

CATALOGUE OF SCHOOL PROJECTS ON INCLUSIVE EDUCATION in South-East Europe



**Joint EU/CoE Programme
Regional Support for Inclusive Education**

Funded
by the European Union
and the Council of Europe



EUROPEAN UNION

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FOREWORD

The joint European Union and Council of Europe Project “Regional Support for Inclusive Education” in South East Europe” is a 3-year project (1 January 2013 - 30 November 2015) implemented in Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, “the former Yugoslav Republic of Macedonia” and Kosovo*. It enhances social inclusion and social cohesion in the region (in line with the beneficiaries’ commitments to EU accession and Council of Europe standards) by promoting inclusive education and training.

The joint project promotes the concept of inclusive education as a reform principle that respects and cares for diversity amongst all learners, with a specific focus on those who are at a higher risk of marginalisation and exclusion.

To increase the understanding of the benefits of inclusive education, an open, transparent and competitive process to select pilot schools was launched at the beginning of the joint project. A total of 392 schools applied to take part in the project and evaluation committees were set up in each beneficiary (composed of representatives from Ministries of Education, European Commission / European Union Delegations and the Council of Europe) to select the schools. 49 pilot schools (7 per beneficiary: 3 primary, 2 general secondary and 2 vocational secondary) with different levels of inclusive education policies were chosen. These schools were then given a small grant by the joint project in order to design and carry out an inclusive education-related project within their school and community.

The 49 pilot schools are also part of the regional Inclusive School Network which presents a partnerships and peer learning mechanism to foster mutual learning, sharing valuable experiences and promoting values across the region and beyond. The experiences gained from these pilot schools and their projects have provided policy makers with evidence-based proposals on how to scale-up effective practices.

With the support from Network of Education Policy Centres and the Council of Europe Project’ team, the pilot schools have worked very hard on developing their projects and have shown great dedication and commitment to the principles of inclusive education. The school projects focused on the following areas: training and peer learning of school staff to improve inclusive values and approach, partnerships with parents, raising awareness, peer support and peer learning among students, school policies on inclusion, creative workshops and arts to promote inclusion; improvement of learning infrastructure, etc. In all, several thousand students, educational staff, parents and local community representatives were involved in school project activities.

This catalogue of 49 schools projects demonstrates the initiatives the schools took in the Project and it is a testament of the commitment, enthusiasm, effort, learning by doing and challenges that the schools faced, for one goal - to create a school where:

every child is welcome

every parent is involved

every teacher is valued

The Project Team

* “This designation is without prejudice to positions on status and is in line with UNSC 1244 and the ICJ opinion on the Kosovo Declaration of Independence”

ALBANIA

Primary school "Ali Podrimja" in Bajram Curri

Address: Lagja "Dardania", Rruga "Agim Ramadani", Bajram Curri

Primary school "Lef Sallata" in Vlora

Address: Lagja "Lef Sallata" - Rruga "Don Mark Vasa", Vlorë

Primary school "Tringë Smajli", Grudë e Re

Address: Grudë e Re, Rrethina/Shkodër

General secondary school "Ismail Qemali", Tirana

Address: Rr. Johan Fon Han - Tiranë

General secondary school "Muharrem Çollaku", Pogradec

Address: Lagjia nr 1, Rruga e Stadiumit - Pogradec

Vocational secondary school "Isuf Gjata", Korçë

Address: Rr: Ajet Xhindolli, Lgj. 17, Korçë

Vocational secondary school "Beqir Çela", Durrës

Address: Lagjia 14 - Shkozë - Durres



“Ali Podrimja”, primary school in Bajram Curri

Project name: “All Together for a Friendly School”

GOALS

The goal of the project was to improve relations among parents, teachers, pupils and the community so that each student can develop its potential, to increase the local authorities’ awareness on the difficulties the school was facing in its attempts to create an inclusive school, to foster the involvement of all pupils in school activities, and to improve the performance of students who face social problems or have learning difficulties.

