

INFOGRAPHICS

INSCHOOL KEY FIGURES

(MAY 2017 - JULY 2019)

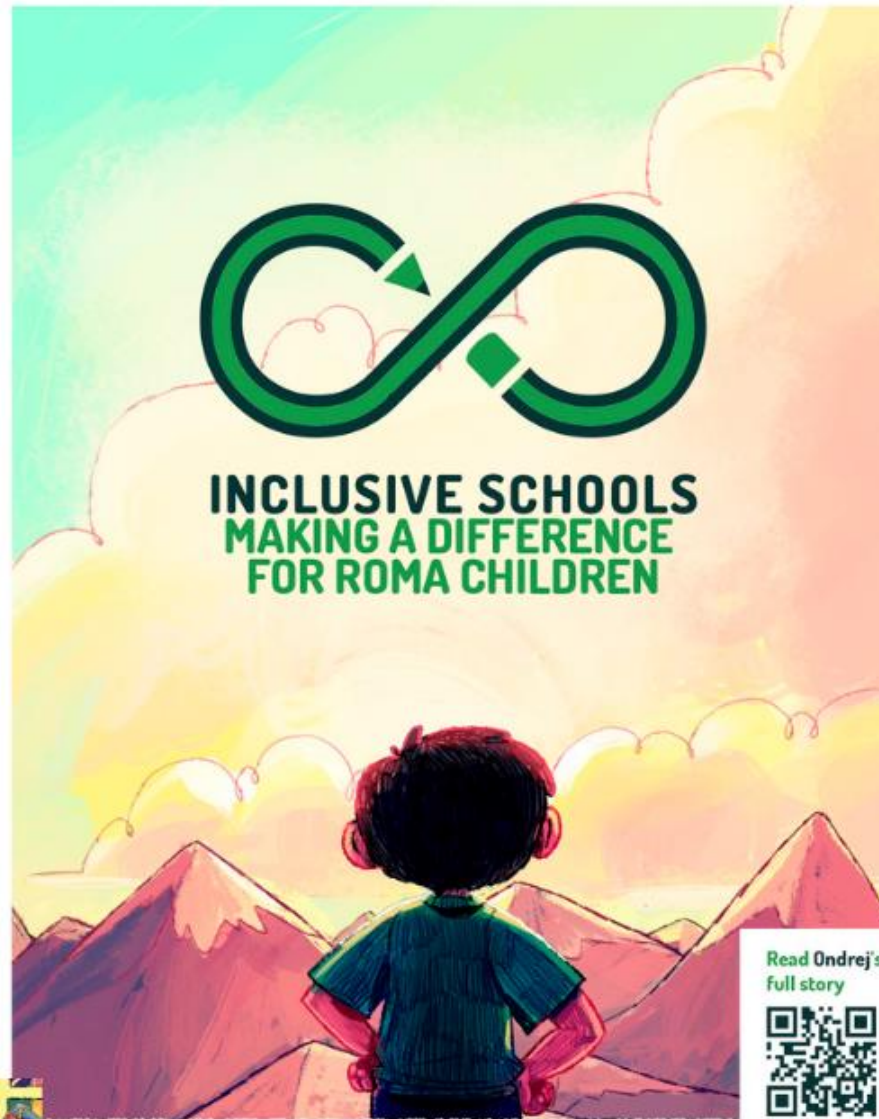
Inclusive education (ie), as defined in the Salamanca statement promotes the "recognition of the need to work towards 'schools for all' / institutions which include everybody, celebrate differences, support learning, and respond to individual needs".

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 and per-country achievements during the INSCHOOL Pilot Phase (May 2017 - July 2019).

The attached "Summary of Achievements" provides a more in-depth explanation of certain concepts and achievements.

"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



Read Ondrej's full story



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Implemented by the Council of Europe

www.coe-inschool.org



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



PILOT PHASE ACHIEVEMENTS

WIDER INVOLVEMENT OF STAKEHOLDERS AT SCHOOL LEVEL

Involvement ranged from principal and a few staff members in the beginning of the process (spring to autumn 2018) to all-school involvement (including pupils' and parents' representatives) in at least 6 schools.



