governmental organisations, universities, schools and businesses; we

gave interviews and analyzed data along with sociologist *Zhivko Georgiev*.

The slide is titled 'Risk factors' and features logos for 'CENTRE FOR INCLUSIVE EDUCATION' and 'THE VELUX FOUNDATIONS'. It contains a list of findings from the survey, each preceded by a checkmark or a square bullet point. The findings are: About 3.5% have special educational needs (SEN); 9% didn't go to kindergarden; 10% do not live with their parents (including 3% whose parents are abroad); 12% travel to another city on a daily basis; 12% do not have friends their age in the city/village where they live; 14% admit to sometimes working for money (26% of Roma children); 18% have difficulties with Bulgarian (they use another language in their immediate environment); At least 23% come from extremely poor households; and 1/4 of the respondents (26%) fall into 3 or more of these risk categories. The 'G consulting' logo is in the bottom right corner.

- ✓ About 3.5% have special educational needs (SEN)
- ✓ 9% didn't go to kindergarden
- ✓ 10% do not live with their parents (including 3% whose parents are abroad)
- ✓ 12% travel to another city on a daily basis
- ✓ 12% do not have friends their age in the city/village where they live
- ✓ 14% admit to sometimes working for money (26% of Roma children)
- ✓ 18% have difficulties with Bulgarian (they use another language in their immediate environment)
- ✓ At least 23% come from extremely poor households
- 1/4 of the respondents (26%) fall into 3 or more of these risk categories



Study of the role of municipalities in supporting education of children with disabilities

We carried out a joint study with *Global Metrics* social survey agency on the role of municipalities in supporting education of children with disabilities (the study was under the project “*Right to education in inclusive environment*” supported by the *Open Society Foundation*, Switzerland). From June to October 2016 we launched a qualitative study of the

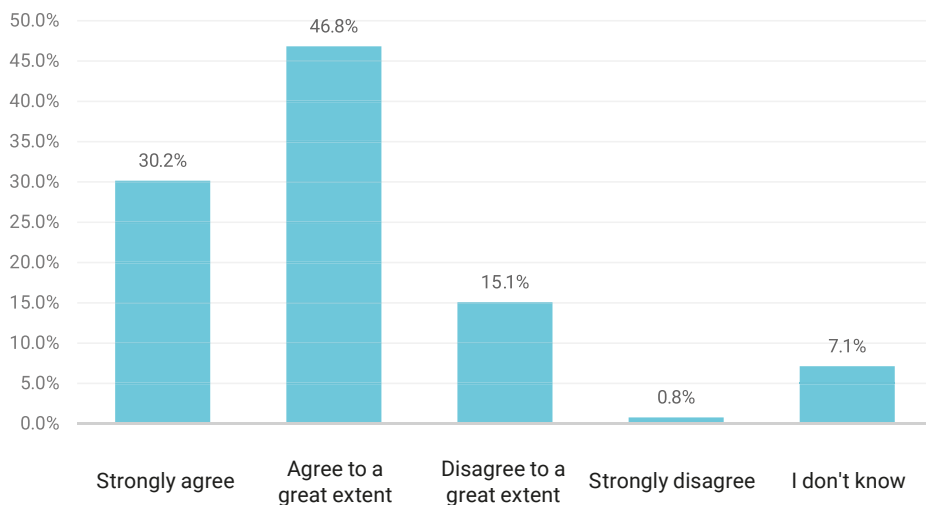


opinions of respondents involved in educational and social activities from 12 municipal administrations, school principals and social services, experts from the *Regional Inspectorates of Education* and representatives of non-governmental organisations, and also a quantitative study among local authorities in all Bulgarian municipalities where representatives of 148 municipalities participated.

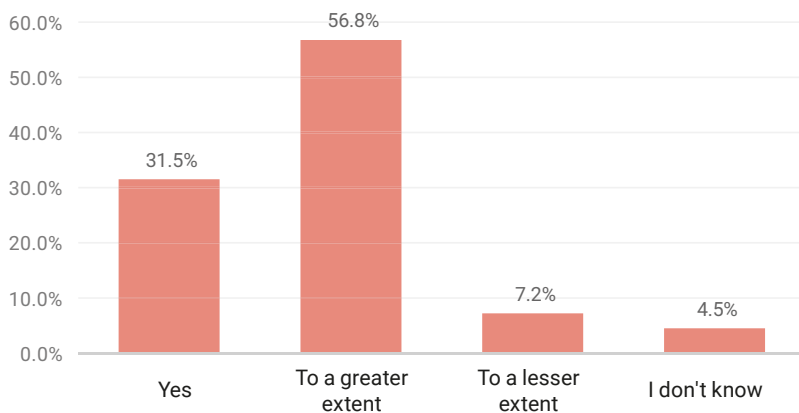
The key findings were presented at a *Round Table in November* on the role of municipalities in supporting education of children with disabilities. Our goal was to initiate a discussion about the extent to which municipal authorities were prepared to provide various types of support for personal development, as laid down in the new education Act. This event gathered over 40 representatives of *Ministry of Education and Science*, municipalities, district administrations, *Regional Educational Administrations* and *Bulgarian Teachers' Union*.



