

# **One School For All - A systematic approach to creating inclusive school environments**

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**System-wide approaches to embedding inclusive education**



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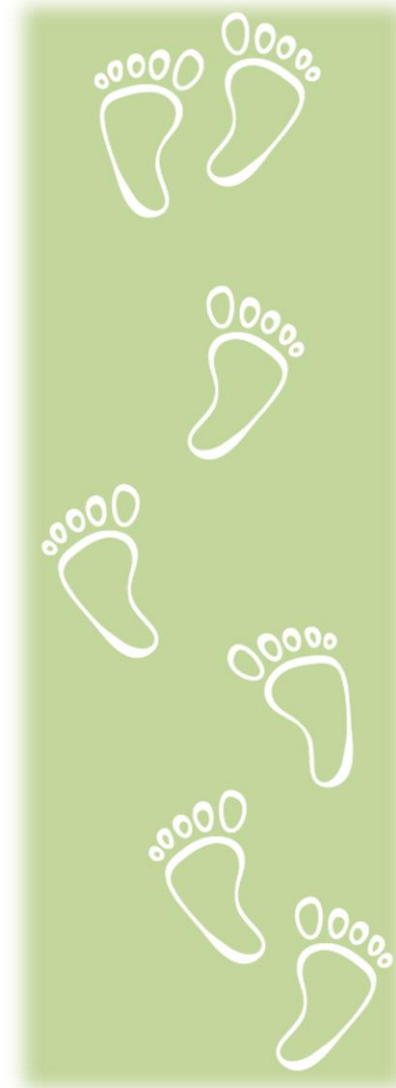
## The educational context: from Why? - to How?

Why integration?

- 2002: integration is possible but not required

How inclusion?

