

The logo consists of a white circular arc at the top and another at the bottom, framing the text. The text is in a bold, white, sans-serif font.

**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.

# The Centre for Inclusive Education in 2018



## Map of the schools we worked with throughout the year:





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



In November 2018, CIE Executive Director **Iva Boneva** received the 2018 **Education Leadership Award** at a ceremony held in Sofia University "St. Kliment Ohridski", this award is presented for leadership achievements in the field of education and successful management practices.

The initiative of this award is of MIMO **Interaula (Interuniversity Institute of Education Management)** in partnership with Sofia Regional Education Administration and the Centre for Research and Innovation in Informal Education at the Faculty of Education of Sofia University "St. Kliment Ohridski". The initiative aims to promote, study and disseminate the most successful management practices and models in Bulgarian education by reviewing any achievements in the area of educational management annually.



"Dreaming of My World"  
photo exhibition  
by Paul Cliff





# OUR TEAM



**Iva Boneva**  
Executive Director



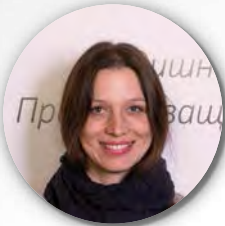
**Antonia Smokova-Tokić**  
Training Manager



**Bilyana Popova**  
Finance and Administration  
Manager



**Victoria Troyanova**  
Educational Methodologies  
and Development Expert,  
Psychologist



**Denitsa Davidkova**  
Building and Development of  
Communities, School Mediation



**Dimitar Lazarov**  
Strategies, Policies and  
Programmes Director



**Liliya Arakchieva**  
Project Manager





**Kamelia Ilieva**  
Communications and  
Partnerships Expert



**Latinka Ducheva**  
Communications Manager



**Elisaveta Tarakdji**  
Training and Development  
Specialist



**Stella Petrova**  
Chief Accountant



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



**Margarita  
Asparuhova-Kandilarova**  
Educational Methodologies and  
Development Expert



**Tsvetan Kadiev**  
Project Manager

# ADVOCACY

All campaigns, events and projects of the **Centre for Inclusive Education** advocate our **most significant cause**, that of all children being accepted and valued, and all children receiving quality education.

In 2018 we conducted active dialogue with government institutions and were an active member of working groups and committees at the *Ministry of Education and Science* and the *National Council for Child Protection*.



Last year we were again among the authors of the **Report Card** ("What is the average score of State's care for children?") initiated by the *National Network for Children* in its part concerning inclusive education.

At the beginning of 2018, the Centre became one of the founders of an informal association called **Childhood without Violence**, which currently includes 19 civil society organisations and representatives of the academic sector. The Association aims to become a wide public platform uniting not only civil society organisations but also various institutions, businesses, media, academia and public figures,

which can work together in order to introduce zero tolerance to any acts of violence against children in our society.

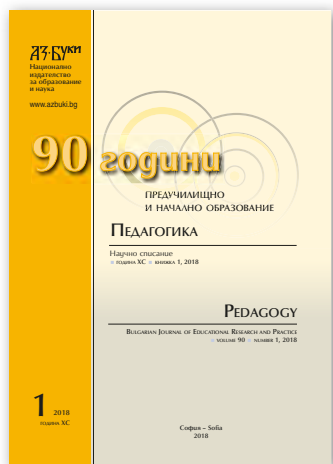


Being part of the **Bulgarian Platform for International Development**, the Centre for Inclusive Education participated in key global education events such as the *Sixth Annual National Conference on Global Education* and a workshop for teachers and school principals on the topic of *The Role of Europe and Civil Education*.



**Pedagogy magazine** (a publication of the Ministry of Education and Science) devoted its issue No 8/2018 entirely to Inclusive Education.

The editing of this issue was entrusted to our Centre. We included not only articles written by our team but also ones by prominent researchers and scientists in the field of education and psychology, pioneer practitioners and young authors.



# ONE SCHOOL FOR ALL

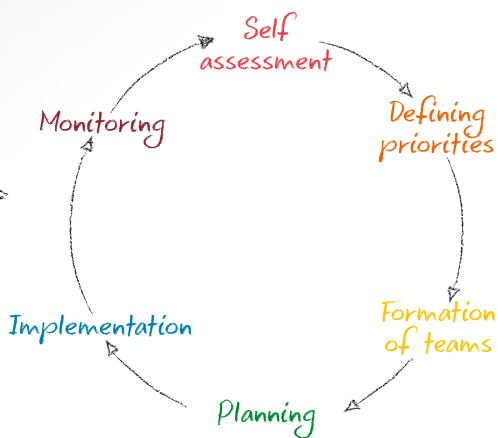
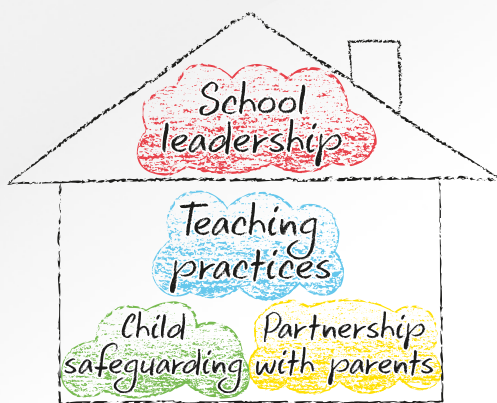
*One School for All is our most encompassing and wide-reaching cause, our reason for being. Our ultimate goal is comprehensive introduction and application of the principles of inclusive education.*

## The One School for All Programme and the Model for building inclusive school environment in a nutshell, 2014–2019:

**AMERICA FOR  
BULGARIA  
FOUNDATION**

**How can we improve the leadership skills of teachers** within their teams, as well as teamwork, in just one year's time? How can we make every classroom inclusive and offer instruction that matches the needs and interests of all children? How can we be sure that everything has been done to make school environment safe enough for children? What are the ways to involve parents as partners of schools?