Should municipalities have greater powers to formulate educational policies at local level?

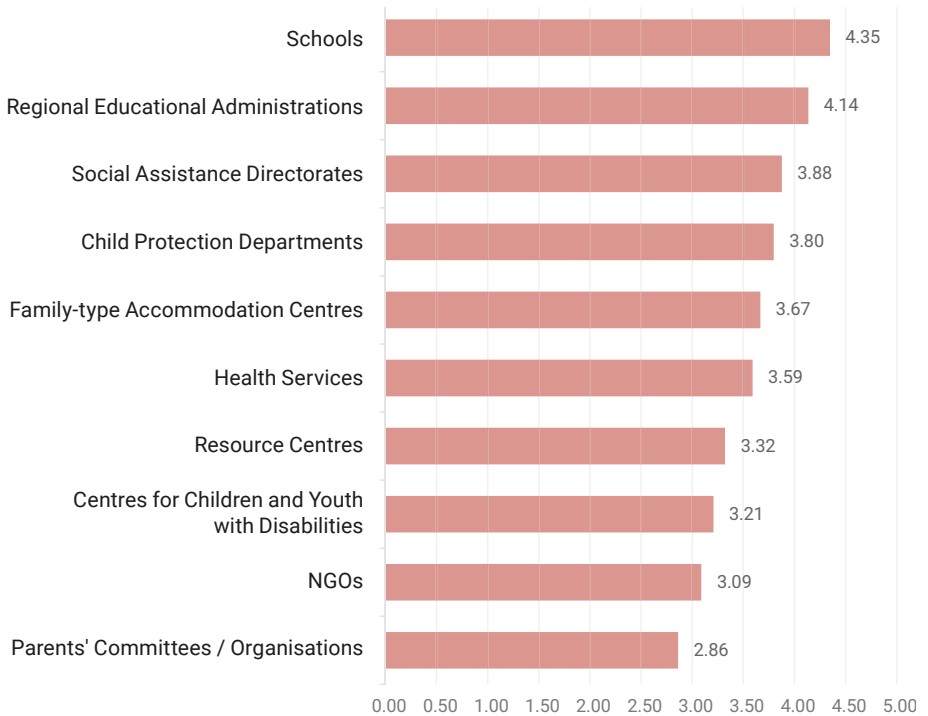


Does the municipality succeed in creating favorable environment for educational inclusion of children with SEN? (only municipalities that participated in the survey)



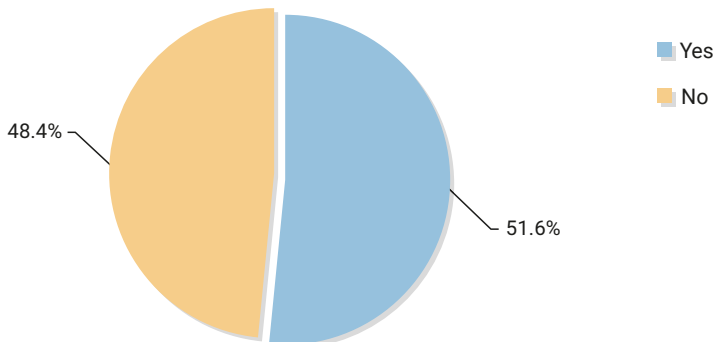
Evaluation of the coordination between municipalities and other local level institutions

(average score on a scale of 1 to 5, where 1 stands for very poor coordination, and 5 – very good coordination)



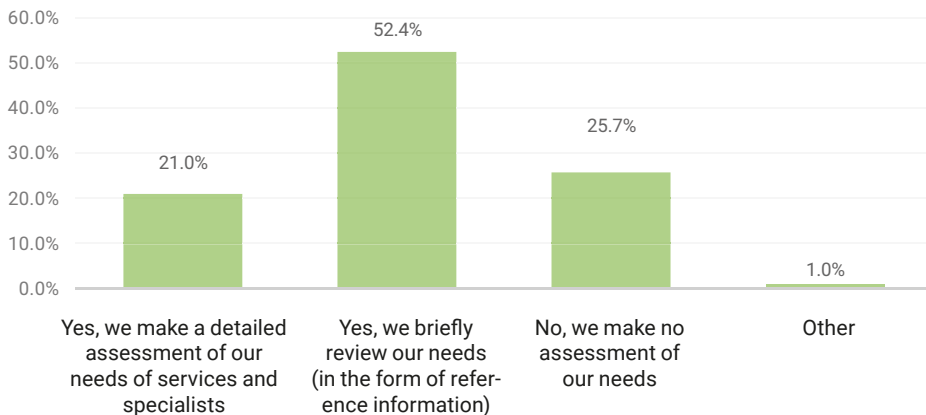
Availability of local-level programmes which address issues of inclusion of children with SEN in mainstream schools

