

The logo consists of a red circle with a gap at the top and bottom, forming a partial ring. The text 'CENTRE FOR INCLUSIVE EDUCATION' is centered within this ring in a bold, black, sans-serif font. Two horizontal red lines extend from the left and right sides of the ring, crossing 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.



Year 2017 was a hurricane. It blew in so many different things, it mixed them up so vehemently, in such a rapid manner, that I am apprehensive whether and how year 2018 will exceed the past year. Almost all things were good and bore fruits: a lot of development at our Centre, new acquaintances and ideas, new roads and pathways.

Is there something we learnt in the midst of all this whirlwind, which seems truly important to me? There is. I think we can afford being idealists. We even must be idealists... Surely, it is much easier to ridicule, criticize

and be discontented, and rightly so; destruction is more inherent to us than creation. If we have our values though, albeit unpopular at present, we should be also strong enough to share them. And instead of fretting and fuming about absence of meaningful policies and action in our present-day society, we should rather offer different ones. Offering a choice to those who are looking for one is quite something. Then someone may want to give it a try... And if this happens, it is because there was a choice in the first place. We, idealists, are this choice – along with all our vulnerability and all our strength.

There were also things in the past year which were sad. The saddest of them were my meetings with children with no dreams and with callous adult cynics. On the list of my personal enemies, the feeling of helplessness ranks in the top four – and it is precisely helplessness that comes up at such meetings, hand in hand with sadness. To me, if a child has no dreams, if he or she can't – or even worse, sees no point in dreaming – then our whole village, for God's sake, our whole damn village that is required to raise a child has failed.

We had a headlong start into this year (after all, it is the daughter of 2017) with a single wish and a single prayer: to be idealists and to have no dreamless children.

Iva Boneva,
Executive Director, Centre for Inclusive Education

10th anniversary of the CENTRE FOR INCLUSIVE EDUCATION 10 out of 10

1. It took a lot of talking and work to establish the term “**inclusive education**”.

2. With our active support, the new **Pre-School and School Education Act** saw inclusive education being introduced as part of its philosophy and vision of quality education.

3. We hosted the largest **DISES** international forum on inclusive education, and our Executive Director Iva Boneva was awarded the 2017 Distinguished International Leadership Award.

4. As years went by, our team also increased – from three to twenty people.

5. We initiated a **Professional Community of Inclusive Education** – an informal organisation of people working in the field of education who consider the assertion of inclusive education principles part of their personal aspirations.

6. We maintain the largest resource site in the field of inclusive education, **priobshti.se**. The training events and courses we offer on the issues of inclusive education, child protection, child participation and global education are among the best ones.

7. Our annual conferences on inclusive education are a meeting platform of the best professionals, both from abroad and in Bulgaria, who consider inclusive education to be their personal cause.

8. We defend our causes daily – **One School for All, Children – Safe and Protected**, and **Children in the Big World**.

9. We established the first ever **Bulgarian Model for building inclusive school environment** under the **One School for All Programme** and we develop methodology to keep children in school under the **School Makes Sense Programme**.

10. The fundraising campaign entitled “**Zhivko the Giraffe and friends help children with learning difficulties who spent the first years of their lives in institutions**” turned 7 years old, while **Slanchica** online store and the **Sunny House** consultation facility still help thousands of children to learn in a funny way.

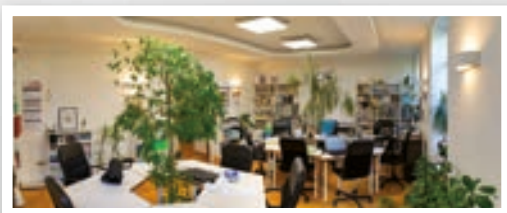
● WE LAUNCHED OUR NEW SITE in three languages – Bulgarian, English and Russian, and renewed our visual identity.



● WE TURNED 10 YEARS OLD



● WE MOVED INTO OUR OWN NEW OFFICE in Sofia, at 133 Knyaz Boris I Street.



● WE CELEBRATED OUR BIRTHDAY in Studio 5 together with friends and fellow-thinkers. Our special guest was Stefan Valdobrev.



● WE GOT THE RECOGNITION OF COLLEAGUES AND FRIENDS



NGO Portal's award in the category of „Organisation having most publications“.



DISES decided to award its 2018 Distinguished International Leadership Award to Iva Boneva, Executive Director of the Centre for Inclusive Education.



2016 Project of the Year award for the One School for All Programme by Tulip Foundation.

In 2017 the Centre for Inclusive Education worked with:

2542 school principals,
teachers and specialists

3475 parents

2763 children

Map of the schools we worked
with throughout the year:

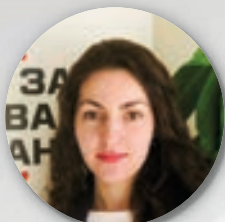




OUR TEAM



Iva Boneva
Executive Director



Antonia Smokova-Tokić
Training Manager



Bilyana Popova
Finance and Administration
Manager



Victoria Troyanova
Educational Methodologies
and Development Expert,
Psychologist



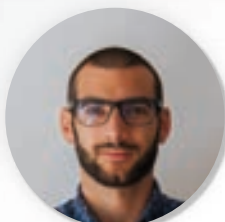
Denitsa Davidkova
Building and Development of
Communities, School Mediation



Desislava Koleva-Stanislawsky
Training and Development Specialist



Dimitar Lazarov
Strategies, Policies and
Programmes Director



Dobrin Georgiev
Administrative and Process
Coordinator



Evgeniy Dimitrov
Training and Development
Specialist



Elisaveta Tarakdji
Training and Development
Specialist



Elitsa Ignatova

Programme Support Coordinator



Kamelia Ilieva

Communications and
Partnerships Expert



Latinka Ducheveva

Communications Manager



Liliya Arakchieva

Project Manager



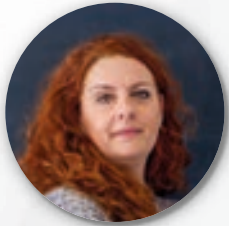
Lilia Krasteva-Peeva

Research, Analyses, and
Methodologies Director,
Monitoring and Evaluation



Margarita

Asparuhova-Kandilarova
Educational Methodologies and
Development Expert



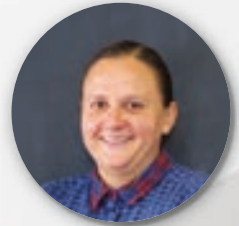
Stella Petrova

Chief Accountant



Stefan Stefanov

Project Manager



Stefka Chincheva

Training and Development
Specialist, Psychologist



Tsvetan Kadiev

Project Manager

ADVOCACY

Inclusive education – part of every child's right to education

The *Ordinance on Inclusive Education* entered into force at the end of 2016. Our observations are that the required financial resources, methodological guidance and sufficient number of quality trainings for local specialists and teachers were not supplied on time in order to implement what the *Ordinance* envisaged. In the spring of 2017 the *Centre* took part in the first working group which had to develop amendment proposals. The group agreed that the *Ordinance* had to be amended along three lines: reduction of administrative documentation; restricting the role of parents in the process of child support; improving interinstitutional coordination and introducing deadlines for receiving cooperation by institutions which are involved in the provision of that support. Later, in the summer of 2017, the new *Ministry of Education* leadership took a decision to overhaul the *Ordinance* without pausing to see and evaluate what failed to work out well and to what extent. We had the impression that the amendments were aimed at easing the general tension caused by the new *Act* and its accompanying standards, while the *Ministry* did make efforts to consider and gather various proposals for changes.