Those and many similar questions find their answers through partnership with 12 schools all over the country under the *One School for All Programme*. The *Programme* is implemented at two stages in the period 2014-2019, with the support of the *America for Bulgaria Foundation*. At the initial stage, we created the first ever *Model for building inclusive school environment*. At the second stage, we improved the *Model* in collaboration with the partner schools, so that it fits various school needs and situations.



The *One School for All Model* offers a way to work within a team in order to manage school resources and processes towards changing school environment and attitudes to diversity in classrooms. The implementation of the *Model* is managed by specially created school

leadership teams, consisting of principals, deputy principals and core teaching staff. The work of the school teams is focused on all or part of the following key school development areas: (1) *School management*, (2) *Teaching practice*, (3) *Child safeguarding*, and (4) *Partnership with parents*. The school teams receive expert support during the main steps of working with the *Model*.

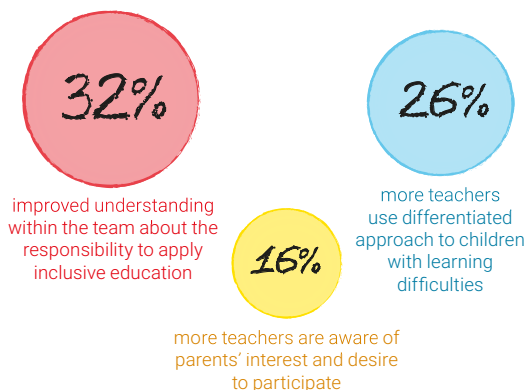
### *What happened in 2018 under the One School for All Programme:*

Training, workshops with visiting US specialists and teachers; development of mini school projects; visits by partner schools in order to exchange experience; and tons of work done by the partner schools to use the resources provided to them to the greatest extent and to take steps closer to the desired "inclusive school".

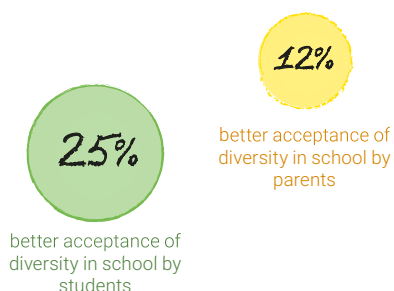


## Some results of the schools that implemented the Model:

1 year later:



3 years later:



Last year we held focus groups and interviews with school teams who shared their impressions of the **Model's** benefits for their schools. Below are some of those impressions:

"Indeed, the Model reflects life in any school with perfect precision. These four domains are exactly what real school life is"

"I find it very interesting, since any self-assessment is delicate matter; it's not that easy to be honest in this process. The Model is adjusted to every school's specific context; it's not a generalized model that would be hard to apply"

"This new way of self-assessment was indeed unfamiliar to us. The analysis of the results showed us what we need as a team"

"Our own attitudes started changing, the way we perceive parents' willingness to be partners. Now we are the proactive side. Partnership is gradually finding its way in our school"

"This was helpful, it enabled us to get ourselves organized and have a bird's view of the overall school system – how we work together towards the same goal"

The majority of school teams who work in the area of *Teaching Practices* use **Notebooks** to help teachers; these are tools that support teachers in identifying any learning difficulties and strengths in transition grades 1 and 5, as well as aid materials containing ideas how to offer support both in the classroom and at home.



"Everything in the Notebooks was helpful. I used them in the case of nine students. They helped me develop general support plans and coordinate our work with the specialists we needed. The students received the support they needed and got included. Very effective. I wouldn't change a thing about them"

*One of our greatest successes last year was that the Model came on the European stage.*

**The Centre for Inclusive Education and 3 organisations from Greece, Romania and Portugal received an Erasmus+ grant** by the European Commission. The funded project promotes the introduction of inclusive school environment in Europe through replication of the *One School for All Model* in the partner countries. Total 9 school teams will be trained and will apply the *Model* following the example of their counterparts in Bulgaria. Furthermore, the online course "*Introduction to Inclusive Education*" will be translated into English and will be freely disseminated all over Europe. In this way we will promote inclusive education through training and changing the attitudes of leaders in education.

We published a book entitled *How to Differentiate Instruction in Academically Diverse Classrooms*.

**The Centre for Inclusive Education published in Bulgarian language *How to Differentiate Instruction in Academically Diverse Classrooms*** by Carol Ann Tomlinson, Professor at the University of Virginia, USA, who has rich classroom teaching and managerial experience in education.



In this expanded third edition you will learn:

- What differentiation is and why it's essential.
- How to set up the flexible and supportive learning environment that promotes success.
- How to manage a differentiated classroom.
- How to plan lessons differentiated by readiness, interest, and learning profile.
- How to differentiate content, process, and products.
- How to prepare students, parents, and yourself for the challenge of differentiation.



## **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.*

THE VELUX FOUNDATIONS  
VILLUM FONDEN × VELUX FONDEN

## Looking Forward to My Future – School Makes Sense Programme (2016–2019)

- Development of methodology and a tool to keep children in school by increasing their motivation for learning and by giving practical value of lessons learned in class.
- 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.
- Focus 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 2018?*

- The six-graders in Brezovo and Teteven held 156 activities with professionals and teachers in occupational areas of their choice.
- We continued 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.
- Seven-graders from *Georgi Benkovski Secondary School*, Teteven town, visited

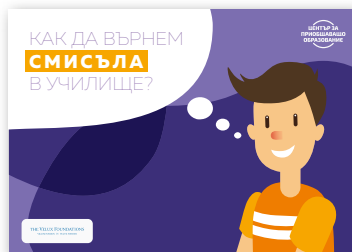


three large companies located far from their home town: *DB Cargo* in Pirdop, a company transporting freight by railway; *Dundee Precious Metals* in Chelopech, a company for extraction of precious metals, and also one of the largest Sofia-based IT companies, *EPAM*. The children learned about professions they had never heard about before and asked endless questions: who does what and why.