(only municipalities that participated in the survey)



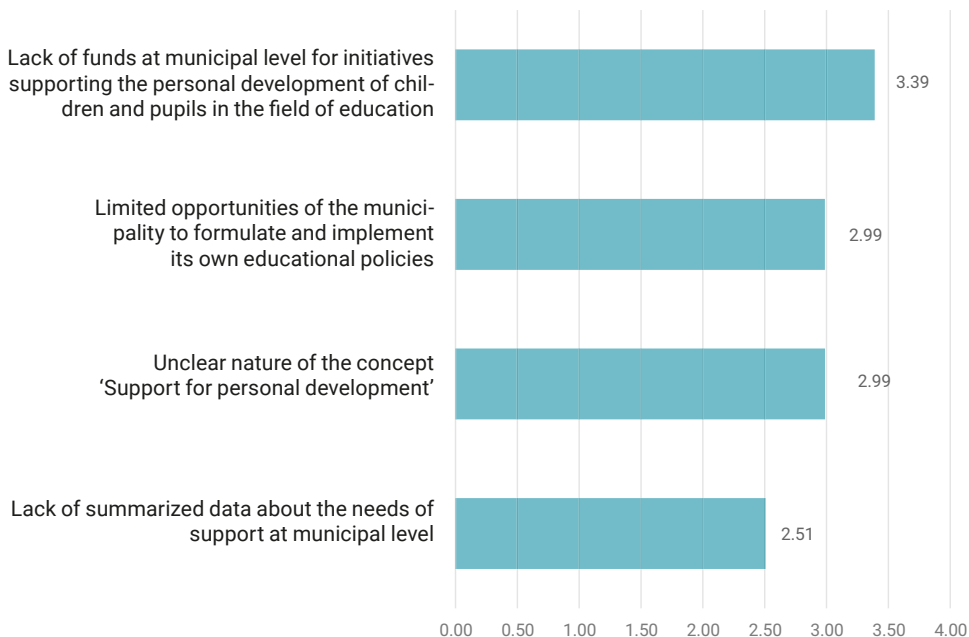
Does the municipality assess the needs of educational services provided to children with SEN at local level?

(only municipalities that participated in the survey)



Which will be the greatest challenges in the development of a municipal strategy for support of personal development?

(average score on a scale of 1 to 5)



Professional Community of Inclusive Education

One of our Centre's dreams came true. As a naturally evolving process, our team is attracting an increasingly growing group of fellow thinkers who believe in the meaning and strength of inclusive education. In 2015 when we conducted our representative national survey of teachers, we realized that almost 70% would join a new professional

community. This is how our *Professional Community of Inclusive Education* came to life.



The *Community* is an informal association of people with common interests and shared values. The *Centre for Inclusive Education* is a coordinator and facilitator of the decisions and initiatives coming from the *Community* members themselves. All

issues related to the *Community's* course of development are discussed and solved by its members while observing the principles of inclusive education as described in the *Community's Manifesto* (opposite page).

The *Community* is governed by a General Assembly which is a supreme body electing a Chairperson, adopting all documents of the *Community*, making general decisions about key activities (positions, statements, accepting new members); the Chairperson, who is elected on a rotating basis, offers solutions for key activities, convenes and chairs *Community* meetings; a Coordination Group deals with *Community* operational activities and communications, and assists the Chairperson.

Community membership is every member's own initiative; s/he participates in his/her own capacity and not as a representative of a particular institution or organisation. New members are accepted at the recommendation of current members and after hearing motivated reasons for participation, and following the votes of the General Assembly. If you want to join the *Community*, you can address any current member, the Chairperson or the Coordinator of the *Community*.

Mrs. *Daniela Nikolova*, Principal of *St. Cyril and Methodius Primary School* in Botevgrad, was elected first Chairperson.

Further information is available on www.cie.bg

Professional Community of Inclusive Education

Manifesto

United by our understanding that inclusive education is a process based on respect and acceptance of other people, we hereby establish a *Professional Community of Inclusive Education*.

Every child is different. Every child needs support and precisely this support ensures quality education for him/her. Inclusion means presence, participation and advancement of all children in school and their sense of belonging.

Inclusive education is a process of development of schools as a result of the efforts of every school team member. It is entirely based on the available school resources and potential. This is possible when all participants in the school environment support each other. A teacher can only be inclusive if s/he is supported in the teaching process and classroom work.

Inclusive education reduces social inequalities by combating social exclusion based on race, social standing, class, ethnicity, gender and health.

Inclusive education supports the emotional growth of children by taking into account not only the acquisition of academic knowledge but also children's overall experience in school – the way they feel, whether they are safeguarded, whether important adults are present in their lives to share concerns with, whether they are capable of studying and communicating meaningfully.