ACTIVITIES

- Awareness-raising events targeted to teachers, pupils, parents and local community with the aim of creating a friendlier and more inclusive school;
 - Capacity building activities for teachers, parents and pupils on inclusion in the classroom, within the family and at school;
 - Open classes and peer learning activities with “Lef Sallata” pilot school in Vlora to share good practices and to develop a plan of cooperation for improving inclusive practices for children with learning difficulties, disabilities or children facing social and economic problems;
 - Creating an inclusive school environment, especially for children with learning difficulties, children facing social or economic problems by enriching school library, equipping multifunctional hall and forming sports teams;
 - Organising entertainment and environmental activities with the involvement of all pupils, teachers, parents and community members.
 - Exhibition of “Our culture, our identity and behaviour” in the school hallways to encourage reflection of one’s own behaviour.
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RESULTS

With the active participation of 480 students, 30 teachers, 20 parents and 20 representative of the community, the school successfully converted itself into a common place of knowledge, respect, joy and success, a school that builds bridges of cooperation and considers diversity as an asset in which involvement of parents is indispensable for the realisation of inclusion.

“Lef Sallata”, primary school in Vlora

Project name: “School as a Place of Inclusion and Integration”

GOALS

The goals of the project were to increase the level of awareness on the benefits from inclusion and integration, to improve the educational and social level of the pupils with special needs, to improve teachers’ skills and capacities for inclusion of all marginalised groups, to improve involvement and integration of all vulnerable groups in school activities, to encourage the active participation of parents in school decision-making regarding issues on inclusion, and to improve and adapt the outdoor school environment.

ACTIVITIES

- Awareness-Raising campaign on creating a friendly, welcoming and inclusive school;
 - Capacity-building of the pedagogical staff on the creation of Individualised Educational Plans;
 - Trainings of teachers on the topics related to facing learning difficulties, neurological disorders, autism, dyslexia, language disorder treatment as well as training of parents who have children with special needs;
 - Peer learning activity with “Ali Podrimja” school to share learning and good experiences and to develop a plan of cooperation for improving positive inclusive practices especially intended to support children with learning difficulties, disabilities and any kind of social and economic problems;
 - All-embracing activities for international events such as: International Day of Children’s Rights, International Day of Autism, International Day of Children with Disabilities, International Day for Elimination of Racial Discrimination;
 - Improvement of outdoor school environment with a special focus on the provision of sports equipment for children with special needs.
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RESULTS

Approximately 2,000 participants comprising 980 pupils, 600 parents, 55 teachers and 400 representatives from the local community directly benefited from the project’s activities. Teachers and parents increased their understanding and skills in working with marginalised groups methodically and scientifically, and how to include these students in daily activities. The school professional staff, parents and community have increased awareness on the benefits of inclusive education and they consider diversity as an advantage for the society as a whole.





“Ismail Qemali”, general secondary school in Tirana

Project name: “Cooperation among pupils, parents and teachers produces success for school, family and community and prevents violence and conflicts”

GOALS

The goal of the project was to improve parent-teacher-student communication and cooperation, to increase awareness on inclusion, to foster active involvement of parents, teachers, pupils, and local government in the school life, especially of parents and pupils at a higher risk of marginalisation and exclusion, and to create a friendly and welcoming school climate.

ACTIVITIES

- Awareness-raising activities involving teachers, parents, pupils and the local community;
 - Capacity building of teachers and parents on effective communication techniques and methods of parental involvement in school;
 - Activities for a friendlier and welcoming school environment through improved school regulations and developing of curricula in close consultation with parents;
 - Awareness and advocacy campaign against bullying aiming at creating a welcoming school where everyone feels safe and respected, with the participation of the Pupils’ Government, Parent Council, teachers, parents and community members;
 - Carrying out survey to measure progress.
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RESULTS

The level of communication and cooperation among students, teachers and parents was significantly improved through participation in training sessions and raising awareness events. The internal school regulation was improved in consultation and cooperation with students, teachers, parents and community members. The school curriculum was adapted to the needs of the students and reflected the philosophy of inclusion. Awareness-raising events on bullying, diversity, violence, conflicts and effective ways of preventing and treating anti-social behaviour were held with the involvement of students, teachers and community members which contributed to the creation of a more friendly and welcoming school climate where everyone feels safer, valued and respected.