- We held seaside summer camp with 93 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.

- We gathered huge volumes of data: surveys and interviews with students, parents and teachers, in order to find out the best way of implementing the *Programme*.
- We started working together with 5 new schools that joined the *Programme* in school year 2018-2019: *St. Paisiy Hilendarski Primary School*, Ezerche village; *Otets Paisiy Secondary School*, Medkovetz village; *N. Vaptzarov Primary School*, Selanovtzi village; *Vassil Levski Primary School*, Belene; *Hristofor Nikiforov Primary School*, Lovech town.
- We published an online manual entitled *Making School Meaningful Again*.

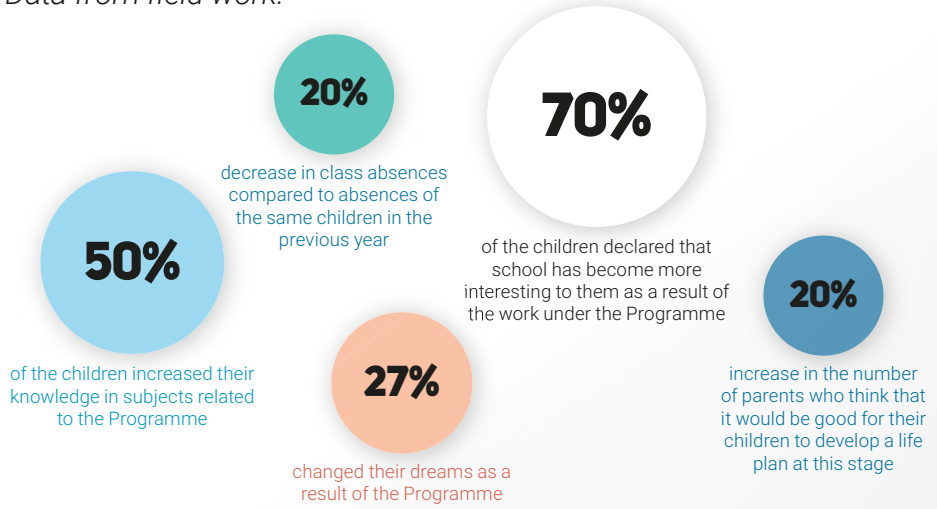


- We launched a national competition entitled *Students in Action*, which is part of the *Programme* promotion. The goal was to encourage students from grades 5, 6 and 7 to become students in action by implementing an idea they may have to the benefit of their school and by inviting adult enthusiasts to help them. The success criteria were brave and original ideas and involvement of as many adults as possible from outside school.



- We finished the *School Makes Sense* film, which shows the process of designing the *Programme* and recorded the opinions of children, teachers, professionals and the team about the process.
- We launched the *School Makes Sense National Tour* in all 28 districts of our country. The meetings were held with the support of the regional education administrations and the MoES.

## Data from field work:



- 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 seeking direct contacts with schools has increased by **9%**.
- The number of teachers seeking direct contacts with parents has increased by **13,5%**.

## Evaluation of the Programme by an external expert after data was collected during the second academic year:

- The *Programme* is a success because its core efforts are not focused on children but on the school environment and communities. It reveals opportunities for schools to become those natural and particularly significant places where all children can improve their capacity, irrespective of their differences, and where the interests and needs of the key actors in education (children, teachers, parents, and societies) find common ground.
- The *Programme* helps open up children's school environment, which is typically closed, to positive external impacts, thus challenging ordinary teaching practices.
- 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; and children's capacity to follow their dreams.

# 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.

**Safeguarding children continues to be one of the major causes of the Centre for Inclusive Education.**

Our goal is to maintain high child safety and protection standards that are built into all initiatives of the Centre. We make consistent efforts to promote and publicize these standards among all our partners, while paying special attention to and supporting our partner

schools in the process of building a calm, safe and protected school environment.



## Keeping Children Safe

We continue our work with five partner schools that chose to focus on child safeguarding issues under the *One School for All Programme*. In the current academic year, two more partner schools joined, bringing the total number to seven schools altogether whose goal is to make school environment safer and more protected for all children by securing the commitment of all actors in the school community, which is also the Centre's key message.

Based on our experience in supporting educational teams, the Centre designed and offered training on the following topic: "Basic training workshop on development of child safeguarding policies and procedures in schools"; in the past year, ten teachers and specialists from two Sofia-based schools joined it. This training was officially included in the MoES *Information Register of Endorsed Programmes for Improving the Qualification of Pedagogic Specialists (IREP)*.

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<sup>1</sup> **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.

Being a regional representative of the global network Keeping Children Safe for Eastern Europe, in February 2018 the Centre hosted a training event on CHILD SAFEGUARDING FOCAL POINT. Colleagues from Moldova participated too.

As a leader in the field of introducing child safeguarding standards in educational institutions, the Centre was invited to become a member of a recently established association named Childhood without Violence. We consider our membership in this community of civil organisations and stakeholders to be yet another opportunity to work towards promoting our values and asserting models of non-violent communication with regard to children. We believe that the widely accessible public campaigns held by the Association will help our values reach out to an even larger circle of people – professionals, parents, etc.