Our work shall be guided by the following principles:

- Continuous aspiration after perfection.
- Sharing good practice.
- Providing professional support.
- Exchange of knowledge, skills and experience to improve school environment.
- Identifying real problems.
- Finding solutions tailored to the needs of every child.
- Ensuring child protection and safe environment.
- Improving the regulatory framework and ensuring resources so that the needs of every child are addressed.
- Changing practices and attitudes in order to accommodate every child in the mainstream school.
- Removing prejudices and barriers which prevent children from attending school willingly and feeling well in the classroom.

We will be the true driving force of the change.

Inclusion starts with us!

Online course “Getting to Know Inclusive Education”

We made the philosophy of inclusive education more accessible and comprehensible by launching the free online course entitled “Getting to Know Inclusive Education”. It is suited for teachers, principals, specialists, people working in the field of education, parents and everyone else committed to improve Bulgarian education. By introducing the conceptual frame of inclusion and exploring the basic principles of work within an inclusive team and in inclusive environment, the course aims to present inclusion as an inseparable part of the future of education. The course also addresses the Bulgarian educational context and presents the *Model for building inclusive school environment* as a potential response to the need of consistent approach to inclusion.

Since it was first launched in September 2016, the course was completed by almost 500 people by the end of the year. The greatest interest was on the part of teachers who accounted for half of all people who signed up.



Запознаване с
приобщаващото образование

priobshti.se/trainings

ВКЛУЧИ СЕ

БЕЗПЛАТЕН
ОНЛАЙН КУРС

Приобщаването е въпрос на стил.
Приобщаването започва от нас.

ЦЕНТЪР ЗА ПРИОБЩАВАЩО ОБРАЗОВАНИЕ

AMERICA FOR BULGARIA
FOUNDATION
Фондация Америка за България

Priobshti.se

In 2016 Priobshti.se affirmed its position of a preferred source of specialized information and resources to support work with children. The site also became a platform of sharing ideas and exchanging good practice among teachers, parents and specialists working with children. We invited renowned professionals in the field of child development and learning, coming from both Bulgaria and abroad, to talk about their experience.

A study that we carried out in the autumn of 2016 showed that the *Virtual Centre for Inclusive Education* attracted more devoted followers who

The articles which our team wrote had more than **200 000** readings.

In the past year the site was visited by over **130 000** users, of them teachers accounted for 56%, specialists for 24% and parents for 14%.

priobshti.se

read and share texts regularly. 61% of the respondents claimed they used information and practical ideas they discovered on the site. 17% of the visitors have been using the site since it was first launched in November 2014. 63,5 % of the users revisit the site.

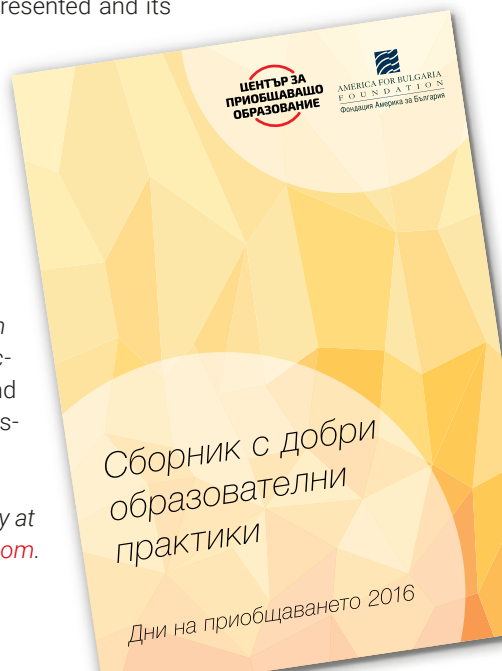
66% of the users think that the information they obtained on the website made them more confident in their work as teachers / specialists / in their role as parents.

The question “*What do you like most on the website?*” received answers which may be summarized as follows: “*articles*”, “*information*”, “*practical orientation*”, “*sharing good practice*”, “*topical subjects/learning the latest developments*”, “*diverse ideas and topics*”, “*practical ideas about working with children at school or at home*”, “*the language of the articles is easy to understand*”, “*working to change attitude*”, etc.

When the new *Pre-school and School Education Act* entered into force, we added a new column, “*About the reform*”, in order to support our readers in interpreting the regulatory frame.

At the end of November 2016 *Priobshti.se* celebrated its second birthday. The *Centre for Inclusive Education* held an informal event attended by readers and fellow thinkers. A *Collection of Good Educational Practices* was presented and its authors were guests of honour (teachers and specialists working with children from all over the country). All 33 articles in the *Collection book* were real-life practices implemented successfully by teachers, resource teachers, speech therapists and psychologists, a large part of them actually implemented in teams with other colleagues, parents and school managers. These practices were shared with the team of the *Centre for Inclusive Education* during *Days of Inclusion 2016* campaign and by gathering them in a *Collection book* we hope to inspire also other teachers and specialists to apply practices which promote atmosphere of acceptance and agreement.