- 2016: inclusion as part of the right to education

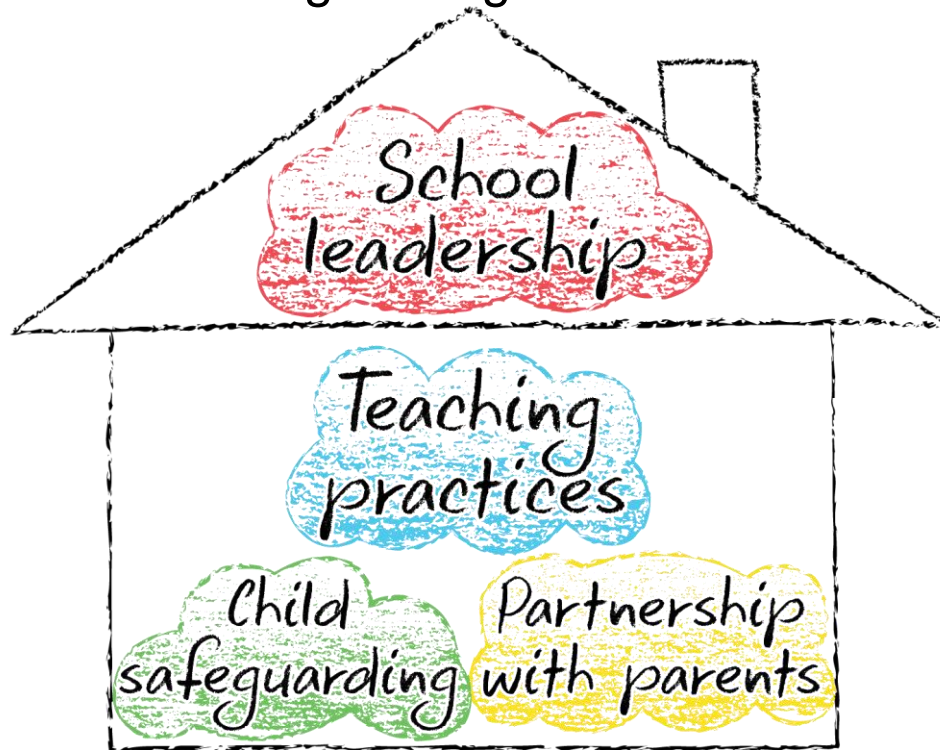




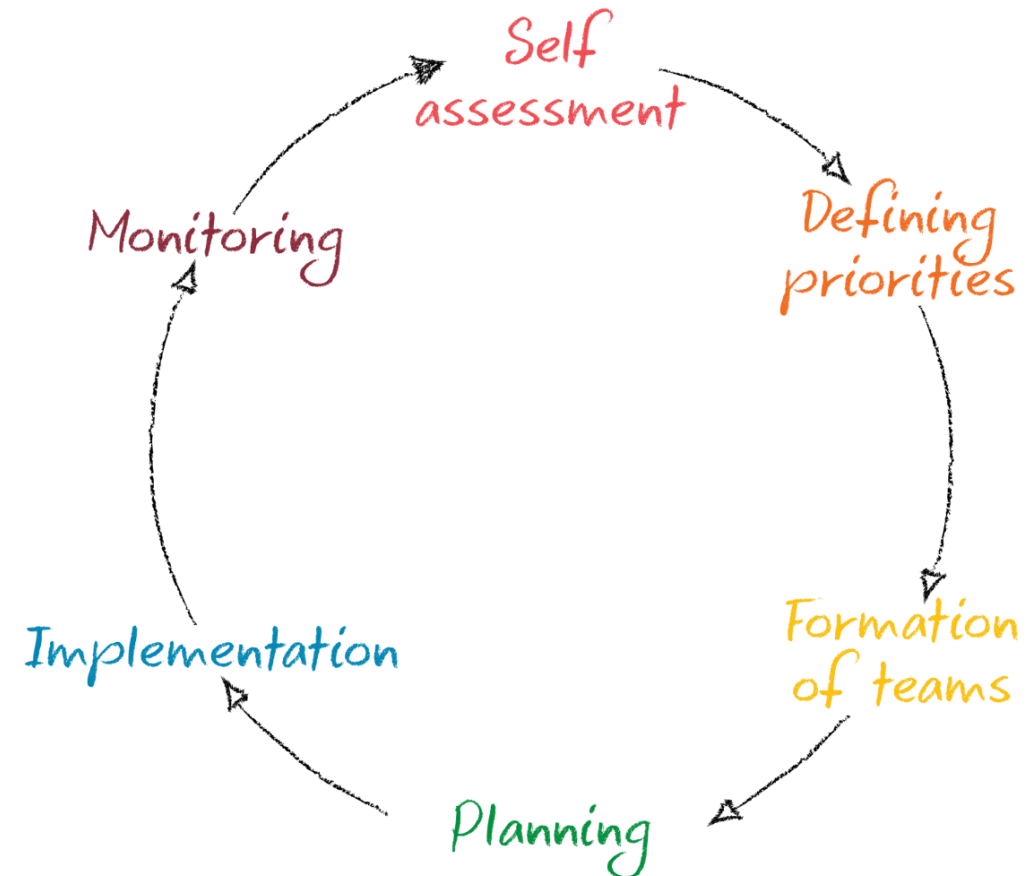
## Model for creating inclusive school environment

### Four areas of school development:

- School leadership
- Teaching practices
- Partnership with parents
- Child safeguarding



### Cycle process of work:





## Our schools – some characteristics

### By type:

Primary – 1

Elementary – 5

Secondary – 4

### By size of the city – you can see on the map:

In cities up to 5 000 inhabitants – 3

In cities from 5 000 up to 50 000 inhabitants – 4

In city from 50 000 up to 100 000 inhabitants – 1

In cities above 100 000 inhabitants – 2

### Ethnically diverse students:

Schools with Roma students – 2

Schools with both Roma and Bulgarian students – 4

Non diverse students population – 4





# Our schools – the atmosphere





# Our work with school teams





## Examples of goals of our school teams

### School leadership

To build a creative atmosphere where there is responsiveness, mutual trust, respect, sociability and sincerity in professional relationships.

### Classroom practices

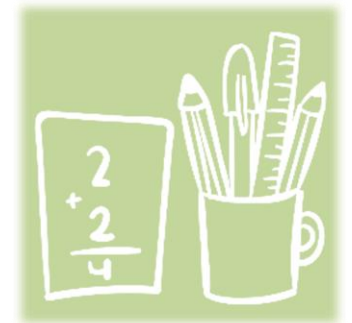
The teachers in primary school recognize the learning difficulties and identify the strengths of each student in the first grade.

### Child safeguarding

By the end of the school year 2018-2019, an internal policy for the protection and safety of pupils is elaborated.

### Partnership with parents

Improving the quality of communication and interaction with parents and families in order to increase their motivation to engage in school activities and more effective communication.





## Most significant change after two years in the program - teachers

- 20% improvement of the attitudes towards IE of the teachers;
- 50% improvement of the understanding of own responsibility for IE of the teachers;
- 15% more teachers feel supported to make innovations in their classroom;
- 13% more teachers believe the work on the Model made them more effective as a team;
- 25% more teachers apply instruments to identify learning difficulties of students;
- 14% more teachers feel confident in identify learning difficulties of students;
- 20% more teachers know the interest of parent to participate in school life.







## Most significant change, reported by teachers

- Successful inclusion of parents, improved dialogue with them;
- Support of the students with learning difficulties and SEN;
- Improved team-work;
- Improved school climate, sharing and communication;
- Real self-evaluation, critical self-assessment of what we do;
- Planning of what we want to do, prioritizing;
- Identifying successfully student's needs and strengths;
- Increased number of enrolled students;
- Procedure for timely identification of difficulties;
- Policy for child safeguarding;





## What we have learned creating the *One school for all* program

- ✓ Inclusive education is for everybody in the school – students, teachers, parents.
- ✓ Introducing inclusive education in school requires a systemic approach.
- ✓ Change happens from inside-out, legislation is supportive.
- ✓ The school needs to have ownership of the change - the school needs to be able to prioritize, plan and take the lead.
- ✓ The four areas of school development and the cycle of work channel the efforts and help the school team to structure the work.
- ✓ No ready answers, every school is unique.
- ✓ The teacher training programme has to develop analytical and self-reflexive skills of teachers, not just give knowledge about disabilities.





## Scaling up: Erasmus+ Project SMILE

Greece, Portugal, Romania

Nine new schools

On-line course *Introduction to inclusive education* in English



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Thank you!

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