We continue our membership in the National Council for Child Protection at the State Agency for Child Protection. We participated in a working group that is developing the new National Strategy for the Child 2019 – 2030. We find it meaningful to be part of the national policy-making process concerning child protection and to have the opportunity to offer our contribution.

We are prepared to offer support and to work together with all educational institutions that have identified the need to further develop their statutory obligations of child safeguarding until they become daily responsibility shared by all adults in their communities, helping children know and build positive models of behaviors and relationships.



# 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 73 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 2018 the *Community* held three working meetings in different locations (respectively in February, June and October), which ended with final statements on the issues of how general support should be financed, and also with a manual of 48 most common questions asked by parents. Total 8 case studies were discussed and the colleagues who presented them were supported in the solutions they offered.

## *Providing general support for personal development – funding and principles*

- Two years after the *Ordinance on Inclusive Education* was adopted, there are still no clear rules in respect of how the general support should be organized in kindergartens and schools, how responsibilities should be allocated to the actors in the process of providing general support and finance for the activities laid down in the Ordinance.



- The efficient organisation of general support requires that finance is made available to schools and kindergartens, and that the latter have the organizational flexibility to hire quality specialists, to plan and coordinate teamwork, to provide incentives to the teaching staff to offer students and children various forms of general support.



- Without targeted funding of general support, none of the well-meaning ideas laid down both in the Pre-School and School Education Act and the Ordinance on Inclusive Education would ever materialize.

### *Children at school – 48 unasked questions*

- The Community identified questions that are relevant to schools but remain unasked by parents, and provided answers. In this way we hope to be useful to parents, but also to show them an example of dialogue conducted in a positive spirit; after all, parents and schools have a common goal, i.e. children's wellbeing.

In the beginning of 2018, Ivaylo Kiskinov, head of Hristo Botev Primary School in Dolni Pasarel village, was elected Chair of the Community.







# 2018 Inclusive Education Conference: Roles and Interactions in the Process of Inclusive Education

**This forum was held for the sixth time in order to gather specialists, experts and practitioners from all spheres of inclusive education** who were able to exchange ideas and share experience applicable by their counterparts.

We explored various topics related to teamwork such as leadership along the road of inclusive education, inclusion beyond special educational needs, building school leadership teams to introduce a uniform school approach, inclusion and equality.

We addressed the increasing need of the audience to discuss important issues and challenges to inclusive education in Bulgaria in a direct and open way. There were two interactive panel discussions during which two representatives of each of the four key stakeholders in the process of inclusive education (teachers, principals, specialists and parents) held debates on significant issues selected by the *Professional Community of Inclusive Education* and voted as most relevant by the conference audience.

The *Conference* was held on 3 November 2018 at the National Palace of Culture with the support of *America for Bulgaria Foundation* and *UNICEF Bulgaria*.



# 2018 Inclusive Educational Practices National Conference

**The Centre for Inclusive Education held a National Conference entitled 2018 Inclusive Educational Practices** in April in Veliko Tarnovo, in the framework of *Days of Inclusion* campaign. The event gathered more than 150 teachers, specialists and school principals from all over the country, who heard their colleagues presenting 28 educational practices

on the following topics: school management, partnership with parents, opening of schools towards local communities, introduction of innovative educational practices, development of school teams, improving students' soft skills, improving children's motivation to go to school.



*"We have been considering the possibility of holding such a forum for some time now, because we wanted to gather in one place teachers, principals and specialists who are fellow thinkers. Inclusive education is a process that requires a change not only at individual level but also at the level of school management. We received more than 70 practices in the competition for participation in the conference, which proves that apart from being a regulatory framework, inclusive education is by now a shared value that many schools in our country aspire to",* said Victoria Troyanova, Educational Methodologies Specialist at the Centre for Inclusive Education.



The presented practices were uploaded at [priobshti.se](http://priobshti.se).



In 2018 we held *Days of Inclusion* for the third year in a row; this is a campaign that every year focuses the public attention on key challenges to Bulgarian schools. This year's edition of the campaign, under the motto "*Give them wings*", was focused on the support that schools can receive from the whole community (family, businesses and institutions) so that they accomplish their key mission, i.e. give children wings.

As part of *Days of Inclusion* 2018, the specialists from the Centre developed "*10 tips on how to support schools*", offering various ideas of getting involved in school life to all those who may be willing to support the work of any school.

As an initiative specifically designed for *Days of Inclusion* 2018, awards were presented to companies that give wings to Bulgarian education. Both Bulgarian and international businesses that supported various educational projects in our country in the past year were awarded.

The campaign video, *Give them Wings*, was filmed by English producer Steven Montgomery at 95th Secondary School "Prof. Ivan Shishmanov" in Sofia and at EPAM Systems, and is available at: <https://www.cie.bg/bg/kрила>.



Days of Inclusion 2018

Give Them Wings

LET'S HELP BULGARIAN SCHOOL TO GIVE WINGS TO OUR CHILDREN



## Round table discussion: Matching education with the needs of the labour market

**On 23 February 2018, the Centre for Inclusive Education held jointly with the Bulgarian Chevening Association, the British Embassy in Sofia and the British Council, the first of a series of discussions** devoted to the common goals of education and business. Being a member of the *Bulgarian Chevening Association*, CIE Executive Director Iva Boneva moderated one of the three panels, that on good practices in education and how quality of education is determined from kindergarten to university and beyond.

Quality of education means that the very meaning of education is achieved, i.e. our ability to grow up, skills to acquire understanding and know our way about the world. This

conclusion coincided with the point made by the business too. The goal of education is to build up personalities. In today's fast-evolving reality, education fails to keep up with the pace of the business and lags behind in terms of skillful workforce; but it has to teach learners how to learn, it has to teach them values such as loyalty, honesty and diligence, and also develop the so-called transferable skills, i.e. skills that one carries along with himself/herself, e.g. teamwork, communication skills, entrepreneurial spirit.

