



Annual Report

2011



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A Note From the Executive Director



Another great year past by and we are facing the new one with hope and faith that all the best is in front of us. To tell you the truth, the best is in us – already. Be good, do good, teach your children to do good – and the world is already a better place.

It is much easier to discover the faults of others, than to tolerate them. Yes, the sector we work in is a hard work – but also a rewarding one, and one that we choose. We are not here by accident. Working with children we have to learn one simple thing. How to break the chain of hatred, envy and slandering. You think this is easy? Try for yourself then. Yes, you might have all the right to feel betrayed, offended, put down, humiliated and deeply hurt. You are. But if you continue with revenge, hatred, envy or even slandering, if you just let them live and grow in your heart, you are producing the next link of the chain of evil. And it kills the good in the world – and most sensitive and vulnerable to that are children, and they suffer most.

If there is one thing that I learned in 2011, it is this. You are not responsible if somebody is bad, but you ARE responsible to stop the sequel. Winging, cursing, describing in detail the badness of others, explaining logically why this and that can't happen continues and multiplies the hatred. But this you know. Remember the more important – this not only doesn't help. This is bad. So stop doing it and smile. Children are around us. They learn what they see.

The good is in you. Show it to children you know.

*Yours,
Iva Boneva*

“If We Don’t Go Together to School, How Shall We Live Together?”

Inclusive education has always been in the focus of our organization. We use virtually every known means to make schools more welcoming for children.

In 2011 we completed successfully our EACEA funded international partner project GATE (where GATE stands for understandinG dyslexiA fenomena beTween prE-primary and primary) with attending an international conference on dyslexia hosted by our Turkish partner.



Following GATE's main goal to provide mainstream teachers with tools for early identification and support of children who may be dyslexic, project partners developed a Guidebook for teachers, which offers a set of activities based on dyslexia-friendly learning and teaching approaches, such as multisensory learning, learning through visualization, movement and emotions, and using ICT to support learning. All the activities are suitable for implementing in a classroom and are beneficial for all the children.

The guidebook was piloted in a number of kindergartens and schools throughout Bulgaria, Scotland, Spain, Italy and Turkey. Feedback on the usability of the guidebook, collected from teachers and specialists was used in 2011 by project partners to elaborate further on GATE methodology and tools so as to offer a product which to be widely used by pre-primary and primary teachers for early identification of dyslexic difficulties among children and meeting successfully the needs of children who may be dyslexic. You can find the Guidebook uploaded on the Bulgarian page of the GATE website at <http://www.gateproject.eu/> or on our webpage at www.cie-bg.eu.

In addition to that, we were happy to have many invitations for teacher trainings on educating children with special educational needs in mainstream settings throughout the country as well as many invitations to talk on inclusive education issues to media or national academic forums. This all comes to show an increased interest and formation of better understanding of the needs and the rights of children with special educational needs among the society members.



Education and Culture DG

Lifelong Learning Programme

Safe Communities-Keeping Children Safe Wherever They Are 2011

During the course of the second year of the project funded by OAK Foundation it became obvious to us that it is essential that all local stakeholders have a unified instrument with indicators of child abuse to be able to participate in multidisciplinary teams for rapid reaction to child abuse cases more effectively. Such was the request of all local stakeholders (especially kindergarten and school teachers and directors). That was the reason we acted flexibly and concentrated our efforts on developing such an instrument, which is going to take the shape of a toolkit in the next year of the project.

Checklists with indicators of child abuse were developed by CIE and project partners and compiled by the partner organisation from Pleven "Little Steps". During the second year of the project it became obvious that many of the specialists in stakeholder organisations (especially kindergarten and school teachers, but also a big number of social workers in Child Protection Departments) can not recognise child abuse signs and have considerably high tolerance towards violent practices due to lack of a basic instrument with indicators to measure violence against children. It was imperative to develop such instrument before further multidisciplinary project activities in order to achieve better understanding on the child abuse issue.

CIE and project partners organized a Round Table on the checklists to draw attention of the NGO experts and governmental structures to this instrument with checklists and indicators for child abuse and its further evolution to a practical toolkit. The event was supported by State Agency for Child Protection.