IMPROVED RELATIONSHIPS AMONG TEACHERS AND PUPILS

Activities included in grants proposals (extra-curricular activities, peer-to-peer exchanges, training of teachers, etc.) led to a noticeable improvement in the interactions among teachers, between teachers and pupils and among pupils, including Roma pupils.



IMPROVED SCHOOL PREMISES

improved premises in 13 schools (participative mural paintings, refurbishing of multi-functional classrooms through an inclusive approach, renovation of premises with support from pupils and communities).

Funded by the European Union and the Council of Europe



Financed by the Council of Europe



INSCHOOL METHODOLOGY (PRACTICE LEVEL)

Key Figures of the Pilot Phase May 2017 - July 2019

11 073

children benefited directly or indirectly from the project's activities

2557

Roma children (estimated)

1039

children with disabilities and/or SEN

982

other minorities children (estimated)



164*
activities led by schools through INSCHOOL grants (in the order of most requests)



1
Non-formal education activities



2
Capacity Building Events (Children, Teachers, Parents)



3
Training of Teachers



4
School Premises improvements (with an inclusive approach)



5
Support Activities & Remedial Programmes

824

teachers directly or indirectly impacted by the project

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

IMPROVED TEACHERS' SKILLS

Teachers (in given locations entire school staff) in at least three out of the five countries benefited from **on-demand training** programmes on topics such as "Roma History and Culture", "Inclusive Education", "Intercultural Education", "Parental Education", "Working with Children with SEN", "Conflict Management", "Transactional analysis" etc. These were requested in line with each school's adopted ISDP.



IMPROVED PARENTS' INVOLVEMENT

Schools attracted more parents in non-formal activities, including workshops and awareness raising on various topics.



IMPROVED SCHOOLING ENVIRONMENT FOR ALL CHILDREN, INCLUDING ROMA CHILDREN

As a direct result of all the 164* activities led in schools, supported through INSCHOOL grants, the schooling environment was improved for all children, including Roma children.



INCLUSIVE SCHOOLS
MAKING A DIFFERENCE
FOR ROMA CHILDREN

OVERVIEW OF INSCHOOL IMPLEMENTATION

Key Figures of the Pilot Phase May 2017 - July 2019

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

UNITED KINGDOM

2 schools adopted ISDPs and received grants
€ 11 579
average grant amount / school
4.5
months - average grant implementation period

2 schools applied the methodology over **10** months

CZECH REPUBLIC

2 schools adopted ISDPs and received grants
€ 9 495
average grant amount / school
2.5
months - average grant implementation period

3 schools applied the methodology* over **9** months

HUNGARY

8 schools submitted grant proposals and received grants
€ 10 401
average grant amount / school
2
months - average grant implementation period

8 schools applied the methodology* over **8** months

SLOVAK REPUBLIC

7 schools adopted ISDPs and received grants
€ 12 238
average grant amount / school
4.5
months - average grant implementation period

7 schools applied the methodology over **11** months

ROMANIA

6 schools adopted ISDPs and received grants
€ 11 552
average grant amount / school
5.8
months - average grant implementation period

6 schools applied the methodology* over **13.5** months

25

schools applied the methodology* over 10.4 months, received and implemented grants over 3.1 months

POLICY LEVEL



1 Contact Person in the Ministry of National Education



National Working Group meetings within the National Commission for Desegregation and Inclusive Education - on hold



Memorandum of Understanding for INSCHOOL cooperation with:

- Institute for Educational Sciences (ISE)
- Agency for Quality Assurance in Pre-University Education (ARACIP)