Educational experts and businesses agreed on keeping their dialogue alive in order to find out the right formula applicable to the Bulgarian education.

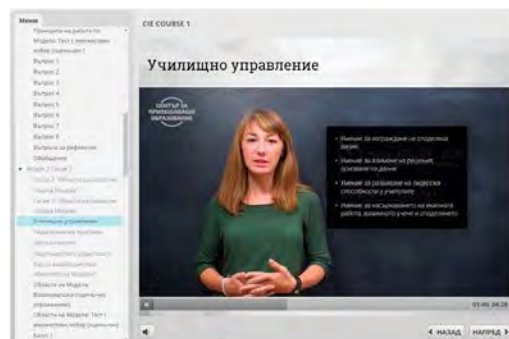


In 2018 we also developed a new online course: **"Building inclusive school environment. Principles and practices"**; it is suited to principals, teachers and school teams which are willing to make active and targeted efforts towards building inclusive environment in their schools.

This online course is aimed at making the *Bulgarian Model for building inclusive school environment* available to more schools throughout the country. The first module offers the opportunity to consider school as an organisation, along with its specific features, challenges and potential, examining the topics of organizational development and organizational change. The second module presents the principles of working with the *Model*, the domains of school development in the *Model*, and the processes that every school team goes through while implementing the *Model*. The last module enables trainees to test the tools of *Model* implementation, providing guidance at every step of that process.



You can sign up for the course at <http://priobshti.se/trainings/sreda>



## "Introduction to Inclusive Education" Online Course

This **online course was interesting to teachers and specialists in 2018** too. Although the *Centre for Inclusive Education* launched a new training course targeted at teachers, over 352 persons signed up for the course "Getting familiar with inclusive education" in the past year and 149 of them completed it.

As in the past two years, the largest share of registered trainees was that of teachers (**52%** of all trainees).

**90%** of the users who completed the online training course provided positive feedback, claiming that the information obtained from the course helped them understand better the essence of inclusive education.

And **89%** of respondents believe that what they learned on the topic during the course helps them manage their daily work in a better way.



*This is what some of the trainees shared:*

*"I'm extremely grateful that you have developed this platform. It appeals to me a lot and more importantly, it is of huge help."*

*"The main aspects of inclusive education and the steps of its implementation in any educational institution are very detailed and explained clearly."*

*"The course was extremely helpful in improving my professional qualification."*

You can register for the course at:

<http://priobshti.se/trainings/elektronen-kurs-zapoznavane-s-priobshtavashtoto-obrazovanie>

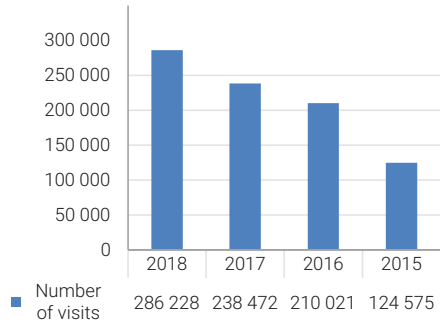
In the next year the *Centre* plans to develop and put into operation a series of online training courses offering more comprehensive information on the topics of *Teaching Practices* and *Partnership with Parents*.

During the fourth year of its existence, **Priobshti.se** kept developing and pursuing its set targets, i.e. meeting the demand of Bulgarian teachers and specialists for specific materials, techniques and strategies of working with children; offering a space to share and exchange ideas, and providing understandable information on the topics dealing with education and upbringing, child development and child mental health.

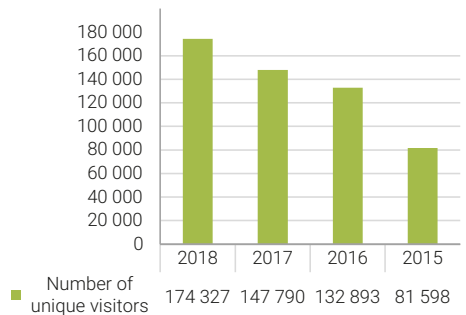
During the Days of Inclusion 2018 campaign held by the *Centre for Inclusive Education*, the site was a major platform for sharing and exchange of good practices, as it offered readers over 50 publications that were shared by teachers and specialists. The site also published numerous translated texts and good practices from other countries.

We invited prominent professionals, not only from Bulgaria but also from the USA and Europe, to share their experience in education. We recorded a series of videos with them at the end of the year, showing strategies for classwork and ideas for supporting students in the learning process.

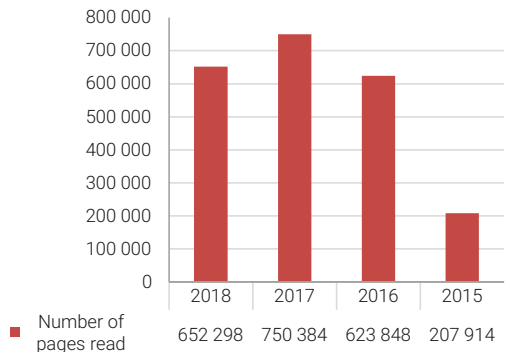
### Number of visits



### Number of unique visitors



### Number of pages read



The number of visitors of the website in the past year was **174 327**, which accounts for an increase by **27 000** visitors compared with 2017 (the number then was 147 790).

The articles and topics developed by our team were read more than **280 000** times.

From the beginning of its existence (end November 2014) to the end of 2018, *priobshti.se* reached out to total **532 239** people (**882 775** sessions and **2 277 163** visited pages).