As a result, the text was adopted as a brand new *Ordinance on Inclusive Education* in the autumn of 2017. Regretfully, only a minor part of the *Centre's* proposals were accepted. The rest is expected to get on the agenda of the executive power with the aim to support kindergartens, schools and municipalities in the course of their daily work.



What should be done from now on?

We think that the most immediate need is for the *MoE* to initiate an open discussion on clarifying the process and amount of financing for general and supplementary support at school. Support should be agreed on and allocated to schools that make additional systemic efforts to introduce inclusive practices. Another important focus of work is interinstitutional cooperation and the need of deliberate on action to improve it. The successful introduction of inclusive education and the change of public attitudes to it requires interaction between educational, social and health structures at national and local level.

National Council for Child Protection

The *Centre for Inclusive Education* is among the 12 new civil organisations elected to be members of the *National Council for Child Protection* with a 2-year term of office. The *Council* is a body of the *State Agency for Child Protection* with consultative and coordination functions. It has the task to propose, discuss and coordinate the strategic priorities of child protection government policies.

Participation in key events dealing with inclusive education

In 2017 the *Centre* responded to numerous invitations by higher education institutions (Sofia University "St. Kliment Ohridski"; "St. Cyril and St. Methodius" University of Veliko Tarnovo), by the *Ministry of Education and Science*, and by international partners (the international conference of the *Council for Exceptional Children* in Boston, US) to present the results of its work under the *One School for All Programme* and to get involved in the discussions over inclusive education in the Bulgarian legislation.



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.

One School for All Programme

**AMERICA FOR
BULGARIA
FOUNDATION**

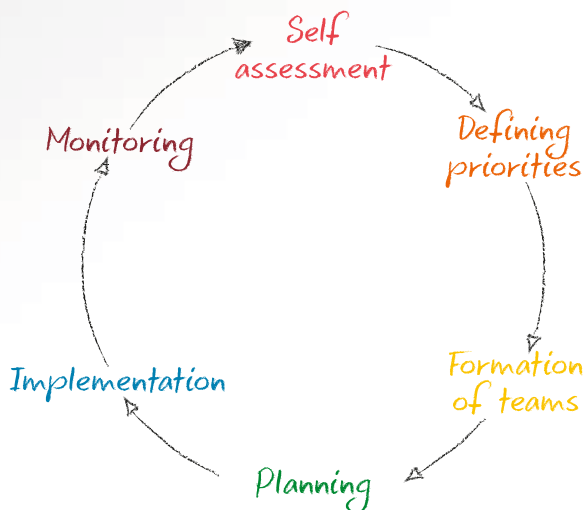
The **One School for All Programme** is implemented at two phases in the period 2014 – 2019 with the support of the **America for Bulgaria Foundation**.

As a result of hard field work with five partner schools during the **Programme's** first phase, we created the first ever **Bulgarian Model for organisation of school processes towards building inclusive school environment**.

What is the Model about?

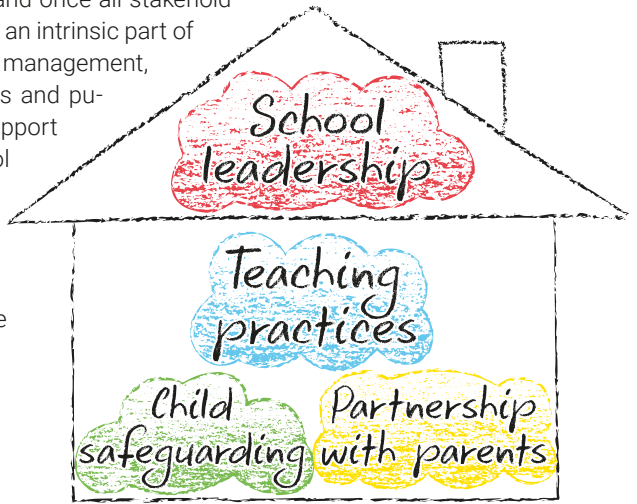
The Model offers a systemic approach which applies the principles of organizational development and helps mainstream schools plan and allocate their own resources and internal processes in such a way as to develop as inclusive schools.

The Model sets a clear framework of six consecutive stages of work for applying the philosophy of inclusive education in practice, while allowing to take into consideration the unique features of every individual school. Below are the key steps of work under the Model:



They are managed and coordinated by a specially created school leadership team consisting of the school principal, his/her deputies and a core of teachers and specialists. At the first step (*Analysis*), it is crucial to have as much of the school team involved as possible, so that the change is triggered along an objective pathway including common efforts. By using the *Self-Assessment* tool developed by the *Centre*, schools can identify their priorities of improvement and policy/practice development in the following four areas: (1) *School management*, (2) *Teaching practice*, (3) *Child safeguarding*, and (4) *Partnership with parents*.

Inclusive school environment turns into reality once progress in the above areas is observed and once all stakeholders in the school life feel they are an intrinsic part of the process of change – school management, teachers and specialists, parents and pupils. Every one of them needs support and motivation, and the school team in particular needs specialized support in the form of training and consultations in order to introduce change in the most sustainable and inclusive way possible.



What happened this year, or how did we make inclusion happen with the help of the Model, from Sofia to Dobrich?

In 2017 we included 10 new schools in the *Programme*, which were selected through a competition comprising 3 stages, and we started building sustainable inclusive environment together:

**Nesho Bonchev
Secondary School**
Panagyurishte

**Bacho Kiro
Secondary School**
Pavlikeni

**Hristo Botev
Primary School**
Brestnitsa

**Hadzhi Gencho
Elementary School**
Teteven

**St. Cyril and St. Methodius
Primary School**
Vetren

**Vassil Levski 156th
Primary School**
Sofia

**Pencho Slaveykov
Primary School**
Dimitrovgrad

**Bratya Miladinovi 97th
Secondary School**
Sofia

**Lyuben Karavelov
Secondary School**
Dobrich

**Anton Strashimirov
Primary School**
Bohot

We are still working with 3 of the *Phase 1* pilot schools:

**St. Cyril and St. Methodius
Primary School**
Botevgrad

**Hristo Botev 202nd
Primary School**
Dolni Pasarel

**Zahary Stoyanov 104th
Primary School**
Sofia

At an inception training event and a general get-together meeting held in Plovdiv, *Phase 1* “veteran” schools welcomed their colleagues offering them advice and shared experience. A couple of regional meetings and training events followed in *Tryavna* and *Bankya* where we focused mostly on the process of planning and setting achievable and motivational goals.

Teachers from the 13 partner schools participated in a workshop on “*Classroom Management. Transition Periods*” with *Jacob Hackett*, Clinical Assistant Professor at *Georgia State University College of Education and Human Development*, USA, and Doctor of Philosophy at the *University of Washington*, Seattle, being a member of the *Model's* advisory team. Ideas were outlined how to make classes more interactive and interesting, and how to motivate students to be actively involved in them. The participants also tested self-reflection and self-observation techniques which can be used in the classroom.

In the beginning of school year 2017/2018, the school teams developed action plans in different fields, which contained specific objectives and activities to be implemented by June 2018. In October and November, total 183 teachers and specialists involved in the *Model* participated in thematic training under the above 4 different areas, depending on what they decided to focus their efforts on during the year.