Cooperation with ISE on teachers' trainings



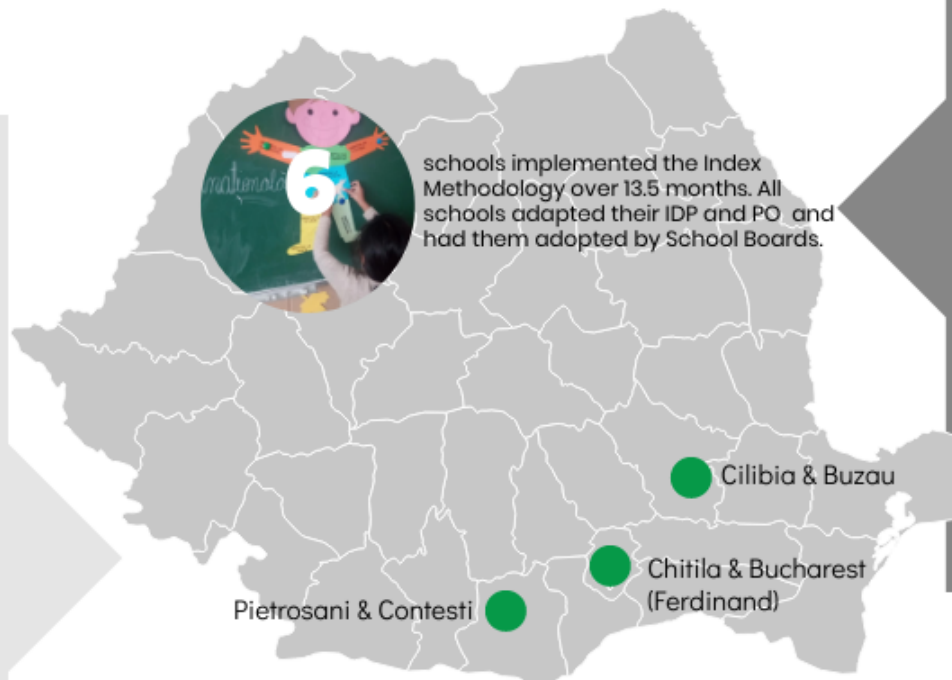
Cooperation with UNICEF established:

- discussion to promote a network of schools committed to quality inclusive education ongoing



1 Educational Advisor coordinating activities of facilitators

4 Educational Advisors with specific competences activated on as-needed basis



SCHOOL LEVEL



6 coordinating groups*



6 Institutional Development Plans and Operational Plans adapted and adopted by the School Boards



6 grants disbursed to schools to support inclusive activities (average expenditure €11 552)

5.8

months - average grant implementation period



3 facilitators active (2 schools each)

205

interventions in schools between May 2018 - July 2019 (average 2 / month)

*The co-ordinating group gathers teaching and non-teaching staff, parents' representative, children's representatives, etc. It is the group leading the inclusive transformative process in the school.



19 Trainings of Teachers

3 National Workshops

6 Peer to peer exchanges (study visits among schools in INSCHOOL Romania)

Topics

- INSCHOOL Workshop on Introduction to Inclusion
- INSCHOOL Workshop on Monitoring & Evaluation
- INSCHOOL Workshop on Plans and Grants
- "Parental Education"
- "Intercultural Approach and Inclusive Education"
- "Multiculturalism"
- "Interactive Teaching Methods"
- "Working with Children with Special Education Needs"
- "School and Classroom Management"
- "Roma History and Culture"



"We have learned about the importance of student empowerment and the development of relationships based on trust, with students and colleagues, a lesson learned as a result of mentoring, where we have noticed that learning is made easier by the relationship between the elders." - School in Romania

POLICY LEVEL



Direct support from the State Secretary Ministry of Education, Science, Research and Sport of the Slovak Republic



4 Meetings of the National Working Group



Findings and Recommendations on Inclusive Education in Slovakia presented to the Ministry



2 Educational Advisors active throughout the pilot phase



7 schools (2 in Zilina) implemented the Index Methodology over 10.6 months on average in the Slovak Republic

SCHOOL LEVEL



7 active coordinating groups*



7 ISDPs developed on the basis of the Index for Inclusion



7 and grants disbursed to schools to support inclusive activities

3.1

average grant implementation period

51

Inclusive Education activities proposed by schools (grants)



4

facilitators active (2 to 3 schools each)

222

interventions in schools between September 2018 - July 2019

*The co-ordinating group gathers teaching and non-teaching staff, parents' representative, children's representatives, etc. It is the group leading the inclusive transformative process in the school.