“Muharrem Çollaku”, general secondary school in Pogradec

Project name: “Inclusion, the new Philosophy of our School”

GOALS

The goal of the project was to raise awareness of teachers, parents, pupils and the community on the importance of their active involvement in school life, to improve communication among parents, teachers and pupils in order to successfully solve their problems, and to create a better school environment with new opportunities that encourage and support the inclusion and development of pupils with disabilities, social and learning difficulties, and those at risk of marginalisation and exclusion.

ACTIVITIES

- Improvement of the school environment such as construction of ramps, creation of a multifunctional room and rearrangement of classrooms to create a feeling of a welcoming and inclusive school;
 - Training of teachers on communication skills;
 - The establishment of an Inclusive Support Team composed of parents, teachers and students to deal with various issues related on inclusiveness;
 - Awareness-raising activities to make the school a place for inclusive education;
 - Peer learning events with another local school “Çerrave” in Pogradec district;
 - Organisation of inclusive activities for teachers, parents and students on diversity and inclusion through exhibition of pupils’ drawings, paintings, handicrafts and photos.
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RESULTS

850 students, 110 teachers and 1200 parents were included in the project sharing the vision that inclusion is the new philosophy of the school. Through this philosophy the project established a “Supportive School Team” composed of 5 teachers, 5 parents and 5 students aimed at recognising and solving various inclusive-related problems. The project improved relations among teachers, students and parents, and there is a new spirit of good relationships and work under the school motto: “Every student is welcomed, every parent is included and every teacher is valued”.





“Isuf Gjata”, vocational secondary school in Korçë

Project name: “Professional Education, a Great Opportunity for Inclusion”

GOALS

The goal of the project was to improve inclusion in the school, to reduce the number of cases related to school non-attendance, and to establish sustainable inclusive policies and practices.

ACTIVITIES

- To set up student focus groups to be involved in the project;
 - Trainings of teachers on inclusion and the development of Individualised Education Plans;
 - Improvement of school infrastructure to facilitate inclusive practices;
 - Improvement of inclusive practices and implementation of inclusive methods in teaching plans such as implementing the Individualised Education Plan for students with special needs and those with migrant background;
 - Twinning with a Vocational secondary school in Osijek, Croatia to exchange experience on methods for inclusion of adolescents;
 - Enhancement of school development policies and regulations focusing on inclusion;
 - Interactive activities with parents, students and teachers to create social cohesion;
 - Raising awareness activities for all stakeholders to make school an inclusive school.
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RESULTS

30 students at a higher risk of social exclusion have improved their academic level due to the implementation of the Individualised Education Plan. The risk of social exclusion for the students of the focus groups with attendance problems was reduced by 50%. Teacher methods that focus on inclusion were improved and the inclusion of parents on schools decisions was increased. 10 teachers, 7 students with special needs, 8 orphan students, 10 students from Roma and Egyptian communities, 30 students with attendance problems and 1 emigrant student were included in this project. The infrastructures for the cultural and sports environments of the school were significantly improved.

“Beqir Çela”, vocational secondary school in Durrës

Project name: “We may be Different but we Deserve Equal Chances for Education”

GOALS

The goal of the project was to make the school a welcoming place for both boys and girls, and to decrease the number of pupils who drop out of school.

ACTIVITIES

- Training of teachers on student-centred teaching methods and development of psycho-social skills and organization of Open Classes;
 - Additional work with students with learning difficulties such as additional support classes;
 - Teacher-teacher experience exchange on inclusion with “Shtjefen Gjeçovi” school in Pristina and sharing knowledge to other teachers of the schools and primary schools of the District;
 - Learning through projects and initiatives to support pupils coming from families with economic difficulties;
 - Psycho-social support to girls and students who are at risk of marginalisation and exclusion;
 - Business-school-family collaboration through workshops to create stronger collaboration and to ensure jobs after finishing the first level for pupils who drop out of school;
 - Awareness-raising activities to make the school more open and accessible to the community.
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RESULTS

The direct impact of the project in the community was the increase of awareness on gender equality. A friendlier, more welcoming and supporting environment was created in the school. There was an increase in number of girls attending school (8 girls joined this academic year) and decrease in the number of drop outs by 5%. Enhanced community participation was enabled by involving 120 students, 65 teacher, 35 parents, 10 business representatives and 3 representatives from local government in the implementation of the project activities.