Under **Phase II of the One School for All Programme** we also set up an **Advisors' Board** with the main goal to generate ideas and advice on the **Programme** work. The **Board** consists of six prominent experts of different backgrounds in the field of educational and social policies: journalist **Ekaterina Popova** who is experienced in government sector PR; **Blagovesta Borcheva**, state expert at MoE Inclusive Education Directorate; **Nadya Shabani**, Director of the Bulgarian Center for Not-for-Profit Law and former SACP Chairperson; **Stefan Michev**, former long-year principal of a primary school in Troyan town; **Elena Atanassova**, Monitoring and Evaluation Officer, UNICEF Bulgaria; **Tzvetelina Iossifova**, founder and Director of the Red House Centre for Culture and Debate, highly experienced in psychotherapy.

We take pride in **3 publications** which we released in 2017 and which support teachers in the field of Teaching Practice:

- **Entry notebook of first-grade teachers**
- **Notebook of first-grade teachers**
- **Notebook of fifth-grade teachers**

All three notebooks contain tools needed by teachers to identify any learning difficulties and strengths during the transition periods of first and fifth grades, as well as aids offering ideas for support both at school and at home.



SCHOOL MAKES SENSE

***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.*

Looking Forward to My Future – School Makes Sense Programme

*The Programme is implemented in partnership with **Hristo Smirnenski Secondary School** in Brezovo and **Georgi Benkovski Secondary School** in Teteven from 2016 to 2019 with the financial support of the **Velux Foundations**, Denmark.*

THE VELUX FOUNDATIONS
VILLUM FONDEN × VELUX FONDEN

What the Looking Forward to My Future – School Makes Sense Programme does:

The Programme has developed a methodology and a tool to keep children in school by increasing their motivation for learning and by adding practical value to lessons learned in class. This is done through voluntary and long-term commitment by children in the sixth grade together with professionals and businesses in the local communities. The children's visits are made with teachers who teach in subjects from the relevant scientific area. The task of the teacher is to link the practical activities with the teaching content.

The *Programme* is focused on children's motivation to learn and on the need of having a larger community involved – parents, teachers, educational institutions, local professionals, who assume the shared responsibility to throw a bridge between school and children's professional lives.

What happened in 2017?

- **School children in Brezovo and Teteven held 156 activities** with professionals and teachers in occupational areas of their choice.
- **At the start of 2017 we held a general meeting with teachers and their partnering professionals** in order to discuss successes, obstacles and next-year plans.



- We launched a process of filming the **Programme** and spent 12 filming days interviewing children, professionals and teachers; we also filmed children's activities with the professionals.

- We held a seaside summer camp with **80 children from both towns**. For six days we not only played together a lot but also learned how to have fun together. We held in-depth interviews with the children, which we later analyzed and summarized.

- Two closing events demonstrated what **six-graders had experienced in the previous school year** and two opening events welcomed new six-graders to *School Makes Sense*.

- We gathered huge volumes of data: **surveys and interviews** with pupils, parents and teachers, in order to find out the best way of implementing the *Programme*.

- We decided to continue working with **seven-graders who completed the Programme** in order to further promote their motivation and their sense of personal achievements. Seven-graders developed their own projects for school environment transformation, which we funded.



See the activities and interviews of the children in our video:



Results after the first year of field work:

70% of the children declare that school has become more interesting to them as a result of the work under the **Programme**.

Professionals' readiness to allocate their own funds to continue the **Programme** as a result of their one-year work with the children increased by

69%

The number of parents who are looking for direct contacts with schools has increased by **9%**

50% of the children have increased their knowledge in subjects related to the **Programme**.

Class absences have decreased by **20%** compared to absences of the same children in the previous year.

The number of parents who think that it would be good for their children to develop a life plan at this stage has increased by **20%**

The number of teachers who are looking for direct contacts with parents has increased by **13,5%**

27% of the children have changed their dreams as a result of the **Programme**.

Intermediate evaluation of the Programme by an external expert:

• **The Programme reinforces schools' capacity to involve local communities in joint activities;** teachers' capacity to expand their teaching skills and show leadership abilities; parents' capacity to open up to their children's studies and become more actively involved in those; children's capacity to follow their dreams and to make conscious and informed choices.

- **The Programme develops attitudes and skills of civic behaviour** in school environment.

- **The Programme guides the participants towards overcoming challenges, attitudes and behaviours that lead to a standstill** in each of the groups. It challenges inertia, passivity, reticence, indifference, conformism and fear.

- **The Programme has so far shown results which make it suitable for scaling up.** The analysis of the final data will indicate what specific steps should be taken for its future development.




What is it like to be a six-grader in Bulgaria?

Right before the start of the school year we presented detailed infographics of the findings of a nationally representative survey of six-graders' attitudes.

Key highlights:

- **46%** of the children think that important subjects (such as maths, history, geography, English) are completely dull
- Favorite subjects are physical education (**76%**), painting (**57%**), and music (**56%**);
- **95%** think that going to school is important, and **79%** like their teachers;
- It is not aggression that is identified to be children's top problem (just **18%**), but fear of academic failure (**56%**).
- **23%** of six-graders live in extreme poverty and **18%** have trouble with the Bulgarian language.

The study also indicates that **30% of Bulgarian six-graders are at risk of losing interest in their studies and even dropping out from school.**




ЦЕНТЪР ЗА
ПРОИЗВОДИТЕЛНО
ОБРАЗОВАНИЕ

КАКВО Е ДА СИ ШЕСТОКЛАСНИК В БЪЛГАРИЯ

52%
МОМЧЕТА

48%
МОМЧЕТА



В БЪЛГАРИЯ ИМА ОКОЛО **57 000** ШЕСТОКЛАСНИЦИ НА ГОДИНА

Момчетата мислят най-често за способността си да изучават езика и математиката.

- 19% - Математика
- 18% - Език

В обществото си вярват момчетата най-често използват най-новите социални мрежи.

- 47% - Facebook
- 20% - Instagram

А момчетата - футболистите или попмузикантите.

- 23% - Футбол
- 17% - Попмузика

А момчетата искрат футбол или конюлтарни игри.

- 32% - Футбол
- 28% - Конюлтарни игри

НО ИМА ЕДНА ДОБРА НОВИНА

95% ОТ ТИХ СМЯТАТ, ЧЕ Е ВАЖНО ДА СЕ ДИВИ НА УЧИЛИЩЕ ЗАЩО?

- 33% - Познавателна новина
- 21% - Намерих си по-хубава работа
- 10% - Свърших проучението

И ВЪПРЕКИ ТОВА 45% СА ГОТОВИ ДА ИЗБЕЖАТ ОТ ЧАСТРИ ПЪРВА ВЪЗМОЖНОСТ

ЗАЩО?