In 2012 we plan to elaborate further on this instrument and to turn it into a practical toolkit for all agencies and organisations involved in work with children. CIE and partners are committed to work with State Agency for Child Protection in order to recognise and test this tool in the 4 project places during the 3rd year of the project.



Child Protection key stakeholders during a Round table for discussing indicators on child violence, November 15th, 2011, Sofia

Active Child Participation — a Realized Dream in 2011

Child participation is a term related to the children's fundamental right to live a safe and dignified life and excludes discrimination of any kind. Through their active participation in planning activities and making decisions of their concern, children develop their skills for problem solving and for defending their opinion in front of other children and grown-ups and grow up as active and engaged members of their communities.

Child participation is an integral part of effective child protection. By giving children the opportunity to speak out and make decisions for themselves in an open and a reasoned way, grown-ups prevent many child abuse and exploitation cases.

In addition to that, child participation gives us the opportunity to receive first-hand information on children's problems and to tackle the problems' source, not only aiming at the results.

It is important to remember that child participation is not only about involving children in project activities. True child participation should take place everywhere – at home, at school, in the community and in the society as a whole.

In 2011 we involved children in the processes of peer research as part of our projects and child participation as part of our projects "Comprehensive Response to On-Line Child Sexual Abuse and Exploitation in Bulgaria" and "Getting to Know! Pilot Introduction of Development Education in the Formal Education System in Bulgaria" and to involve youths as young consultants as part of our membership in the Bulgarian National Network for Children.

A total of almost 100 children and youths took part as peer researchers on the topics of "Safer Internet" (in March) and the Millennium Development Goals (in November) or consulted the National Network for Children during its annual general assembly (in June) on children and youths most urgent problems and how grown-ups should address them.

What to Remember about Child Participation

- Participation at all levels is voluntary;
- Participating children have the last word on the methods they will apply in their work;
- There is not a specific participant's profile – everyone is good enough to participate; motivation has the leading role;
- Assuring good group dynamics via age groups and gender balance is essential
- Safe, ease and informal environment is a must;
- Good balance between working and resting time should be assured;
- Clear explanation of the goal, the method and the phases of the working process and clear explanation of expectations and roles are prerequisites for the children feeling at ease;
- Having teachers as supporters but only in terms of the logistics;
- Follow up support would benefit the whole child participation process.



Comprehensive Response to On line Child Sexual Abuse and Exploitation in Bulgaria Project Implements its Goals in 2011

The ratification of the *Council of Europe Convention on Protection of Children against Sexual Exploitation and Sexual Abuse* is undoubtedly the most significant project success. After a process of continuous lobbying and preparation of a draft bill for ratification by project partner ARC Fund finally the Convention was ratified by the National Assembly on 2 November 2011.

Project efforts in 2011 have been also focused on raising public awareness on on-line risks and on increasing children's own capacity for online risks prevention and proper reactions. Project team successfully targeted families through workshops, games and brochures during public events and celebrations.

In addition to that, children who were trained to act as peer researchers on the theme of safer Internet, interviewed their peers and afterwards presented the research results in their respective schools and communities (through posters, PPTs and radio interviews).

CIE project team developed a detailed report on the research results and the methodology used for the peer research trainings and activities. The publication contains operational tools used during the training sessions, during the research and for the follow-up support. Copies will be distributed to the partnering schools and other stakeholders (NGOs, schools, institutions) to serve as a baseline for planning internet safety campaigns, as well as, as a short manual for assuring child participation in the field of online safety.

The project is funded by Save the Children Norway South East Europe Regional Office (SCN SEE Regional Office) and Oak Foundation and is implemented in partnership with Applied Research and Communications Fund.



Project “Getting to Know!” A Success

Year 2011 was particularly strong for CIE with the project „Getting to Know! Pilot Introduction of Development Education in the Formal Education System in Bulgaria”. The project is funded by the European Commission, for the period 2010 – 2012 within the program Non State Actors and Local Authorities and is implemented by six partner organizations.

Its specific objective is to elaborate and implement a model of Development education as an integrated part of the existing school curricula system.