The *Collection Book* is also available electronically at priobshti.se, cie.bg and slanchica.com.



Fundraising campaign “Zhivko the Giraffe and friends help children with learning difficulties who spent the first years of their life in institutions”

The story of **Zhivko** who feels different and lonely, but thanks to being “different” he actually makes friends with other unique animals, is one about the positive side of difference, friendship and inclusion.

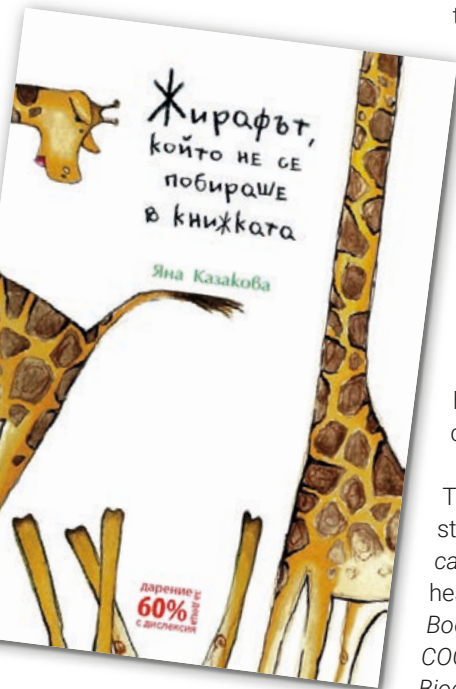
The author of the book, *Yana Kazakova*, supports the cause of inclusive education and contacted the team of the *Centre for Inclusive Education* 6 years ago. Thus the idea of a fundraising campaign was born: the sales of the book could generate revenues

to support adopted children or children placed in foster care who had learning difficulties by ensuring speech therapists or psychologists for them.

It is very important for us to ensure support of children which is of high quality and long-term; diagnosing learning difficulties at an early stage and taking steps to address them are crucial to give children a good start into their future development, both personal and professional.

100% of the revenues generated by the sale of this booklet will be donated and allocated for therapy of children.

The book may be purchased from *Slanchica* online store, from the office of the *Centre for Inclusive Education* and from our partners whom we thank wholeheartedly for their contribution: *Ciela Bookstores*, *Fyut Bookstores*, *Bard Books*, + *Tova*, *COCORICO* cafe-boutique, *Biocafetto*, *TITI* artware &



craftities, *Children’s House “Never-Ending Fairy Tale”*, *Laika.bg*, *Zoya.bg*, *MUZEIKO*.

Right before Christmas, our little giraffe got incredible support and made new friends. The innovative platform for charity using cryptocurrencies hosted by the *BitHope Foundation* raised the amount of BGN 1 283. We thank *BitHope.org* and all those who joined our charity campaign with bitcoins.

From its start in 2010 by the end of 2016 the campaign ensured support to total **19** children, **904** consultations were provided and the amount of BGN **22,043** was raised.

The Sunny House

The Sunny House is our training & consultation facility and is actually not a real house but an organized colorful and comfortable space meant for psychological work and speech therapy of children aged 3 to 18 years.

There are numerous and various occasions related to child development which could prompt parents to look for more information, support or advice of specialists.



Difficulties when the child starts speaking; disruption of smoothness of speech; grammatically incorrect construction of sentences; incorrect articulation; difficulties in gross and/or fine motor skills; richness of expression.

Mood swings, disturbed sleep or eating, nightmares and fears, aggressive/autoaggressive occurrences, difficulties of adaptation.

Learning difficulties faced by children could be another reason why parents seek help. They may be a key symptom of a particular disorder related to the development of school skills and learning capabilities but they may also be an expression of emotional conflicts and underlying anxiety, and may cause a number of behavioral problems at home or at school.

Depending on the specific case and on the individual child's

needs, one-time consultation may be needed or extended therapy. In case our assistance is not sufficient and a specialist is required who is not at the disposal of our *Centre*, we do our best to help parents by offering information and guidance.

Further information about the professional qualifications and experience of the specialists we work with is available on cie.bg, [Sunny House](#), or once you set foot in the House itself...)

**In 2016 the
Sunny House
offered almost 50
consultations.**

CHILDREN IN THE BIG WORLD

Global and inclusive education are two sides of the same coin. On the one hand, we focus on children in order to support them and develop their potential. On the other hand, we teach children how they, their decisions and actions have an impact on the overall world and on all other people living in it. It is truly inspiring, as most of the young people we happen to work with are inquisitive and responsible individuals.