11 Trainings of Teachers

2 National Workshops

6 Peer to peer exchanges (study visits among schools in INSCHOOL Slovak Republic)

"INSCHOOL project made it possible to improve the overall atmosphere of the school, to learn about the history of the Roma ethnic group and to show that the majority of Roma people have been part of our Central European space for several centuries." - School in Slovak Republic



Topics (Training of Teachers)

- "The Importance of Education for Tolerance, Racial Tolerance and the Suppression of Extremism in cross-curricular learning in the Educational Process"
- "How to solve conflicts"
- "Inclusive education and classroom management"
- "Inclusive education and Index for Inclusion"
- "Team Building and training on transactional analysis as a way to change attitudes and ensuring acceptance of new perspectives"
- "Communication training on the principle of Highly Effective Teaching"



INSCHOOL IN HUNGARY

Key Figures of the Pilot Phase May 2017 - July 2019

Funded by the European Union and the Council of Europe



Implemented by the Council of Europe

POLICY LEVEL



Cooperation with the Ministry of Human Capacities



4 Meetings of the National Working Group



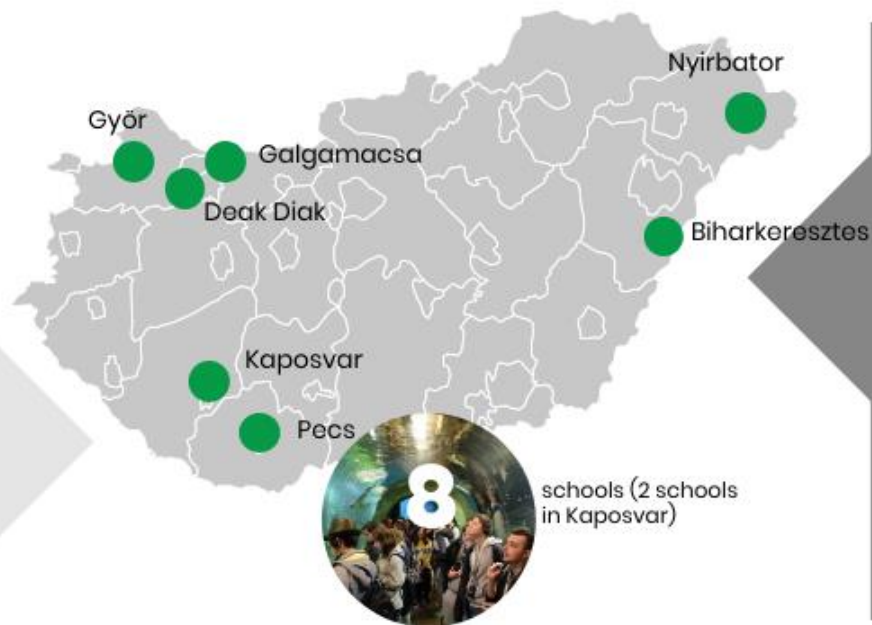
Memorandum of understanding signed with the Educational Authority (INSCHOOL/EFOP 3.15)



Completion of a study on inclusive education and desegregation in Kaposvar



2 Educational Advisors active



SCHOOL LEVEL



8 active coordinating groups*



8 grant proposals developed on the basis of the Index for Inclusion



8 grants disbursed to schools to support inclusive activities



3 facilitators active (2 to 3 schools each)

84

interventions in schools between September 2018 - April 2019

*The co-ordinating group gathers teaching and non-teaching staff, parents representative, children's representatives, etc. It is the group leading the inclusive transformative process in the school.



6 Trainings of Teachers

2 National Workshops

3 Peer to peer exchanges (study visits among schools in INSCHOOL Hungary)

"These innovations create progressive thoughts in schools that can be adapted to local needs and characteristics to fit the development and growth of the institution. It also strengthens external relations, encourages team building for staff and faculty." - School in Hungary



Training Topics

INSCHOOL National Workshop - Launching of the project in Hungary
 INSCHOOL National Workshop - "Inclusive Education and the Index Process"
 "Creating shared inclusive values and mindsets"
 "Inclusion in Classroom Processes - Perspectives of Co-Education"
 "Inclusive Education, Index use and evaluation of the process"
 "Fairy Tale Therapy"