The articles and materials published by the end of 2018 amounted to approximately **700**.

As of end 2018, total **1400** users signed up for the updated newsletter of the *Virtual Centre for Inclusive Education*, which includes news on [www.cie.bg](http://www.cie.bg), the website of the organisation.



According to a survey carried out among the participants in the *Inclusive Education 2018 Conference*, the website attracted more active followers who read and share texts regularly. More than **85%** of the visitors of the event are also users of *priobshti.se*. The survey also reveals that most readers visit the website 2-3 times a month, or once a month. Those who visit it several times a week account for **25%**.



In 2018, the website was found extremely useful by **52.4%** of the respondents. Over **80%** of the readers shared that the information they found on the website made them feel more confident in their roles of teachers/specialists/parents.



To the question whether the website contributed to the work of the respondents, **39%** of them shared that they use materials published there in their work with a frequency ranging from six to over 10 times altogether.

At the end of 2018, a couple of new sections were launched: *Kindergarten* and *Innovation in Education*. By starting the Kindergarten section, our team aims to enhance the quantity of resources and materials available on the website and intended for kindergarten teachers, and also focus on early child development and training.

The *Innovation in Education* section published materials dealing with the use of technologies in classrooms and innovative ways of teaching which make the learning process more effective and appealing to students; support devices that could facilitate the learning process for all children.

We are happy that this shared, positive space exists, although it is only virtual, uniting all people like us whose daily efforts make inclusive education happen, while more teachers and children feel better at school.



# 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](http://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 large, one small) are scattered on a white surface. A large red circle is overlaid on the right side of the image, containing text about consultations. A smaller white circle is overlaid on the bottom right, containing text about fundraising.

**In 2018 the  
Sunny House provided  
344 consultations.**

**52** 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?

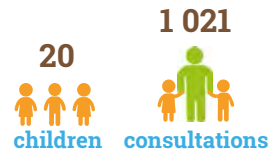
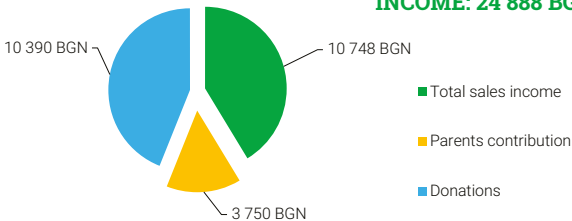
The presence of a family cannot compensate for the lack of sufficiently good care in the first years of childhood, which are crucial. Children's stay in institutions has an impact on their emotional, mental and cognitive development. Most children coming from institutions need additional support in order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

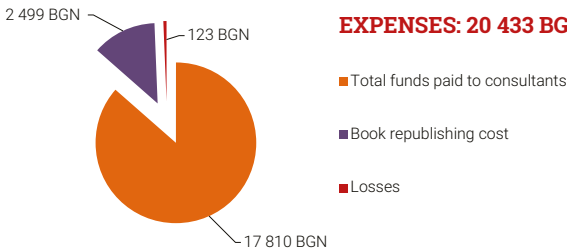
## Zhivko turns 8 years old!

from the start of the campaign to the end of 2018:

### INCOME: 24 888 BGN



### EXPENSES: 20 433 BGN



4 455 BGN  
unexpended funds

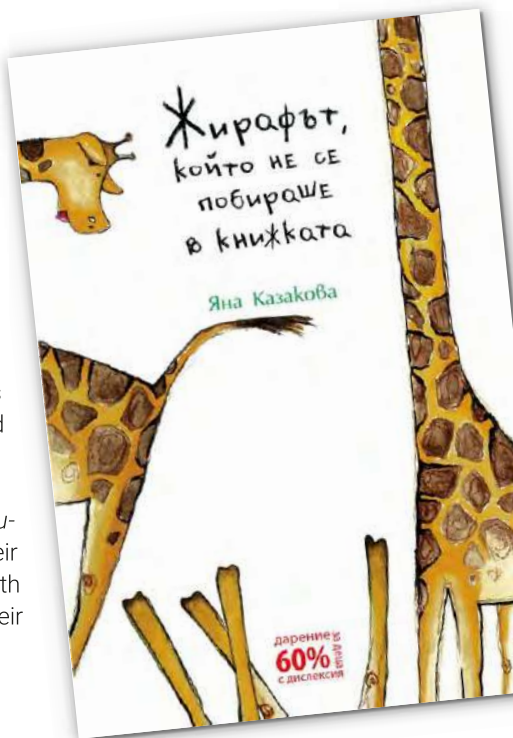


Timely intervention by an appropriate specialist is important for positive personal self-evaluation and for taking steps to overcome the difficulties by adopting specific strategies for coping with challenges and self-training at school.

### *How are funds raised?*

Through sales of children's book "The giraffe who could not fit into the book" 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, MUZEIKO, Fox Café, Project Lab

New circulation of the book in 2019

# "Our New Favourite Places" Campaign

Joint fundraising campaign of the Centre for Inclusive Education, Zahary Stoyanov 104th Primary School, Sofia and Vassil Levski Primary School, Pravets

**The Centre for Inclusive Education** launched a **joint fundraising campaign** together with *Zahary Stoyanov 104th Primary School*, Sofia and *Vassil Levski Primary School*, Pravets under the title "*Our new favourite places*". The goal is to support both schools in their pursuit of making their environment more inclusive.

The raised funds helped *104th Primary School* build a fitness ground, while a children's academy called *Inclusive Leader* is planned to be held.

At the end of the year, *Vassil Levski Primary School* in Pravets inaugurated its new conference room and school library, all funded under the campaign.