One for All, All for One: development and application of methodology of positive role models against discrimination at school



We developed and applied innovative methodology to work with children, which makes use of positive role models, in order to encourage acceptance and cooperation among all school children irrespective of their ethnicity, culture, social origin or gender. The methodology was tested with pupils from the fifth and sixth grades of St. Cyril and Methodius Secondary School in Slivnitsa and was later published in a *Manual One for All, All for One.*

In February and March the *Manual* was presented to teachers in three towns – Blagoevgrad, Vratsa and Stara Zagora. At a final stage, an open class was held in 22nd Secondary School "Georgi S. Rakovski" in Sofia.

The activities were implemented under the project *One for All, All for One* (2015-2016) funded by the NGO Programme of the EEA and Norway Grants.

The Manual is available on [cie.bg, Resources.](#)



Green Ideas For Tourism for Europe



We continued developing **GIFT for Europe** in cooperation with *Ecosystem Europe* (Bulgaria), the *Vocational School of Tourism in Vidin*, *Stockholm Environment Institute – Tallinn* (Estonia) and *Context Learning* (Finland). We are elaborating an interac-

tive training tool for pupils in the vocational schools of tourism, which improves their skills to consider tourism in a sustainable and creative manner.



In the past year we examined the curricula for pupils in vocational schools of tourism and the tools that their teachers have; we described the best practices used in tourism sustainable management and also real examples coming from tourist enterprises which had introduced overall policy of socially and environmentally responsible management. We prepared additional content: a list of Green Labels, certifying products and services for and from the tourist industry; a library of articles on sustainable development; a simulation exercise demonstrating the impact of various practices on the operations of a hypothetical hotel.

The third international meeting of the working team was hosted by the Estonian partner, *Stockholm Environment Institute* in Tallinn. In the town of Võru we visited environmentally responsible tourist facilities such as the *Energy Trail* in Rõuge and *Looming Hostel* in Tartu.



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In 2017 teachers and educators in the field of tourism education will be introduced to the tool and the way to use it when working with their pupils. The tool will be also presented to a wider audience from the industry at special events.



The *GIFT for Europe* online tool is available at greentourism.eu



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.

“World’s Largest Lesson”

In August and September 2016 some of our team experts took part in the elaboration and adaptation of a series of topics related to the United Nations Global Goals for Sustainable Development. These efforts are part of *UNICEF Bulgaria’s* initiative to make available in Bulgarian some of the topics of the *World’s Largest Lesson* series and provide the opportunity to teachers and educators to use materials dealing with subjects of greatest significance to the world’s sustainable development, which are elaborated in line with the Bulgarian context.

Global Education Annual Conference

Over 80 teachers, principals and specialists got together in order to exchange experience, knowledge and good practices at the *Fifth Annual National Conference on Global Education* held by the *Global Education Group* of the *Bulgarian Platform for International Development*, part of which is also the *Centre for Inclusive Education*.

The official guests who addressed the audience in the beginning were *Yuri Sterk*, Director of *UN and Cooperation for Development Directorate* of the *Ministry of Foreign Affairs*; *Mihail Okoliyski*, head of the *World Health Organisation National Office* in Bulgaria; *Kosta Kostov*, chief expert in *Qualification and Career Development Directorate* at the *Ministry of Education and Science*.

As co-hosts we participated actively in the discussions on opportunities and difficulties related to the full and successful implementation of the *State Educational Standard for civil, health, intercultural and environment education* from the perspective of the key participants in the process: decision makers, principals, teachers and other educational experts, pupils. During the second day of the *Conference* we presented innovative and effective teaching methods and held workshops for teachers offering creative ideas and supporting the cultivation of practical skills.



CHILDREN – SAFE AND PROTECTED

Safeguarding children has always been one of the most significant causes of the Centre for Inclusive Education. Our team continues the 10-year work of Save the Children UK in Bulgaria and the region (1997-2007) by further upholding the principles of child protection with the conviction that every child must have a safe and healthy development into adulthood.

Safeguarding children and particularly in-house safeguarding measures, apart from being an important part of inclusive education, are also a global priority of organisations working with children, which is quite sensitive for us. A growing number of institutions and organisations are committed to the cause of effectively implementing the *Convention on the Rights of the Child* by developing and applying good child safeguarding policies and by demanding that institutions undertake commitments to identify and prevent cases of violation of rights, and also take care of the protection of children whose rights have been violated.

The *Centre for Inclusive Education* is a full member and a regional representative of *Keeping Children Safe (KCS)* in Eastern Europe. This means that we apply the same principles and standards that *KCS* upholds at international level. We support non-governmental organisations referred to us by *KCS* to which we offer help and supervision of the process of introduction of in-house child protection policies.





Keeping Children Safe

In 2016, in our capacity of a regional KCS representative, we monitored and supported non-governmental organisations funded by the *Oak Foundation*, which KCS referred to our *Centre* with the purpose of auditing, development and implementation of in-house child safeguarding policies through delivering a regional training workshop and technical online support.