ЗАЩОТО УЧИЛИЩЕТО НЕ Е АДЕКВАТНО СПРЯМО ИЗИСКВАНИЯТА НА СЪВРЕМЕННИТЕ ДЕЦА

ЗА ЛЮБИМИ ПРЕДМЕТИ ШЕСТОКЛАСНИЦИТЕ ПОСОЧВАТ

- 76% - Физическо възпитание
- 58% - Изобразителното изкуство
- 57% - Информационни технологии

ЛОШАТА НОВИНА Е, ЧЕ ДЕЦАТА НЕ ХАРЕСАТ НАЙ-ВАЖНИТЕ ЗА РАЗВИТИЕТО СИ ПРЕДМЕТИ. НАЙ-НЕХАРЕСВАНИ СА

- 43% - История
- 40% - Математика
- 35% - География
- 31% - Английски

In this regard, the Centre for Inclusive Education shares several recommendations:

- It should often be demonstrated to children why the content they study is important and how it could be applied in life;
- More practical activities and classes should be introduced for learning by doing;
- Teaching outside classrooms should be promoted, in a context linked to lessons' topics. Schools should open up and use every opportunity to meet children with people from outside school, because local communities offer huge untapped resources that may be utilized by schools.



ОСНОВНАТА ПРИЧИНА Е, ЧЕ

ДЕЦАТА НЕ РАЗБИРАТ КАКВА Е ПОЛЗАТА ОТ ТЕЗИ ПРЕДМЕТИ И НАЧИНАТ НА ПРЕПОДАВАНЕТО ИМ Е СКУЧЕН



Това означава, че класно-урочната форма на преподаване масово се проваля да възбуди децата за учене, и дори на част от тях се в риск да загубят интереса си към най-важните предмети за своето развитие.

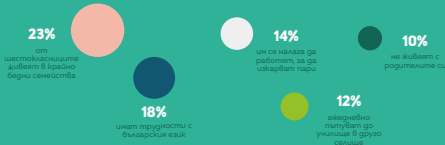
ОСВЕН ТОВА НАЙ-ГОЛЕМИТЕ ИМ СТРАХОВЕ СА СВЪРЗАНИ С УЧИЛИЩЕТО:

57% се отзовават, че ще се провалят в ученето – това им пречи да растат уверени в себе си

37% се тревожат от лошарави на съученици – това им пречи да растат уверени в себе си

18% се боят от зарази в училище – това им пречи да изградят лично достойнство

И КАТО ДОБАВИМ КЪМ ТОВА ФАКТА, ЧЕ



Се оказва, че поне 30% от шестокласниците в България са в риск да изгубят мотивация за учене или дори да прекъснат образованието си.

А това не бива да случва!

ЗАТОВА ЕТО НЯКОЛКО ПРОСТИЧКИ НЕЩА, КОИТО, АКО СЕ СЛУЧВАТ ПО-ЧЕСТО В УЧИЛИЩЕ, ЩЕ СЪБУДАТ ИНТЕРЕСА НА ДЕЦАТА КЪМ УЧЕНЕТО:

ЧЕСТО ДА СЕ ОБЯСНЯВА НА ДЕЦАТА ЗАЩО ТОВА, КОЕТО УЧАТ, Е ВАЖНО И КАК МОЖЕ ДА СЕ ПРИЛОЖИ В ЖИВОТА



ДА СЕ ВЪВЕДАТ ПОВЕЧЕ ПРАКТИЧЕСКИ ЗАНЯТИЯ И УРОЦИ, СВЪРЗАНИ С УЧЕНЕ ЧРЕЗ ПРАВЕНЕ

ДА СЕ ПРЕПОДАВА ИЗВЪН КЛАСНАТА СТАЯ, В СРЕДА, СВЪРЗАНА С ТЕМИТЕ НА УРОКА. УЧИЛИЩЕТО ДА СЕ ОТВОРИ НАВЪН И ПРИ ВСЯКА ВЪЗМОЖНОСТ ДА СРЕЩА ДЕЦАТА С УРОК ИЗВЪН УЧИЛИЩЕТО. ЗАЩОТО В МЕСТНАТА ОБЩНОСТ ИМА ГОЛЯМ НЕИЗПОЛЗВАН РЕСУРС, КОИТО УЧИЛИЩЕТО МОЖЕ ДА ПРИВЛЕЧЕ.

Read more about the results of the survey:



CHILDREN – SAFE AND PROTECTED

Safeguarding children is one of the most significant causes of the Centre for Inclusive Education. Having internal policies and procedures in place ensuring that children are protected against abuse by peers and adults is an important part of the process of building inclusive environment, and the Centre is working consistently to promote these standards in Bulgarian educational institutions.

As a regional representative of the **Keeping Children Safe**¹ global network in Eastern Europe, our work continues to be focused on providing support to other organisations to introduce and reinforce child safeguarding internal organizational measures.



Keeping Children Safe

A five-day workshop was held with the teams of *SOS Children's Villages* in Russia and the former CIS countries on the subject of in-house investigation.

In Bulgaria we delivered workshops to 11 organisations that are part of *Reach for Change*, the Bulgarian accelerator of social entrepreneurs, which were focused on introducing minimum safeguarding measures to the work with children.

We finalized a six-month process of evaluation and support to the development of safeguarding measures and policies at organizational level of all 19 Bulgarian organisations funded by the *Oak Foundation*.

We supported our colleagues at the *Social Activities and Practice Institute (SAPI)* in the process of translation and adaptation of a manual outlining minimum child safeguarding standards in educational institutions, along with two-day training of representatives of the five SAPI regional offices focused on developing basic training competencies on the topic of child protection.

¹ **Keeping Children Safe** – an active international network founded in 2001 which represents a commitment by organisations working with and for children worldwide to protect children by applying and promoting a set of robust and comprehensive safeguarding standards that every organisation can and should observe.

At the *Annual Conference* of the members of the *Keeping Children Safe* international network, which was held in May in London, the *Centre* presented its experience in working with the partner schools under the *One School for All Programme*; with our support, they are making efforts to introduce and ensure safe and calm environment for children and adults in the schools.

Our partner schools underwent training on development of evaluation and risk prevention procedures, on how to report concerns, on staff selection and hiring, ethical rules of conduct when working with children, information and communication management, training, monitoring and evaluation of the effectiveness of undertaken initiatives. All these documents and activities ensure that organisations make efforts to avoid in their work conditions of any form of violence against children.

If you happen to have any doubts about possible violence against children, you can visit the *Centre's* website and fill in an online questionnaire which will help you understand whether your doubts are grounded and whether you should proceed with whistleblowing. These questionnaires may be used by a wide circle of people working with children – teachers, educators, school psychologists, social workers, employees in the field of social services provided to children and families, police officers, medical doctors and others alike, and also parents, relatives and families.



PROFESSIONAL COMMUNITY OF INCLUSIVE EDUCATION

On 10 February 2017 the Centre for Inclusive Education initiated the establishment of a Professional Community of Inclusive Education. *The Community* is an informal gathering of people with common interests and shared values in the field of inclusive education. It numbers over 60 members, among them school principals, teachers, psychologists, speech therapists, university teachers, resource teachers, school mediators, etc. They meet together 3 times a year at two-day plenary sessions where they share experience and discuss cases observed in their practice.

The Community work is focused on changing attitudes, improving legislation and supporting school practice in order to achieve better understanding and assert the principles of inclusive education.

One of the tasks that the *Professional Community of Inclusive Education* has set is to discuss and voice its public opinions on topical issues dealing with inclusive education.

In 2017, apart from its constituent assembly, the Community held two field working meetings, in June and October, which resulted in statements on the issues of aggression in schools and drop-out pupils.



Aggression at school – sanctions and prevention. Could we use alternatives to punishment?

