

INFOGRAPHICS INSCHOOL KEY FIGURES (OCTOBER 2019 - JUNE 2021)

Inclusive education (ie), as defined in the Salamanca statement promotes the “recognition of the need to work towards ‘schools for all’ / institutions which include everybody, celebrate differences, support learning, and respond to individual needs”.

Despite efforts made by many schools in Europe to implement a diverse and intercultural environment, several have yet to improve their policies and practices as regards equal access to quality inclusive education. As a result, some children, particularly Roma, still face barriers that prevent this access. This is the situation that INSCHOOL sought to change in its pilot phase, and will continue to do so during the second cycle of implementation (October 2019 - January 2021).

The following document presents the overall implementation situation during the INSCHOOL second phase from October 2010 to June 2021.

"A Close Call" is the story of a little boy whose life could have been very different today, if he had not been accepted in an inclusive school. It is a story about exclusion, hope and lives changed by teachers dedicated to children's potential. Available in full on www.coe-inschool.org



Funded
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www.coe-inschool.org



INCLUSIVE SCHOOLS
MAKING A DIFFERENCE
FOR ROMA CHILDREN

CZECH REPUBLIC

5 schools revised ISDPs and received grants

€ 8 600
average grant amount / school

6 months - average grant implementation period

SLOVAK REPUBLIC

8 schools adopted ISDPs and received grants

€ 8 000