Capacity building

In 2011 CIE conducted three modules of training for 24 multipliers. This is the first and the most important step towards the integration of the subjects of Development education in the school system. In the beginning of 2011 the multipliers – 17 teachers and 7 university professors from the regions of Sofia, Blagoevgrad and Stara Zagora were introduced to the issues of the Development theory, Development education and interactive teaching methodologies and were prepared to serve as peer trainers in the field of Development education.

The outcome at the end of 2011 is: 70 teachers from Stara Zagora and Sofia were trained by university professors who conducted in-service qualification courses. Teacher multipliers organized peer trainings in their respective schools introducing a total of 140 other teachers to the subjects of Development and Global education.

Child participation

The other component of “Getting to Know!” was the trainings in Development education of students. The CIE project team has undertaken a different approach toward the students’ training. Using its rich expertise in child participation the Center chose the peer research training on global issues as its child participation method since it would allow students to explore their peers’ opinion on important global issues. During the peer research trainings the young peer researchers were trained how to conduct a peer research and elaborated their own research questionnaires. Then, they conducted the research among their peers in their respective schools. CIE analyzed the results and the students presented them to their peers. In 2011 CIE has organized four peer research trainings for a total of 78 students from the two age groups 12-14 and 15-17 from the eleven schools partnering in the project.

Didactical materials

CIE is also in charge of elaborating the didactical materials on development issues for the project purposes. The goal of the teaching materials is that young people:

- Acquire a deep knowledge on the Millennium Development Goals and about issues such as climate change, poverty, access to education and health;
- Build skills such as critical thinking, decision making and problem solving.
- Develop values and attitudes towards social justice, acceptance others and towards active citizenship.



Bulgaria's First National English Spelling Bee Competition - The Big Excitement of 2011

In 2011 in order to give a hand to Peace Corps Bulgaria, CIE has embarked on a new initiative that will help increasing the opportunities for education for all children. From February to May 2011 the Center, in partnership with Peace Corps and with the support of America for Bulgaria Foundation, organized the First National English Spelling Bee Competition.

The competition targeted the school students from 4th up to 7th grade. Its main goal was to promote English language improvement for Bulgarian school students such as expanded vocabulary, accurate word usage and pronunciation and to provide additional educational tools to teachers.



The Spelling Bee competition in its first year attracted the participation of 1000 students and 60 teachers from 47 schools across the country with special focus on the economically disadvantaged regions.



The innovative English teaching methods, offered by each stage of the competition and the dedicated work of the school teachers contributed to strengthen the use of English language of the students, while simultaneously increasing the joy of the learning experience through fun, exciting and inclusive classroom activities.

In 2012 the Center and its partners have the goal to expand the competition so that schools, teachers and students from small towns and villages from all parts of the country could become a part of the increasing English Spelling Bee community in Bulgaria and the Spelling Bee could become a recognizable sign for quality and creativity.