“Tringë Smajli”, primary school in Grudë e Re, Shkodër

Project name: “Together for an Inclusive School”

GOALS

The goal of the project was to improve inclusion of children with special needs in school life, to enhance parental involvement, to draft internal policies on how to ensure parental participation in school activities, and to improve teachers’ professional development.

ACTIVITIES

- Awareness-Raising campaign on children’s rights directed to teachers, parents, pupils, community members, representatives from the Directorate of Education and NGO’s;
 - Training of teachers and parents on improving communication between teachers, parents and students;
 - Developing capacities of the teachers for dealing with children with learning difficulties and children from families belonging to marginalised groups;
 - Peer learning activities with pilot school “Ali Podrimja” in Bajram Curri to share good practices on individual and group support to students with special needs;
 - School infrastructural improvement and creation of a friendly and welcoming school environment;
 - Organising activities during the Children’s Week: “We are all equal” with sport events for children with special needs; children’s work exhibitions, concerts, dances and poems.
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RESULTS

Communication and cooperation among teachers, parents and students was significantly improved thanks to their involvement in the project’s training courses. Teachers became aware of the importance of focusing on children’s needs and developed a Tailored Plan for each child with special needs or requirements in the school. The overall climate in school has been improved and children feel that they are being treated equally, welcomed and included in the school’s activities. Parents are actively involved in the decision-making process of the school and have become very supportive of the process of inclusion.

IMPRESSIONS

"We are very satisfied that every child of our school has the possibility to express their individual values. Now we have a school with human and inclusive values which are part of the core relation between parents and the school"; Aida Bruçaj, teacher, "Tringë Smajli", primary school.

"This project was a challenge, a value and a change. It was a beautiful dream which came true. Believe and change, inclusiveness is wonderful", Hajrie Hoxha, School Principal, "Ali Podrimja", primary school.

"The project of inclusion is a big challenge in everyday attempts of teachers, parents and children to convert the school and then the world in a more human place for all. An important step for this is to be organised and structured and converted into an approach, not just a desire or passion for a few people. Collaboration and exchange of experiences in this field brings faster and visible results", Mbarime Muhameti, teacher, "Lef Sallata", primary school.

"There is a strong desire by students and parents to be part of the school and its activities. The commitment of students and parents has increased in order to have a better school where all students regardless of their origin can feel welcomed and safe. We are all aware that diversity cannot be questioned, just embraced", Brikena Kullolli, teacher, "Ismail Qemali", general secondary school.

"We had the possibility to exchange best practices with schools involved in the project, to practice them in our school and also to share knowledge with other schools. It is inclusiveness, this new concept which will help us reach what we wish on our mission of education", Arjan Mançellari, teacher, "Muharrem Çollaku", general secondary school.

"To draft and implement inclusive policies for the development of students in vocational high schools means to create an "umbrella" where there is enough space for everyone to enter the professional world; sustainable relations in the triangle school-student-parent mean less risk for social exclusion", Tatjana Mero, Principal, "Isuf Gjata", vocational secondary school.

"The project helped us to reach our goals. We addressed two main initiatives: to attract girls as a valuable source for our society and to raise awareness on consequences from school drop-out. Results are visible in both directions. We improved our school conditions by making renovations which created a warm school environment for all students", Fabian Saraçi, Principal, "Beqir Çela", vocational secondary school.

BOSNIA AND HERZEGOVINA

Primary school "Mustafa Ejubovic - Šejh Jujo", Mostar

Address: XX 44, 80000 Mostar

Primary school "Branko Ćopić", Prnjavor

Address: Rade Vranješević 1, Prnjavor

Primary school "Novi Šeher", Maglaj

Address: Novi Šeher bb, Maglaj

"Secondary School Center Foča", Foča

Address: Cara Dušana 73, Foča

"Secondary School Center Hadžići", Hadžići

Address: Anđelka Lažetića 17, Hadžići

"Secondary Vocational School Jajce", Jajce

Address: Berte Kučere 3, Jajce

Vocational School "Safet Krupić", Bosanska Krupa

Address: Radnička bb, Bosanska Krupa



“JU Srednjoškolski centar Foča”, General Secondary School in Foča

Project name: “From inclusive classroom to inclusive Europe”