average grant amount / school

6 months - average grant implementation period

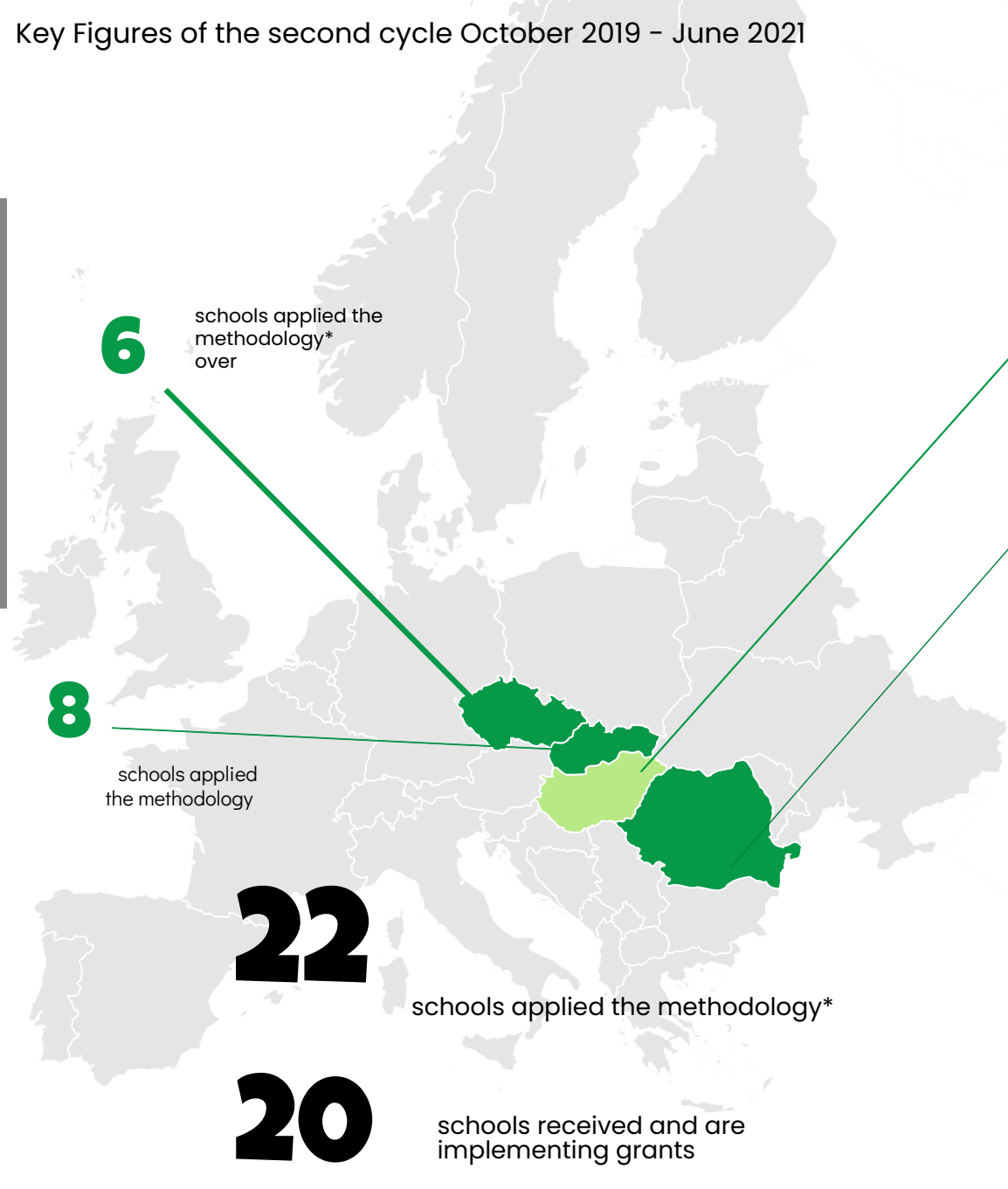
OVERVIEW OF INSCHOOL IMPLEMENTATION

Key Figures of the second cycle October 2019 - June 2021

Funded by the European Union and the Council of Europe



Implemented by the Council of Europe



HUNGARY

Implementation suspended due to Covid-19 pandemic outbreak

ROMANIA

schools applied the methodology*

7 schools revised ISDPs and received grants

€ 9 000
average grant amount / school

7 months - average grant implementation period

6 schools applied the methodology* over

8 schools applied the methodology

8

22

schools applied the methodology*

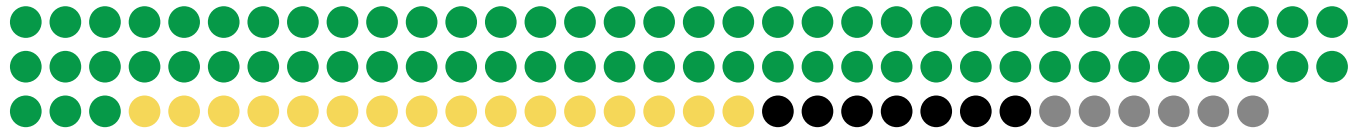
20

schools received and are implementing grants



INSCHOOL METHODOLOGY (PRACTICE LEVEL)

SETTING UP SUPPORT MECHANISMS AND RESOURCES FOR SCHOOLS



207*
Initiatives led by schools
through INSCHOOL grants



54
Non-formal
education activities



99
Capacity Building
Events (Children,
Teachers, Parents)



23
Training of Teachers
and Peer
exchanges



7
School Premises
improvements (with an
inclusive approach)



24
Support Activities &
Remedial Programmes

PROVIDING SUPPORT TO TEACHERS TO PRACTICE INCLUSIVE TEACHING

INSCHOOL International training programme on quality inclusive education for teachers and education professionals



Training for teachers, non-formal education activities, peer exchanges, workshops, psychological support and counselling, etc.



Adaptation of multifunctional classrooms with an inclusive approach and in line with covid19 sanitary measures