AMERICA FOR BULGARIA
FOUNDATION
Фондация Америка за България

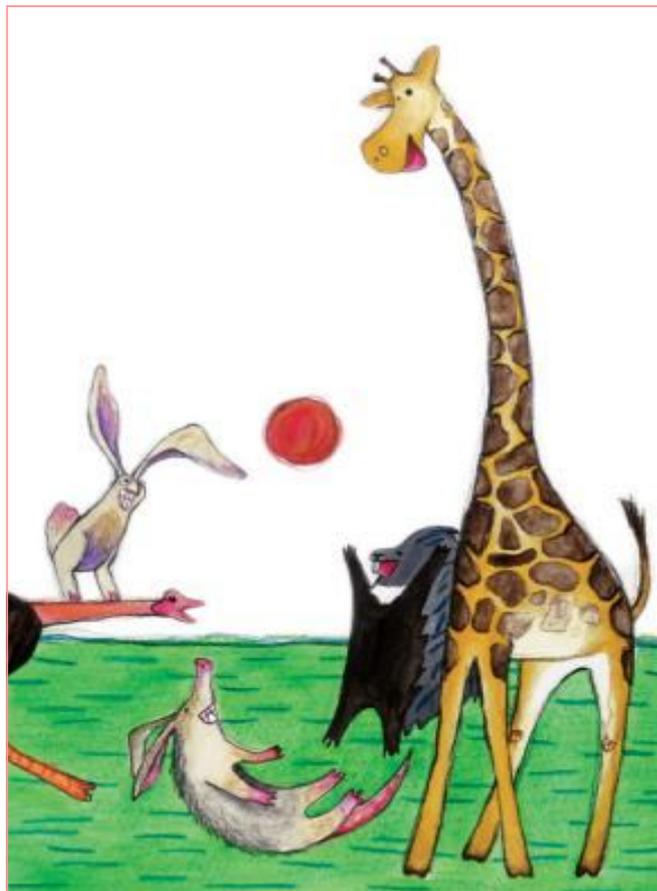
2011 - the Year of the Giraffe

One of the things that made us most happy during the year 2011 was that our very special “Giraffe, that did not fit in the book” gathered even more friends than expected.

As you may remember, this is the book given to us as a present by its author and illustrator Yana Kazakova to fundraise in order to support children with learning difficulties.

Thanks to the money collected we were able to provide support from psychologists and a speech therapist for three children with learning difficulties and to see the real and big change we were able to make.

Thank you for helping us and, more over, to our children to fulfill our and their dreams. Our work continues!



FIESTA - Facilitating Inclusive Education and Supporting the Transition Agenda

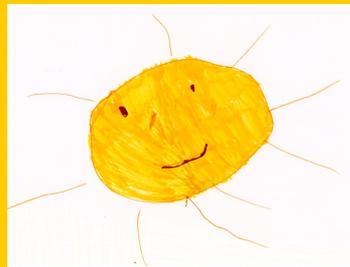
Starting in December 2011 the Centre for Inclusive Education will participate in FIESTA project, part of the EU Comenius programme. The project will be a joint initiative between organizations from Ireland, United Kingdom, Romania, Cypress, Finland, Ireland, Netherlands and Spain. Its aim is to develop a multi-disciplinary learning approach for professionals in education, health and social frameworks in order to facilitate children with special needs during their transition from special schools to mainstream environments as well as from pre-school to primary school and from primary school to secondary school.



The Bight Side of the Learning at
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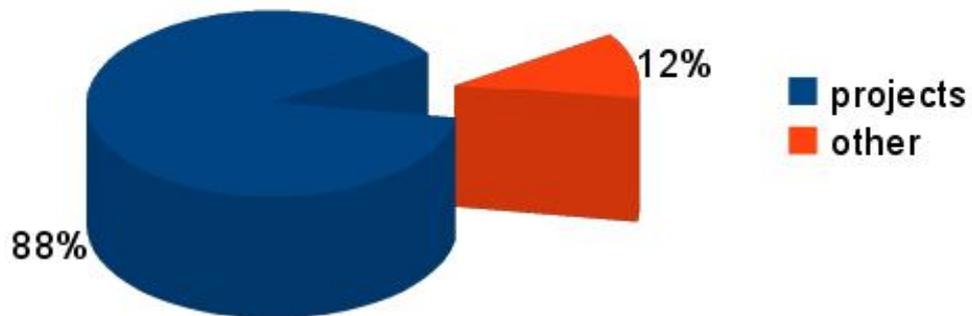


Our learning materials, puppets and publications reached out many parents, teachers and their children in 2011 and brightened the process of learning like never before.



Organization Income and Expenses in 2011

Income



Expenses



Who are we?

Centre for Inclusive Education (CIE) is a Bulgarian non-governmental non-profit organisation, whose main goal is to follow, promote and realize in practice the principles of inclusive education, child protection and child participation in all Bulgarian educational and social institutions, families and communities.

Our mission:

We truly believe that each child must have the opportunity to be accepted and valued for their special talents and unique personalities. We work in close partnerships with international, national and local organizations and state structures, so as to support Bulgarian children in developing their full potential.

Our goals:

- Inclusive education for children and youths in state and private educational institutions
- Social inclusion of disadvantaged children, youths and families
- Raising public awareness on nowadays children's issues, challenges and opportunities

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