One of our child protection experts was a trainer at a regional workshop on investigating child safeguarding allegations held by *SOS Children's Villages*. We delivered two workshops on in-house investigation and child safeguarding for the team of Dutch organisation *War Child Holland*.

In our role of a regional KCS representative we joined a working group at the *Parliament of the Republic of Bulgaria* in May and June 2016 and thus directed the public attention to the need of child protection measures within the school system and the need to apply the KCS safeguarding standards.

At the first phase of the *One School for All Programme*, more than 30 teachers among the participants worked in child protection school groups which developed and applied in-house child safeguarding policies and procedures in schools. The school groups were encouraged to use the *Self-Assessment Tool* developed by the *Centre* at the beginning of the year, part of which was inspired by the KCS *self-assessment tool*.



Every school set up its own *Child Protection Group*, and every group involved between 5 and 10 teachers. Their main goal is to monitor the implementation of the action plan for child protection procedures and policy.



The expertise of the *Centre for Inclusive Education* in this field is getting more comprehensive and recognizable by the wider community. As a regional KCS representative for Eastern Europe, in 2016 the *Centre* had significant opportunities to share and apply this knowledge.

Trainings

We are happy that in 2016 our trainings reached to even more diverse groups of specialists who work with or are in contact with children: school principals and mainstream school and kindergarten teachers, resource teachers, psychologists, representatives of businesses and the non-profit sector, and also parents.

In our pursuit to ensure quality and sustainability of the training offered by our organisation, we went through a process of development, introduction and certification of a *Quality Management System* which complies with the requirements of БДС EN ISO 9001:2015. By introducing the system, the *Centre for Inclusive Education* aims at maintaining the level the services it offers and continuously improving them.

The entry into force of the new *Pre-school and School Education Act* prompted the establishment of an *Information Register of endorsed programmes for increasing the qualifications of pedagogic specialists*; it contains training programmes approved by the *Ministry of Education and Science* which bring credits to pedagogic specialists who complete them. The major part of training workshops we offer are already approved and entered into the *Information Register*.





In 2016 we attracted new partners in our work and they contributed to a couple of workshops as foreign speakers. In December we held a one-day workshop for school teachers and principals on *Informal Professional Development of Inclusive Teachers* led by Erin McRaith, American pedagogue and specialist in the creation of strategies for professional development of teachers, and also a training workshop on *Multiple Disability: Therapies and Possibilities* led by international speaker João Dias, Director of Rehabilitation Services at the Portugal organisation ARCIL and Speech and Language Therapist at the *Centre for Resources for Inclusion, Portugal*.



As a recognized owner of expertise in child protection, the *Centre for Inclusive Education* was requested to develop a training module and to deliver train-the-trainer sessions on this topic. The

specialists from the NGO sector whom we trained will encourage and support a number of schools throughout the country to elaborate and implement their own child protection policies and procedures.

In our roles of professionals or parents being in constant contact with children we continuously need additional knowledge and skills in order to understand children, to be capable of supporting them in their dreams and development, and to enjoy each other's company. That is why in the past year we elaborated and held new trainings dealing with methods to acquaint children from early secondary education level with the professional career and life of professionals in various fields. We hope that this endeavor of ours will also have a successful end and will turn into well-established practice and expertise!



Trainings held by the Centre for Inclusive Education:

- The school process of self-assessment and prioritization using the Tool for Analysis of School Environment.
- The role of school management in the process of building inclusive school environment. Basics of efficient school management.
- Holistic appraisal of school children. Prevention of learning difficulties and associated risk assessment at an early stage.
- A basic training workshop on development of child protection policies and procedures in schools.
- Child Participation Matters: a training workshop for teachers, educators and pedagogical counselors.
- Child participation – workshops and seminars for children.
- Approaches to coping with problem behavior of children who are prone to aggression at primary and early secondary education level.
- Global civil education in civil, health, intercultural and environmental education.
- Global challenges – training for children.

Mediation

In 2016 we set another important goal, that of improving and promoting school mediation to our partners as the most reasonable, sparing and quick method of solving conflicts that arise in the school context.

Our team is oftentimes addressed with a request for help in various conflict situations in schools. This usually happens once the internal resources for addressing the issue have been exhausted and there seems to be an expectation of someone stepping in and fixing the situation with a magic wand. Mediation is no magic wand but it is an opportunity for the parties to demonstrate responsibility and good will, and to mature in their relations by solving a difficult situation.

School mediation helps resolve conflicts which arise in the school environment with the help of a school mediator. The school mediator facilitates the parties in holding a focused conversation and reaching an agreement which is satisfactory to each of the parties separately and to both of them together.



What we offer:

- Case mediation. Prolonged conflicts result in accumulation of further negative situations and feelings, and the parties discover it is getting very difficult to even want to look for a common solution. So start acting without further delay!
- Peer mediation training for pupils. This training helps pupils become intermediaries in a conflict which occurred between their classmates.
- Training for teaching and non-teaching staff. It develops skills and strategies for constructive dialogue and conflict resolution. Prevention of violence. Responses to aggressive behavior.