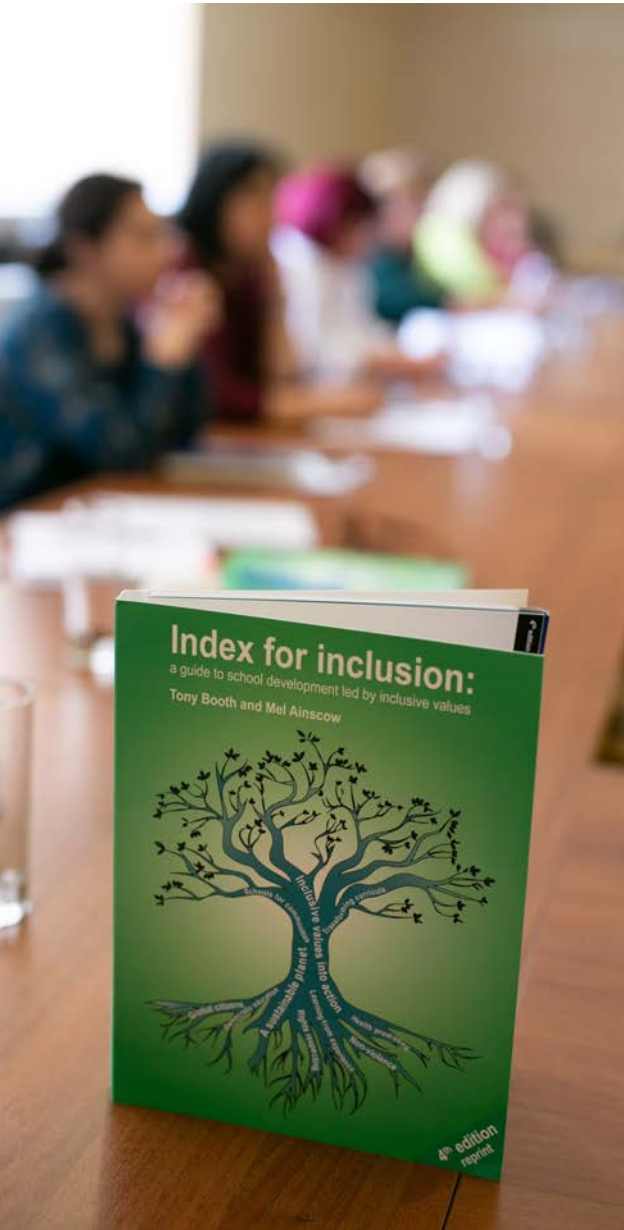
*the number of activities supported by INSCHOOL grants is double with sub-activities taken into account



INCLUSIVE SCHOOLS
MAKING A DIFFERENCE
FOR ROMA CHILDREN

INSCHOOL METHODOLOGY (PRACTICE LEVEL)

"Index for Inclusion: a guide to school development led by inclusive values" - T Booth & M. Ainscow, serves as the methodological basis of the project in schools



01

INSCHOOL Facilitators ensured **regular interventions in schools** (2 to 3 visits per month) on the basis of the Index for Inclusion methodology



02

Each school created a **coordinating group**, with the widest possible involvement of school stakeholders, in charge of defining the school's **Inclusive School Development Plan (ISDP)**

03

On the basis of ISDPs, **Grant Proposals** were built by schools, comprising activities in line with the inclusive approach of each school



04

Activities included in grant proposals were supported financially and assessed by INSCHOOL



OVERCOMING INCLUSION BARRIERS THROUGH POLICY COORDINATION AND SUPPORT

INSCHOOL NATIONAL WORKING GROUPS

Inter-institutional entity led by the Ministries of Education to oversee the implementation of the project activities. To communicate existing gaps and inconsistencies between policy and practice in schools, and explore opportunities for providing better assistance in addressing structural inconsistencies.



STRUCTURAL COOPERATION THROUGH MEMORANDUM OF UNDERSTANDING

Signed between the Council of Europe and the Ministry of Education and Research of Romania (MoER) confirming quality inclusive education and training as a common priority. As a follow-up to this cooperation a micro-grants scheme was launched to support around 40 schools in Romania, mapping priority needs of pre-university schools in Romani in promoting quality, equity and inclusiveness, etc.



BILATERAL COOPERATION

Bilateral cooperation, exchanges of information, contribution to the work of different mainstream and Roma specific working entities. A comprehensive capacity development programme for teachers was initiated on the basis of the Index for Inclusion and the INSCHOOL Project.

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