The opinion of the *Community* is that aggression in schools turns into an issue of great public significance only in the wake of cases that are publicly circulated. Oftentimes, whenever aggression is discussed, the focus is on sanctions without discussing the root causes and how aggression could be prevented. The *Community* members presented their observations and proposals, based on their long-year experience and daily field work, under 7 key points:

- Aggression and the role of school in children's lives;
- Defining and responding to aggression;
- Various aggressors;
- Required specialists;
- Inclusion/role of children;
- Inclusion/role of parents;
- The role of institutions.

How can we bring back to the classroom not only children but also the meaning of learning?

School drop-out rates and data about children's low motivation to develop their potential at school are deeply concerning. We asked ourselves a question: "Where are we missing the point?", and the questions outnumbered the answers. We arose our sensitivity to analyze and respond timely to the alarming signs that are around us.

- How do children learn?
- What are the goals pursued by schools?
- What should children learn?
- How are we supporting children?
- Parents – standing in the way or being of help?
- Teachers – should they and can they change

As a *Professional Community of Inclusive Education* we should remember the meaning of public education whenever elaborating policies and mechanisms. What kind of adults do we want to see our children turning into? What do we want them to know and can? What do we want to see happening to them while growing up? Keeping the meaning helps us preserve our energy and not waste it on solving individual problems while losing sight of the essence of learning, namely – unfolding the potential of every one individually and of all together as a whole.

2017 INCLUSIVE EDUCATION CONFERENCE

The Fifth Annual Conference of the Centre for Inclusive Education

(9 December 2017, Inter Expo Centre, Sofia) gathered together more than 300 school principals, teachers, parents and specialists with the following message: Schools are not alone in the process of inclusion. In the field of education, inclusion implies making connections between schools and their surrounding communities. The inclusion process is successful only if all stakeholders – school teams, parents, community partners such as local institutions, businesses, non-governmental organisations – are in this together.

The Conference was opened by *Denitsa Sacheva*, Deputy Minister of Education and Science; H.E. *Søren Jacobsen*, ambassador of the Kingdom of Denmark to Bulgaria; *Marina Kirova*, Counselor on Economic Governance and European Semester at the Representation of the European Commission in Bulgaria; and *Natalia Miteva*, Program Director, Education and Libraries, America for Bulgaria Foundation.

with the support of:

THE VELUX FOUNDATIONS

VILLUM FONDEN × VELUX FONDEN



The Conference's guest speakers *Darrell Cole* and *Lasha Stordeur* (Career Trek Inc., Canada) told the audience how they motivate youth in the Canadian Province of Manitoba to continue learning through a number of meetings in various professional domains.



The Centre for Inclusive Education presented the *Looking Forward to My Future*

– *School Makes Sense Programme* which elaborated methodology to keep children at school by increasing their motivation for learning and by giving practical value of lessons learned in class; the *Programme* is implemented in partnership with *Hristo Smirnenski Secondary School* in Brezovo and with *Georgi Benkovski Secondary School* in Teteven.

Three panel discussions dwelt on how and why it is important for schools themselves to attract partners; why businesses play an important role in increasing children's motivation to continue their education and contribute to the establishment of vital and active local communities; how schools should establish meaningful partnerships with local institutions, resulting in long-term efficient practices.

We all – schools, parents, local communities and the society – want quality education and want to have children understand themselves and their surrounding world. Therefore our ultimate goal is not simply keep children in schools but also keep the meaning of attending school.



An exhibition was held on the sidelines of the event by organisations in the field of education, which showed their materials and presented their activities.

Watch our video
of the event:



International Round Table "Including All Children in a Changing World"

In the past year, the largest international event on the issues of inclusive education was held for the first time in Bulgaria. From 25 to 30 June 2017

the *Centre for Inclusive Education* hosted and co-organized the annual *DISES (Division of International Special Education and Services)* meeting.

Being part of the family of the *American Association of Teachers - Council for Exceptional Children*, *DISES* strives to promote international communication, cooperation and progress in education and services provided to children with special needs and/or exceptionally gifted and talented children.

More than 80 professionals from 9 countries and 5 continents met together and discussed inclusive education processes and problems related to work with emigrants arriving from conflict zones, and also the challenges to the Roma population. During their one-week stay in Bulgaria, the *DISES* representatives met with Bulgarian educational experts and teachers in order to hear about their work on applying inclusive teaching practices, and held a series of workshops in Teteven town.

"This international event provides opportunities to experts in inclusive education from all over the world to meet together, share good practice and new ideas. Inclusion means philosophy and understanding that difference is a value. Respect, tolerance and empathy are fundamental values which are at the roots of our society being united and inclusive", said *Iva Boneva*, Executive Director of the *Centre for Inclusive Education* and a member of the *DISES* Board.



DAYS OF INCLUSION 2017 NATIONAL CAMPAIGN

The Days of Inclusion 2017 second national campaign which promotes the principles and philosophy of inclusive education took place from 5 April to 27 May 2017.

This year, the inclusive teacher was in the spotlight. A contest entitled *"The Teacher Who Loves All His Students"* challenged students all over the country to plan a surprise for their favourite teacher and record it in a short video. We received 10 videos and the winner was awarded a prize – a hot air balloon ride over Sofia.

The described practices we received in the contests *"Inclusive Classroom Practices"* and *"Practices for inclusion of wider communities in school life"* showed that inclusive education is a process of changing school environment, based on respect and acceptance of other people. Good management of school processes makes it possible for children to improve their capabilities and overcome difficulties, for teachers to feel supported and confident that they could cope with growing challenges, and for parents to assume their responsibility in partnership with schools.

Popular young vlogger *Chris Zahariev* supported the campaign and the cause of inclusive education. *The Days of Inclusion* ended in a big celebration in Sofia's South Park.

Watch a video
of the event:



The strongest person in Bulgaria

On National Enlighteners' Day we launched the campaign *"The Strongest Person in Bulgaria"*. Again, the Bulgarian teacher was in the spotlight. An inspiring video showed what significant role teachers play in making children go to school with joy, helping them develop and have happy childhoods.



The plot of the video unfolds in a surprising manner, starting with the question *"Who is the strongest person in Bulgaria?"* and footage of Balkan bodybuilding champion (Skopje, 2007) *Bogomil Yordanov* exercising. Then the story takes an unexpected turn. The Bulgarian teacher, who turns out to be the strongest person, is wonderfully played by actress *Albena Stavreva*.

The campaign triggered a lot of shares and positive comments. You can watch the video again at www.cie.bg, Campaigns

Watch the video
"The strongest person in Bulgaria"



"Our New Favourite Places" Campaign

In April 2017, together with **Zahary Stoyanov 104th Primary School, Sofia**, and **Vassil Levski Primary School in Pravets**, we launched a fundraising campaign entitled "Our New Favourite Places". The goal was to support both schools in their pursuit to make their environment more inclusive.

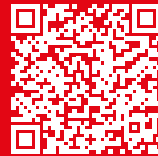
The raised funds will help *104th Primary School* build its own sports ground with *fitness equipment* and hold an *Inclusive Leader Children's Academy*, while the school in Pravets will set up a *library*.

The campaign ran by the end of January 2018. The financial support for its execution was provided under "Continuing and extended support for civil society organisations" Project which is funded by the *America for Bulgaria Foundation* and implemented by the *Bulgarian Center for Non-for-Profit Law*.