The campaign started in April 2017 and lasted until January 2018. The financial support for its implementation was allocated in the frame of project "*Ongoing and extended support for civil society organizations*" funded by the *America for Bulgaria Foundation* and implemented by the *Bulgarian Center for Not-for-Profit Law*.



# Slanchitsa – online store in support of learning



Ever since it was first launched, **Slanchitsa online bookstore** has been **active in supporting teachers, specialists, parents and children** by offering selected specialized literature, learning aids and games, therapeutic dolls and free resources.

We developed *Teacher's entry notebook for the 1st grade* and *Teacher's notebook for the 1st grade*, which are on sale in bookstores since last year. The *Notebooks* contain a wide range of tools, tips and games to assist teachers in identifying students' specific difficulties at an early stage, and also students' strengths and weaknesses; they also assist teachers in planning specific support measures in the classroom and other practically-oriented activities.

We furthermore developed *Teacher's notebook for the 5th grade*, which is targeted at teachers at the lower-secondary stage of education. Similar to first-grade notebooks, it contains tools such as a map for teachers in Bulgarian, math and natural/social sciences subjects, a table of students' behaviour, etc.

We take pride in publishing the first Bulgarian edition of Carol Ann Tomlinson's fundamental book, *How to Differentiate Instruction in Academically Diverse Classrooms*. With the idea to provide practical guidance to teachers, the book covers the basics of differentiated instruction, gives additional tips and offers new strategies of application.

Last but not least, the ever-expanding set of teaching aids and games is equally intriguing! Whether it's the familiar *pen and pencil holder*, or *reading windows*, games such as *Geography* and *Math are Fun*, or the *levitating pen*, or the ultimate favorite *kinetic sand*, you can be sure that we'll keep looking for new aids and games that are not just entertaining but also useful to child development.

Visit us at [www.slanchica.com](http://www.slanchica.com) and have a look at the products offered there.



# Trainings

**We, at the Centre for Inclusive Education, believe that if teachers have to be supportive, they should be supported in the first place.** Our efforts are targeted at precisely this: to provide new knowledge and skills helping teachers and school teams feel they are highly qualified and well performing in their work.

The trainings offered by the CIE cover various topics related to inclusive education and building of inclusive school environment. We draw on the best available international and Bulgarian experience and we strive to offer the latest developments in our field. Our trainings are a combination of theoretical and practical parts and they offer tools that can be used in school work.

In the past year we held total **16** trainings and trained more than **250** teachers from all over the country.

The past year again attracted most of the trainees' interest to topics such as *Partnership with Parents* and *Early Risk Evaluation of Learning Difficulties at the Stage of Primary Education*; those topics are relevant to any school and they both are part of the CIE-developed *Model for building inclusive school environment*.

We also expanded the range of offered trainings on the list the MoES Information Register of Endorsed Programmes for Improving the Qualification of Pedagogic Specialists (IREP); successful completion of any of the trainings brings a single qualification credit. The ten programmes on the list were







supplemented by two more which are focused on teachers themselves and on their work in school environment: training on *Care for Teachers' Mental Health* and *Inclusion in Education and Working in Multicultural Environment*.

Further information about our trainings is available in the [Trainings tab of www.cie.bg](http://www.cie.bg). There you can inquire about a particular training course too (planned dates, registration process, etc.)

### The trainings offered by the Centre include the following:

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

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

# School mediation

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

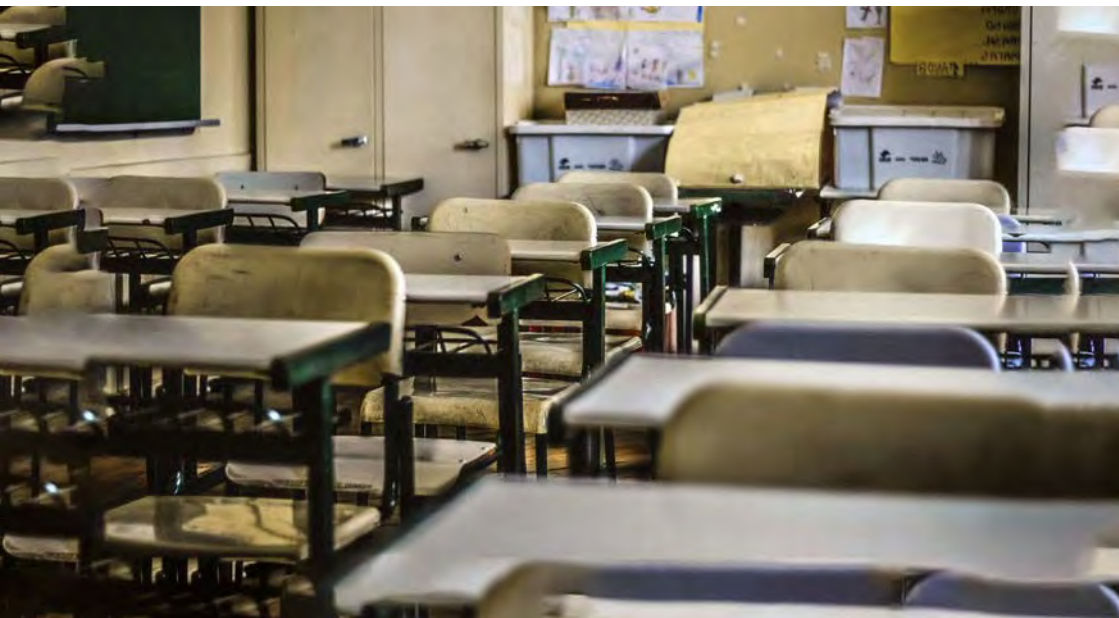
**In 2018 an increasing number of people – parents, principals, representatives of municipal administrations – showed interest in school mediation** as a procedure. Therefore the Centre for Inclusive Education participated in several radio programmes, including in its role of a consultant to one of broadcasts of programme Myths in Education dedicated to this topic.