GOALS

The leitmotif of the project was “Everyone is talented on his own, but we are all talented to love”. The goals of the project were to raise awareness about the benefits of inclusion through the education of pupils, teachers and parents, to improve inclusive practices and approaches to education, and to explain to the wider community the need to support this educational approach. Furthermore, one of the goals was to create an inclusive school model as an example of good practice through increasing the number of educational and extracurricular cultural activities and events that involves all the children, regardless of their abilities, with the purpose of promoting inclusive education.

ACTIVITIES

- Awareness-raising activities: radio shows, public events, theatrical performances, exhibitions;
 - Lectures on benefits of inclusive education, approaches and concept;
 - Survey “How much do I know about inclusion” to provide a base for planning of school activities;
 - Adaption of multi-functional classroom to provide space for additional support to students, workshops and remedial teaching;
 - Creative and educational workshops for pupils.
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RESULTS

Through awareness-raising activities and lectures in school that involved pupils, teachers and parents, the school considerably improved its inclusive practices and approaches. A multi-functional classroom was adapted for that purpose and used for many activities thus creating a stimulating and inspiring environment for children. The implementation of the school project was covered by local TV and Radio stations and the city’s internet-portal, and thus the wider community was able to recognise the importance of inclusive education for the society as a whole through repeated media events and campaigns by the school. The changes this project brought to the school were documented through entry and final surveys.

“Safet Krupić”, vocational secondary school in Bosanska Krupa

Project name: “Inclusion for all”

GOALS

The main goal of the project was to develop the existing inclusive culture and practices in school by educating and involving parents, pupils and teachers. The project also focused on improving access and working conditions in the school for all pupils and staff.

ACTIVITIES

- Teacher trainings and workshops on benefits from inclusion, assessment of pupils’ individual abilities, how to develop Individual Educational Plans and how to increase pupils’ participation in the school community;
 - Series of IT courses for teachers, pupils, and parents on how to use technology to improve learning, teaching and support to students;
 - Cooperation with local partners and the community.
-

RESULTS

Through a series of workshops for students, teachers, parents, involving partners from the Institute for the education of children and youth with disabilities in Tuzla and from the Pedagogical Institute of the Una - Sana Canton, the school had the opportunity to reflect on and improve its inclusive practice, policy and culture. Activities directly involved 100 school staff members, parents and students with special educational needs and from socially disadvantaged families. Cooperation with parents was significantly improved and new possibilities for learning were provided to both teachers and students using adapted classroom and ICT.



1 IA 11A		2 IIA 2A
1 H Hydrogen 1.008		
3 Li Lithium 6.941	4 Be Beryllium 9.012	
11 Na Sodium 22.990	12 Mg Magnesium 24.305	
19 K Potassium 39.098	20 Ca Calcium 40.078	
37 Rb Rubidium 84.468	38 Sr Strontium 87.62	
55 Cs Cesium 132.905	56 Ba Barium 137.327	
87 Fr Francium 223.020	88 Ra Radium 226.025	

General Secondary School Centre in Hadžići

Project name: "I'm part of a whole, too"

GOALS

The goal of the project was to increase school staff capacity in working and supporting pupils with learning and developmental disabilities, to reduce prejudices and to improve inclusive school culture through the education of parents, to improve teaching and learning practices by increasing the school library fund, and to promote peer learning and education.

ACTIVITIES

- Capacity building of school staff working with children with disabilities on topics related to principles and legislation, attitudes, prejudices and stereotypes, through the identification of pupils with learning disabilities, types and aspects of support to pupils with learning disabilities, assistive technology, role of the teacher in an inclusive classroom and adapting curriculum, classroom management and students' assessment;
- Peer education, creative workshops, exhibitions, activities for a friendlier and more welcoming school environment, visual and media arts (film footage and photography), visual art workshops on applied arts;
- Removing architectural barriers - installation of an elevator which enabled access for disabled persons to all parts of the school premises;
- Equipping the school library with books on didactic and approaches in inclusion.