More on the campaign: www.cie.bg, *Campaigns*



Watch the campaign videos:



NOBODY USED TO CARE ABOUT INCLUSIVE EDUCATION



We initiated this study in order to trace the quality and intensity of debates on inclusive education in the past three and a half years, a period that started with public consultation on the new Pre-School and School Education Act in 2014 up until the time when this topic was the centrepiece of public education discussions in 2017.

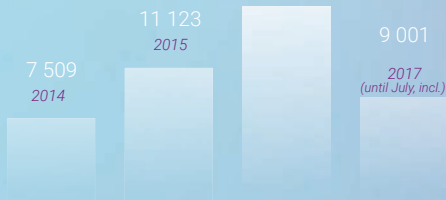
The study was conducted by analysing total 43 154 media materials from 2014 to 2017 dealing with inclusive education and containing key words such as “inclusive education”, “access to education”, “children with disabilities”, etc.

BY YEARS

43 154

BY TYPE OF MEDIA

Analysed media materials

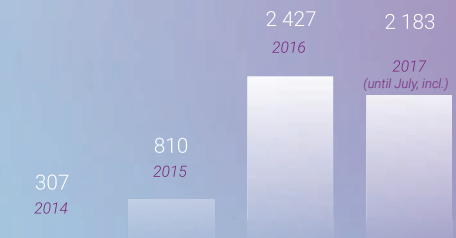


MEDIA REFERENCES TO INCLUSIVE EDUCATION

5 727

Total

This is how we found out that the topic of inclusive education evolved from being just the latest and transient-looking trend in the Bulgarian education system in the beginning, and gradually grew into a well-established term used freely by institutions, media and the society alike. In the course of just 3 years, everyone’s interest in inclusive education was sparked, while relevant media publications increased tenfold.



EVOLVEMENT OF THE TOPIC

Analysis of the media content related to inclusive education in the period from 2014 to July 2017

2014

Two topics: taking abandoned children out of institutions and filing a pre-school and school education bill. School aggression or inclusive education was hardly mentioned. The Centre for Inclusive Education and its contribution in this field was present only on occasions of specific events held by it.

2015

The key topic was the discussion and adoption of the Pre-School and School Education Act (PSSEA) which stipulates that inclusive education is part of the right to education (Article 7.). *The Centre for Inclusive Education (CIE)* was actively involved in public discussions.

2016

The year of inclusive education. The PSSEA entered into force. The number of media publications mentioning “children with disabilities/special needs” increased threefold. Materials published on the topic of inclusive education were ten times more. *The Centre for Inclusive Education* launched initiatives throughout the year, e.g. Days of Inclusion, awareness campaigns, etc. and was in the spotlight of the media all the time.

2017(until July, incl.)

The term “inclusive education” became part of the public narrative. Aggression in schools was increasingly covered. Through a national campaign, which was widely publicized by the media, the *Centre* was in search of “the Teacher Who Loves All”.

INCLUSIVE EDUCATION ACHIEVED ITS FIRST BIG SUCCESS

While in 2014 the term “inclusive education” was mentioned mostly in publications dealing with the activities of the *Centre for Inclusive Education*, by 2017 it was widespread. The overall *CIE* contribution was adequately covered by the media. We believe these are firm indicators that we accomplished one of our main goals. The analysis shows that the *Centre* has become a key participant in the public discussion on the topic of inclusive education.

The popularity of the topic and the interest in it, which were triggered, are a very good foundation of future hard work to ensure quality inclusive education for every child. Part of the tasks have been clearly defined by media themselves:

- *Schools are still not prepared to accept every child; what is perceived from the outside is division, school principal vs teachers, and the latter in their turn are fearful of parents.*
- *There is no dialogue between parents and schools, most parents fail to pay real attention to their children, they initiate no contacts with institutions, other parents, or teachers, however in times of crisis they “take matters into their own hands”;*
- *Institutions lack preparation in development and adoption of regulatory documents, and for this reason they tend to succumb to pressure and take a step back from their proclaimed intentions and positions.*

At the same time, no discussions in substance have started yet on inclusive education as a platform to organise the reform of the education system.

1 779

CIE in the media

249
2014

343
2015

767
2016

420
юли
2017

Read the whole research at:

www.cie.bg



"Introduction to Inclusive Education" Online Course

The *Centre for Inclusive Education* developed and launched a free *online course* on getting familiar with inclusive education in order to support teachers, school principals and specialists. The course started in October 2016 and within a year more than 1000 people completed it, half of them teachers, a quarter of them university students. The participants shared that the course proved extremely helpful to them in grasping the essence and meaning of inclusive education, and also in getting a structured picture in their minds. The larger the number of teachers, students and principals who are familiarized with the philosophy and principles of inclusive education, the more comprehensive and informed the process of building inclusive school environments will be.

Запознаване с
приобщаващото образование

priobshti.se/trainings

ВКЛЮЧИ СЕ

БЕЗПЛАТЕН
ОНЛАЙН КУРС

ЦЕНТЪР ЗА
ПРИОБЩАВАЩО
ОБРАЗОВАНИЕ

AMERICA FOR
BULGARIA
FOUNDATION

The free online course
can be accessed at
www.priobshti.se

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.

Green Ideas For Tourism for Europe Online tool



In 2017 the free educational online tool Green Ideas For Tourism (GIFT) for Europe became accessible by the wider public at www.greentourism.eu.

The tool was finalized in the framework of three international meetings held in each of the partners' home countries – Finland, Estonia and Bulgaria. The first meeting was hosted by the *Stockholm Environment Institute – Tallinn*, in the resort town of Pärnu. In the course of five days, topics were discussed such as tourism and its impact on the environment,

green labels, eco mapping, mind maps, global education, good examples of sustainable hotels, the *GIFT for Europe tool* and its functions. The highlights were presentations of the ecolabel for green electricity of EKO Energy Finland, an eco-mapping exercise at Hedon SPA hotel, visits to the Pärnu Col-lege and Soomaa National Park.



The next meeting was co-organized by the *Centre for Inclusive Education* and *EcoSystem Europe* and was held in Arbanasi; the topics were again related to the trends of sustainable Finnish tourism; the practice of Moravsko Selo bio hotel; an eco-mapping exercise at Rachev Residence hotel; technology for energy access management at hotels

of Kalirom company; Arbanasi – Veliko Tarnovo eco-trail and visit to Tsarevets Fortress.

The final meeting hosted by the partners from Finland, *Context Learning*, was held in old capital city Turku and the highlights were: GreenKey Finnish label of sustainable hotel management; trends of rural tourism in Finland, socially responsible and nature-friendly management of the famous Moomin World theme park; a visit to Naantali.

A series of events were held at the end of the year, which familiarized school principals and teachers, professionals and entrepreneurs in the industry with the functions of the tool and the benefits of introducing it in school curricula and trainings.



The content of the tool is free of charge and accessible at www.greentourism.eu. To gain full access to the tool's functions targeted at educators and teachers, please set up your own account and contact Stefan Stefanov at s.stefanov@cie-bg.eu



The Green Ideas For Tourism for Europe project, agreement n. 2015-1-BG01-KA202-014314, 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.