Together with several organisations dealing with school mediation we addressed the MoES with a letter inquiring about the Ministry's opinion on school mediation. The Ministry replied that it fully supports this procedure as part of the measures for prevention and management of acts of aggression, and payments made by schools to external consultants for the procedure are fully justified.

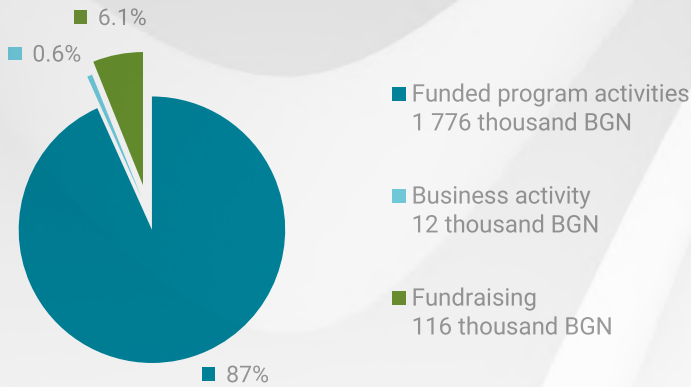
A growing number of schools turn to external mediators in order to solve school conflicts. School mediation is effective in any type of conflicts: between students, fellow workers, parents and teachers, between students and teachers. According to data of mediators, the success rate of reaching a solution that satisfies both parties, is over 80%. Why is it so important to have an external mediator? One of the conditions of successful mediation is to have a neutral mediator; s/he is neither an expert, not a party, and never gives advice and proposals. Mediators only facilitate conversations in a way that ensures appropriate environment and structure to get down to the roots of conflicts and then take constructive decisions on how to move on. Mediators help the parties clarify, to themselves and to the others, their needs, which – once affected – have led to the conflict; but then, after reflecting on them, and after placing them on the table of discussions, they could be addressed and things may take a better turn. It is also important to have external mediators because parties need to be sure of their neutrality and non-involvement in the story of the conflict.

What are the limitations though? Mediation has limitations and strengths, which go hand in hand: the parties should be willing to take part in a mediation procedure voluntarily and in good will. Although school management sometimes wishes to use mediation, the parties may not be ready for it and then mediation would be impossible. We have to note that schools occasionally initiate mediation as an attempt to convince the parties that its perspective is right, but the parties to a mediation procedure should always be equal participants and therefore the positions of schools, students, parents and teachers bear the same value when clarifying the needs of any participant.

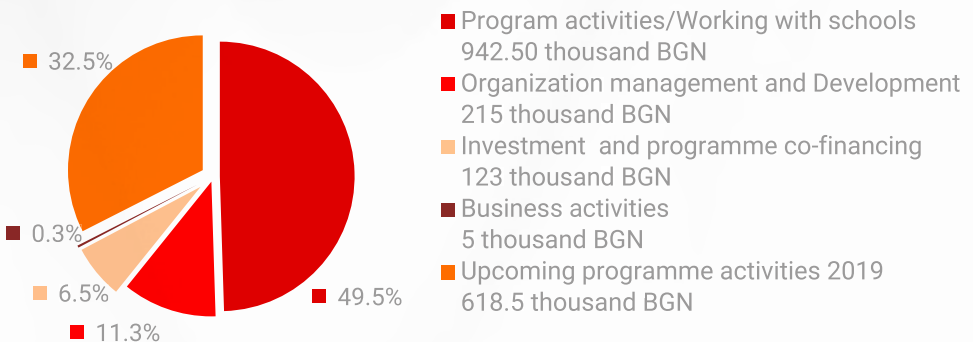


# Finance

## Income



## Expenses



# THANK YOU FOR YOUR SUPPORT!

In the past year we received a lot of positive feedback by people we work with. Below are some examples:

## About the trainings:

- *"I'm positively impressed with everything, and above all with those young and dauntless people who are willing to give everything they can."*

## About the "Introduction to Inclusive Education" Online course:

- *"I'm extremely grateful that you have developed this platform. It appeals to me a lot and more importantly, it is of huge help."*
- *"The main aspects of inclusive education and the steps of its implementation in any educational institution are very detailed and explained clearly."*
- *"The course was extremely helpful in improving my professional qualification."*

## From our facebook page:

- *"Centre for Inclusive Education! They are superb. Their expertise is targeted at an incredibly worthy cause!"*
- *"A team of professionals with fresh and innovative thinking. Always ready to meet the needs of those who make inquiries."*
- *"If we succeed in introducing school mediation as a way to solve disputes between children and teachers, we stand a good chance of coping with aggression and arrogance in schools."*
- *"Professionals who demonstrate desire to establish good practices matching the needs."*

## About the priobshti.se web portal:

- *"Interesting articles about interactive lessons"*
- *"All materials are topical and relevant to our needs"*
- *"I like it a lot that there are regular updates of the information offered"*
- *"All stories are structured in a user-friendly, positive, competent manner"*
- *"I find the new ideas, interesting topics and approaches to various situations appealing"*
- *"I like the ideas and strategies for classroom work"*

## What did you take away from our Annual Conference on Inclusive Education?

- *"Inclusion means participation, adaptation and relevance."*
- *"Ask more questions, even if we know nothing. To be courageous in the fight against seemingly unsurmountable obstacles."*
- *"Accumulation of concepts."*
- *"Whenever teaching, we learn more from the others and thus we turn into our present selves."*



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