INSCHOOL IN CZECH REPUBLIC

Key Figures of the Pilot Phase May 2017 - July 2019



POLICY LEVEL



1 Contact Person in the Ministry of National Education, Youth and Sports



Participation in the Czech Government Council working group on Roma Education



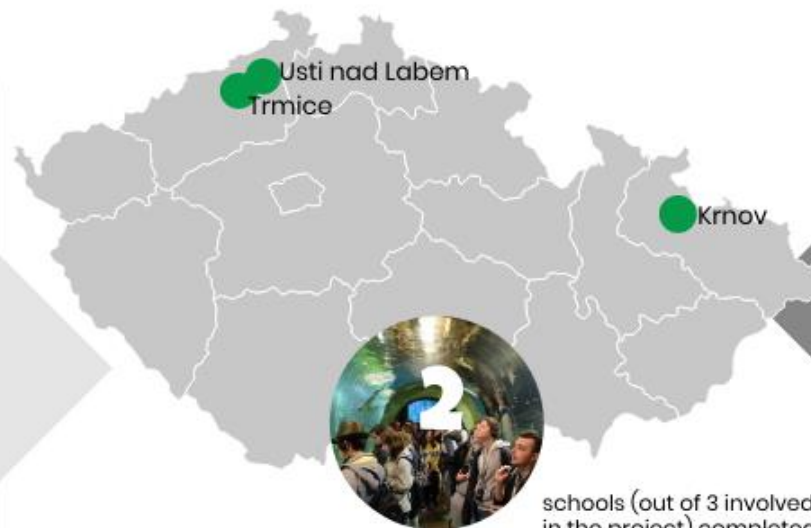
Visits to additional schools by the Educational Advisor in October-November 2018



2 Educational Advisors active



Government Decree dismissed as part of the efforts of INSCHOOL national team



schools (out of 3 involved in the project) completed the first cycle of implementation in CZ

SCHOOL LEVEL



3 active coordinating groups* established



2 grant proposals developed on the basis of the Index for Inclusion



2 grants disbursed to schools to support inclusive activities

12

Inclusive Education activities implemented by schools



2 facilitators active

84

interventions in schools between September - July 2019



2 National Workshops

"All implemented activities of INSCHOOL grant helps us to understand what inclusion in education means and how much work we still have to do. For instance activities focused on parents, shows that we should more work together with the parents, who are also part of the school." - School in Czech Republic

*The co-ordinating group gathers teaching and non-teaching staff, parents representative, children's representatives, etc. It is the group leading the inclusive transformative process in the school.



Training Topics

INSCHOOL National Workshop - Launching of the project in the Czech Republic
INSCHOOL National Workshop - "Inclusive Education and the Index Process"



INSCHOOL IN THE UNITED KINGDOM

Funded by the European Union and the Council of Europe



Implemented by the Council of Europe

Key Figures of the Pilot Phase May 2017 - July 2019

POLICY LEVEL



1

Contact Person in the Ministry for Education



1

Meeting of the Department for Education's Gypsy, Roma and Traveller stakeholder group



Cooperation with the civil society including on the impact of BREXIT on vulnerable groups/ Roma.



1

Educational Advisor active

SCHOOL LEVEL



2

active coordinating groups*



2

grant proposals developed on the basis of the Index for Inclusion



2

grants disbursed to schools to support inclusive activities

Inclusive Education activities implemented by schools



2

facilitators active (1 school each)

regular interventions in schools between September 2018 - June 2019

2 schools in Leicester (Babington Academy), and Derby (Bemrose School)

*The co-ordinating group gathers teaching and non-teaching staff, parents' representative, children's representatives, etc. It is the group leading the inclusive transformative process in the school.



12 June 2018

Visit of a Slovak delegation including the State Secretary to Education in Babington Academy

11 July 2018

INSCHOOL presentation to the members of the Department for Education's Gypsy, Roma and Traveller stakeholder group

26 & 27 June 2019

Study visit of teachers from Slovak Republic to the United Kingdom (Babington Academy and Bemrose Schools)

"In Bemrose School, parents' evenings and events have taken place in the Roma community and have increased parental uptake at these events from as low as 30% to 85%."