Sunny House

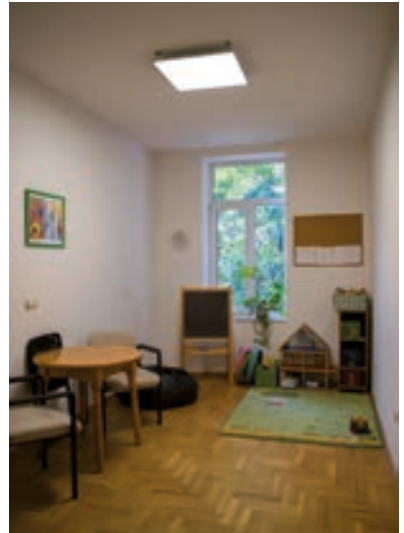
Sunny House is not a real house but specially arranged colorful and comfortable space which was created by the Centre for individual counseling with children aged 3 to 18 years.

The occasions to request consultation are different and strictly individual, which sometimes is an additional burden on parents as they are not sure what specific specialist to approach, because a given occurrence may be both a central symptom of a disorder and a consequence of something else we observe in the child, or bearing relation to it.

The specialists we work with are a psychologist and a team consisting of a speech therapist and a special pedagogue. Depending on the specific case and individual child's needs, one or more sessions may be needed, or longer therapeutic work.

Prior to meeting those people in person, you can acquaint yourselves with them, their professional competency and experience at our website where you can also read descriptions of the way they work and in which cases they may be of help to you.

If consultation is required with colleagues or specialists who are not at the Centre's disposal, we do our best to help parents by offering information and recommendations.



At www.priobshti.se you can find further useful information and guidance about your forthcoming meeting and work with a specialist.

We recommend the following articles:

*Whom should we approach for consultation and therapy?,
Margarita Asparuhova-Kandilarova*

*What is the difference between psychologist, psychiatrist and
psychotherapist?, Stefka Chincheva*

*Is it important for children to know what role the specialist has?,
Margarita Asparuhova-Kandilarova*

*Working with a psychologist – how important is parents' role?,
Stefka Chincheva, Margarita Asparuhova-Kandilarova*

*What should be your realistic expectations of the therapist working with
you or with your child?, Stefka Chincheva*

A watercolor palette with several colors (blue, yellow, green, orange) and two brushes (one wooden, one black) are visible in the bottom left corner of the page.

**In 2017 the
Sunny House provided
277 consultations.**

65 of them were
the result of fundraising
campaign "Zhivko the Giraffe
and friends help children with
learning difficulties who spent
the first years of their life in
institutions".

Zhivko the Giraffe

How do we spend the funds raised by this campaign?

We offer speech therapy and psychological services to adopted children or children placed in foster care who spent the first years of their lives in institutions.

Why did we decide on this cause?

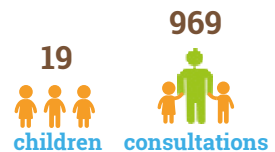
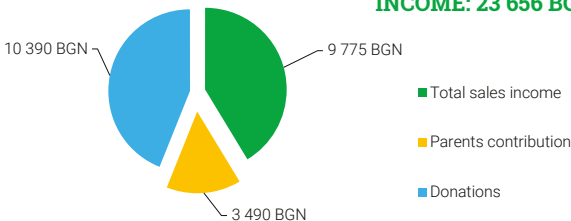
The presence of a family cannot compensate for the lack of sufficiently good care in the first years of childhood, which are crucial. Children's stay in institutions has an impact on their emotional, mental and cognitive development. Most children coming from institutions need additional support in order to match their peers in terms of learning.

Children with learning difficulties, no matter what they are caused by, are often considered stupid and lazy by their teachers and classmates. What is worse, these children gradually come to believe this and start perceiving themselves as such very quickly, and feel they are to blame for their learning difficulty.

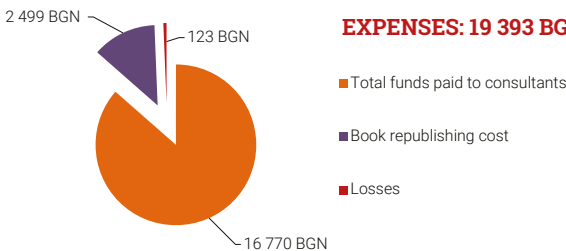
Zhivko turns 7 years old!

from the start of the campaign until 2017:

INCOME: 23 656 BGN



EXPENSES: 19 393 BGN



4262 BGN
unexpended funds



Timely intervention by an appropriate specialist is important for positive personal self-evaluation and for taking steps to overcome the difficulties by adopting specific strategies for coping with challenges and self-training at school.

How are funds raised?

Through sales of children's book "The giraffe who could not fit into the book". In recent years 100% of the revenues generated by the sale are donated and allocated for therapy of children.

Author Yana Kazakova, the Centre for Inclusive Education and all* who circulate the book invest their labour free of charge, in support of children with learning difficulties who spent the first years of their lives in institutions.



* The book may be purchased at the following places: Slanchica online store, the office of the Centre for Inclusive Education and from our partners whom we thank wholeheartedly for their voluntary support:

Ciela Bookstores, +Tova, COCORICO cafe-boutique, Children's House "Never-Ending Fairy Tale", Laika.bg, Zoya.bg, MUZEIKO, Bird House workshop & bookstore.

A special event in January marked the sixth birthday of Zhivko and Friends.

Trainings

We, at the Centre for Inclusive Education, believe that if teaching teams have to be supportive, they should be supported in the first place; therefore we deliver training and mentorship programmes to mainstream school teachers and resource teachers, educators, school managers and social workers, so that they feel they are highly qualified and well performing in their work.

In the past year we held total 23 trainings and trained more than 800 teachers and specialists on different issues in areas such as school management, partnership with parents, child safeguarding, teaching practices, global education, etc.

Since the introduction of the *MoE Information Register of endorsed programmes for increasing the qualifications of pedagogical specialists (IREP)* in 2016, the Centre for Inclusive Education has recorded ten training programmes for educational specialists in the Register. Successful completion of any of the training programmes brings a single qualification credit which educators need in the process of their appraisal under *Ordinance No 12 of 01.09.2016 concerning the status and professional development of teachers, school principals and other educational specialists.*

Apart from IREP trainings, we also deliver tailor-made trainings upon request. The training topics and content are agreed in ad-





vance so that they meet our partners' needs and expectations as fully as possible.

Further to offering trainings to specialists, the *Centre for Inclusive Education* also holds trainings and workshops targeted at children. We familiarize pupils and youths with the problems and contradictions of globalisation and the common search for solutions to global challenges, and also with the issues of child participation.

Some of the trainings offered by the Centre:

- "Child Participation Matters" – a training seminar for teachers, educators and pedagogical councillors
- Teamwork supporting personal development in kindergartens and schools.
- Basic training seminar on development of policies and procedures of child safeguarding at school
- The process of school self-evaluation and prioritizing using the School Environment Analysis Tool.
- Partnership with parents as an element of the Model for building inclusive school environment.
- The role of school management in the process of building inclusive school setting. Basics of effective school management.
- Early risk evaluation of learning difficulties at the stage of primary education – part 1. Entry card of observation of first-graders and ideas for activities and strategies for providing support in the classroom.
- Early risk evaluation of learning difficulties at the stage of primary education – 2nd part. Card of identification of difficulties in reading, writing and maths, and of ideas for activities and strategies for providing support in the classroom.
- Global civil education in civil, health, intercultural and environmental education.
- Timely identification of learning difficulties at the start of lower secondary education. Presentation of the Teacher's Notebook for the 5th grade.

