



## Teachers and Diversity Workshop

Moderator: Ruth Friedman

Rapporteur: Eljona Elmazi

GOOD PRACTICES:

### Legislative frameworks:

Legislation and bylaws are complete;

Existing frameworks for monitoring and external evaluation are developed.

New structures dedicated to inclusive education mission: for example, coordinator for Inclusive Education, are established.

### Awareness of issues

Awareness raised in schools, parents and children about inclusive education and a climate of acceptance is being established between children and teachers.

Socialization among students with special educational needs.

Good collaboration and good will shown among parents and school staff;

Parents are involved; workshops are organized with parents; lectures for parents.

**Piloting inclusive education projects** in several regions, schools and kindergartens from civil society organizations (NGOs) and projects

- Local community projects for Roma
- Grants for school projects
- Horizontal-learning Model Schools and peer learning
- Environmental projects where all children come together

### Teachers Training

In- service teacher training is being offered regularly and inclusiveness is a priority issue.

In-service teacher training programs are accredited by government.

There is the possibility for peer learning, sharing after the trainings.

Schools make plans for in-service teacher training.

### Curricula

#### Tailoring curricula to meet individual needs

Active methods of learning and teaching and adjusting curriculum objectives to each student.

Aiming to develop key competences in children.





Flexible curricula offers the opportunity for creating an inclusive education  
Students with special educational needs are included in mainstream classes and accepted by others.  
Individual Educational Plans are developed for students with special needs (cerebral paralysis, autism, diabetes, epilepsy, dyslexia, ADHD, children of single parents).  
Action plans for working with students with special educational needs;  
For individual students identifying and planning individual needs for support  
Especially teachers in primary school are very good in creating inclusive environment.  
Extracurricular activities are a good practice of inclusion.

### Mainstream curricula

Curricula in universities have started to add principles of inclusion.

**Vocational education:** 75% of vocational school students have entered the workforce upon completion of school.

### Support to teachers:

Technology provided  
in-service training for teachers,  
engaging assistants (such as Roma assistant in the classroom and family members) to help teachers.  
Working in teams, such as teacher, parent, psychologist, school management.  
Peer support: other children are involved to work with students with special needs (which helps acceptance)

### OBSTACLES /CHALLENGES

#### Training

Inclusiveness **is not an integral part of university curricula** (not for all at least).  
The curricula at universities do not elaborate enough how to adjust work in class with various methods, resources.  
There is **not enough practical aspect of teaching** at the universities of teacher education.  
**Not enough induction** for new teachers.  
**Not enough budget** for teacher training from the local government.  
Practice of licensing teachers (university+induction+exam) how much is efficient?

Knowledge and skills from the training are not sufficiently implemented at school.  
There is **no structure/agency** that ensures the **quality control** of the training programmes for teachers.  
Training is **not tailored** to the needs of teachers.





### **Need to build teacher capacities.**

Partial training of teachers.

Not enough practice.

Lack of experience/tradition for working on inclusion.

No horizontal learning model in practice.

Preschool and elementary school lack quality and experience.

Lack of assessment tools in school for child development.

Not all teachers are motivated to do the teaching job/ not motivated to work on issues of inclusion

### **Curricula**

**Curricula is not adjusted to special educational needs** of children. No special programs/plans for them.

**Other children not sensitive/aware** of the issues of inclusion.

**Lack of follow up** of the child performance from primary to secondary education.

**Current mainstream curriculum is not inclusive at all** (especially methodological guidelines)

National inspectorate of education is a controlling structure and **does not allow for flexibility** of the curricula implementation.

### **Need for more Support**

Lack of support and/or **insufficient allocation of human resources.**

No budget for assistant teachers.

No psychologists for some schools.

**Difficulty in identifying special educational needs.** Parents not sufficiently involved.

**Lack of guides** and protocols on how to work with inclusive education.

**Commission for diagnosis** special needs is not working properly.

### **Infrastructure is not sufficient**

Not sufficient computers and books in the library

Books should be free of charge.

Transportation must be ensured for children.

### **Social problems.**

Children from foster homes have particular problems.

Economic difficulties: dropouts as a result of that.



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Children with special needs not supported enough by their families.

Roma children need to work with their parents.

Working with teenagers can be challenging.