Slanchitsa

online store in support of learning



slanchica.com

Through our online store **Slanchitsa** we continue our mission to offer materials that enable learning and therapeutic puppets supporting pupils and children.

The interest in books offered on the site is growing; in the past year the books in greatest demand were *Why me again? Therapeutical stories for children and parents* by authors

Milena Manova and Tsveta Misheva-Alexova and *Dyslexia* by Ian Smythe.



Emotional cards are another favorite game of website visitors. The cards are meant to develop children's emotional intelligence. They can be used by parents and children, teachers and psychologists for the purposes of paying, training and diagnosing.

We also expanded the available free resources – collections and brochures offered on the site.

In the current year **Slanchitsa** will further expand the set of offered materials and support publications so remember to check regularly whether new products are available!

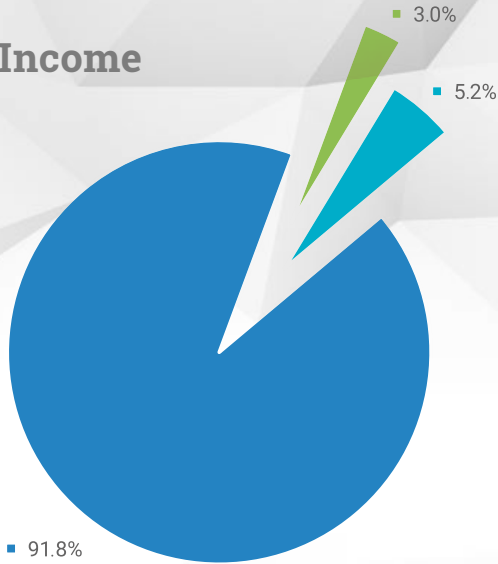


10% of the value of every purchase you make will be donated to the **Fund to Support Children with Special Educational Needs at the Centre for Inclusive Education.** The **Fund** finances publications, events, seminars and individual consultations with specialists who help children succeed and live happily.



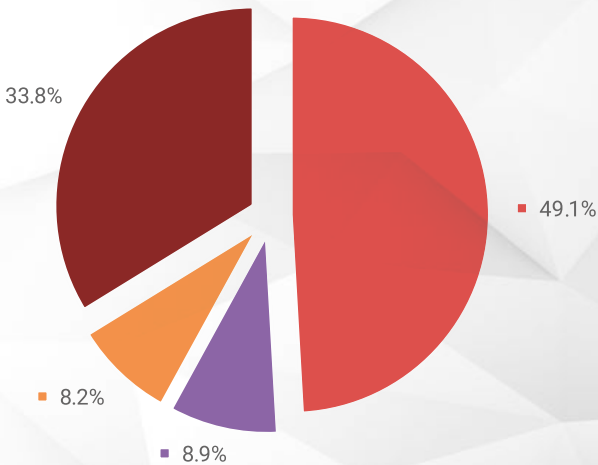
Finances

Income



- Programme financing from donor organisations
1,391.3 thousand BGN
- Business activity
45.9 thousand BGN
- Fundraising
79 thousand BGN

Expenses



- Development of inclusive education programmes
744.39 thousand BGN
- Program management and Development
134.74 thousand BGN
- Self-financing
124.88 thousand BGN
- Upcoming activities on inclusive education programmes
512.18 thousand BGN

THANK YOU FOR YOUR SUPPORT!

On the occasion of CIE's upcoming tenth anniversary we asked teachers, specialists and school principals two questions to give us an idea about our organisation's contribution. Below are some of the answers we got:

What is CIE's most significant contribution?

- *Gives teachers impetus in their work with SEN.*
- *Brings together representatives of the government, pedagogies, other specialists and parents. They all can interact among themselves.*
- *Changed the mindset of teachers and parents about inclusive education.*
- *Developed and introduced an IE model in practice.*
- *Engaged an increasing number of teachers, parents, institutions with the ideas and goals of inclusive education.*
- *Created a community and a culture for life within a community.*
- *The Conference; the online training; the joint work with teachers, parents and schools.*
- *Helped 5 Bulgarian schools to develop the Bulgarian model of inclusive education.*
- *The materials I come across are extremely beneficial to my work and they helped overcome problems throughout the years.*
- *Made us think differently.*

What else could the CIE do?

- *Cover all kindergartens, pre-school groups and schools.*
- *Continue supporting teachers as enthusiastically as before in their further mission to educate and train in the 21st century.*
- *In my opinion, promote equal support to children with SEN in both state and private schools. They have the same needs, no matter what school they attend.*
- *Publicize itself more because I keep explaining for 2 years what kind of people I met and everybody seems surprised that they haven't come across the CIE before.*
- *Not to allow invasion of bureaucracy which challenges the idea and affirmation of inclusive education in our country.*
- *Way to go!*



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