Slanchitsa

online store in support of learning

Year 2017 was important for both the Centre for Inclusive Education and Slanchitsa online store maintained by us. Parallel to the unveiling of our organisation’s new site (www.cie.bg), the online store was integrated and is now a part of the site. *Slanchitsa* has furthermore a new look and thanks to this it can boast much more attractive and user-friendly design.

Pursuing its mission to support professionals, parents and children, *Slanchitsa* offers an increasingly wider range of books, learning aids and therapeutic dolls selected by the team of the Centre for Inclusive Education.

In the past year, apart from the products of the *Institute for Positive Psychotherapy*, which enjoy great popularity - booklet “*Why me again? Therapeutical stories for children and parents*” and *Emotional Cards* – on *Slanchitsa* you can now discover the latest part of the *Positive Parenthood* series – *Creative Box “Emergency Care for Parents”*. This handbook contains various emotional and communication tasks that promote relations and improves child’s self-evaluation.



Slanchitsa offers more than 40 books and aids supporting learning, over 30 therapeutic dolls and a set of free resources available to parents and teachers, while their number is continuously growing.

Visit us at www.cie.bg
and see what products
we have selected!



School mediation

In 2016 we offered school mediation for the first time as an alternative to exhausting school battles between principals, teachers, pupils and parents, which often grow into desire to take things to court in order to prove one's point.

In 2017 an increasing number of people – parents, principals, representatives of municipal administrations – approached us on a mediation procedure. A few of them reached as far as meeting together and finding a mutually acceptable solution through voluntary and equitable conversations; those who did were glad and moved along pleasantly surprised and satisfied with the process.

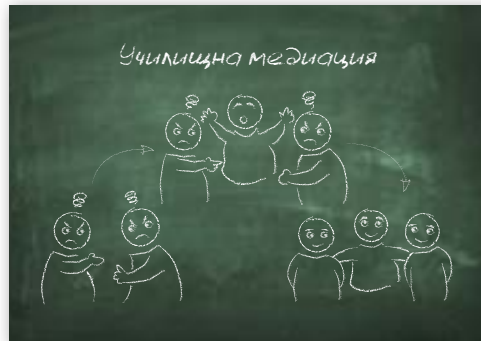
How does mediation work?

Usually someone calls and shares about a huge conflict that s/he considers impossible to settle, while still asking: *"Do you think mediation could help?"* It depends on parties' readiness to find a solution, but mediation could best support this process. The party that first requests a mediator is often surprised that the other party is actually ready to participate and also looks for a solution.

What happens during mediation?

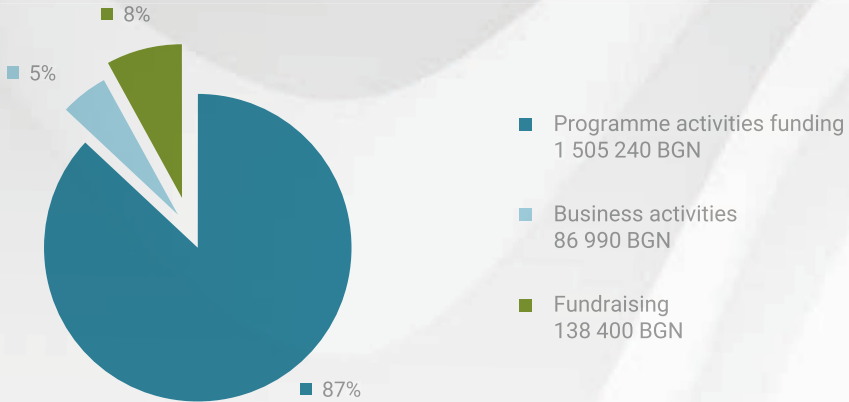
Once the parties present their positions, which are usually known by both of them and which caused confrontation on numerous occasions, they realize that no solution is possible at the level of positions. Then real mediation starts – we have to find out what actually shaped these firm positions, where misunderstandings have occurred, expectations failed and how a party has refused to walk in the other party's shoes.

It is clear that a mediation procedure is unquestionably less expensive than court settlement, and besides, as judges say: "The greatest success a judge can hope for is for both parties to be 50% contented. However, every party fights for its 100% and therefore they both always feel disadvantaged". Mediation has a different goal – everyone should find their 100% because mediation implies no division but rather expansion until an acceptable solution is found for all.

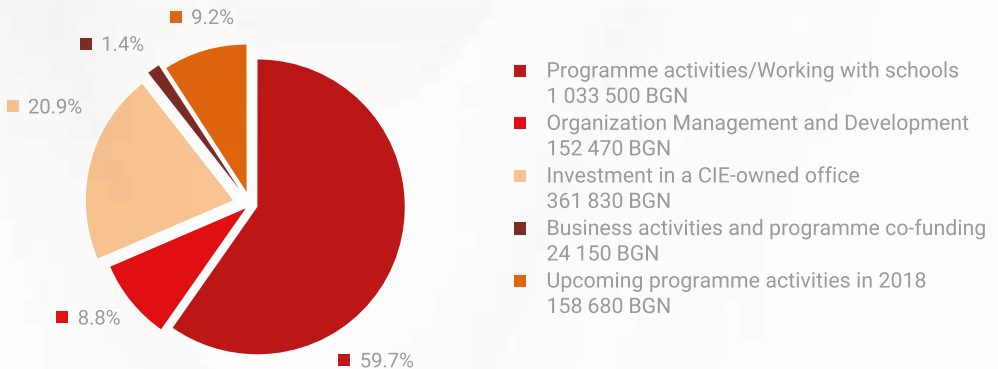


Finance

Income



Expenses



WE THANK YOU FOR YOUR SUPPORT!

Throughout the year we received a lot of positive feedback from those we work with. Here is some of it:

About the trainings:

- *"The trainers are charismatic";*
- *"Organisation and preparations were very good";*
- *"Clarity – how to cope with forthcoming tasks";*
- *"Spontaneous, sincere, valuable";*
- *"Keep doing this, it matters! The children thank you";*

About the "Introduction to Inclusive Education" Online course:

- *"Many thanks for your hard work, extremely accessible and useful platform!";*
- *„Extremely helpful, innovative and interactive course. Thank you!";*
- *"I am now much more sensitive to the subject";*
- *"My work with children with SEN is now easier and more productive";*

From our facebook page:

- *The CIE team: clever, creative, committed young people – with a look into the future, for our sake and for the sake of our children! They deserve respect and support!;*
- *Very useful information! We'll transfer it beyond the borders of Bulgaria – to the Bulgarian Sunday Schools abroad... Greetings!;*
- *Thank you very much for this article. The situation you describe is identical to my own. At least now I know that I'm on the right track;*

About our annual Conference on Inclusive Education:

- *„Congratulations on the event's organisation, on the quality of the audience and your courage to address publicly things in our reality which teachers usually have trouble hearing. Obviously through the years of hard work you have put in you have won the community's trust to an extent allowing you to do this – the same way one can afford telling a friend what his or her shortcomings are without hard feelings, but rather knowing that the purpose of this is to offer help and constructive improvement instead of targeted criticism“.*

About the priobshti.se web portal:

- *"I like the strategies and the specific practical models of working with children";*
- *"Opportunity to exchange practice and experience in the field of inclusive education";*
- *"What I like most about the site is that many articles are posted almost daily, there are a lot of things one can learn";*
- *"Information about the regulatory framework";*
- *"Democracy of opinions";*
- *"I like the style of narratives and the sharing of good practice."*



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