

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.

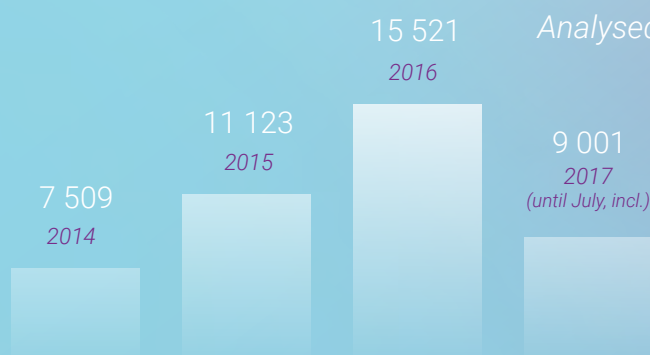


The study was conducted by analysing total 43 154 media materials from 2014 to 2017 dealing with inclusive education and containing key words such as "inclusive education", "access to education", "children with disabilities", etc.

BY YEARS

43 154

Analysed media materials



BY TYPE OF MEDIA



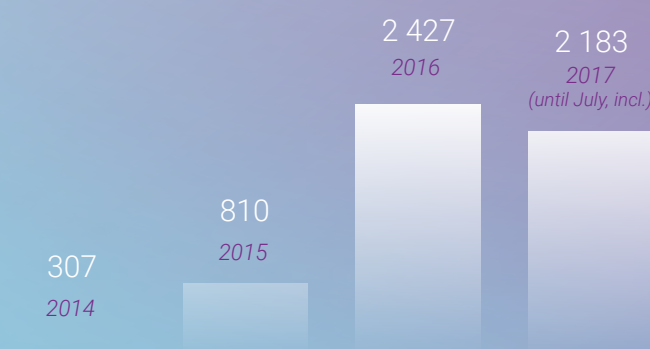
MEDIA REFERENCES TO

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

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 CIE 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.

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CIE in the media



Read the whole research at:

www.cie.bg