RESULTS

School staff, teachers and professional associates acquired better understanding and knowledge on how to work with children with learning and development difficulties. Parents' involvement in the school life and decision-making process was increased through their participation to the Parents' Council and joint workshops with teachers. Architectural barriers were removed increasing the access and safety of the school environment for all students, especially for students with disabilities. Through equipping the school library with over 600 new items the school provided didactic literature for teachers and students. The training sessions were attended by 76 teachers, 6 research associates and 12 members of support staff, while 52 parents took part in the project activities. A total of 16 workshops were held and attended by 20 students with learning and development disabilities, 5 students without disabilities, 2 teachers, 2 research associates and 1 class assistant.

“Mustafa Ejubović - Šejh Jujo”, primary school in Mostar

Project name: “Education for quality teaching”

GOALS

The goal was to improve teacher competences for teaching pupils with special needs, to improve the quality of the teaching process by equipping the multimedia classroom, to enhance the overall cohesion among pupils through peer support in learning, and to support cooperation with parents.

ACTIVITIES

- Capacity building to provide support to pupils with special needs in their everyday school activities;
- Training of teachers on how to create individual education plans and an individualised approach to teaching;
- Workshops for parents on how to provide support to their children with disabilities;
- Creating an inclusive school environment through multimedia classroom with didactic and teaching materials for workshops and seminars.

RESULTS

Through capacity building activities and established cooperation with relevant stakeholders, 40 parents acquired better skills on how to work with children with disabilities while 70 teachers gained improved knowledge and competences. The teachers had the opportunity to understand the purpose of individual plans and programmes, to become familiar with the writing method of the initial assessment of students which is crucial in working with children with disabilities. Also teachers gained an understanding of the methods of designing and implementing individual plans and programmes, monitoring, grading and final assessment. The quality of the teaching process was improved by equipping a multimedia classroom and cohesion among pupils was fostered through the organisation of peer support in learning.





“Novi Šeher”, Primary School, Novi Šeher, Maglaj

Project name: “Together for better tomorrow”

GOALS

The project goal was to create better working conditions for children with special educational needs, to modernise the teaching process and to implement innovative ideas by ensuring the active participation of all pupils and enhanced cooperation with parents.

ACTIVITIES

- Adapting the classroom for extracurricular activities - remedial and additional programmes for pupils who have learning or behavioural difficulties and gifted pupils;
 - Upgrading extracurricular activities including cultural and educational activities for children from vulnerable groups;
 - Workshops with teachers, parents and pupils to improve teachers’ work with pupils from vulnerable groups, improve communication and cooperation among teachers, pupils and parents and increase the level of pupils’ participation in school life;
 - Additional activities for students with specific learning, developmental or behaviour difficulties.
 - Peer learning exchange of experiences and practices between schools with similar background and students with different ethnic background.
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RESULTS

The project activities involved 200 pupils, 30 teachers and external collaborators, as well as 40 parents. The upgrading of existing and introducing new extracurricular activities, such as puppet sections, art sections, journalism sections, computer science and ecological sections, contributed to developing better relationships and increased tolerance among pupils, better inclusion of all pupils especially those with specific learning and behavioural difficulties, and students from different ethnic backgrounds. Partnerships were established and peer learning exchange took place with two schools with similar backgrounds.

Vocational Secondary School in Jajce

Project name: "I love my school"

GOALS

The goal of the project was to create a supportive environment for students with higher risk of marginalisation, to improve the quality of the work with pupils with special needs in regular classes, to improve interpersonal communication among pupils and between pupils and teachers, and to promote vocational programs through improvement of practical training.

ACTIVITIES

- Lectures for teachers on the various difficulties that pupils may have in learning and how to adjust and individualise existing curricula;
 - Workshops on interpersonal communication for students with behavioural and other difficulties;
 - Purchasing didactic and teaching materials and professional literature to support the development of teacher competencies;
 - Renovating and equipping the locksmith's workshop to provide opportunities for students with motor disabilities to fully participate in practical lessons;
 - Production of new tools and objects by students used for fundraising;
 - Field visits with pupils as part of the practical work.
-

RESULTS

The school improved the quality of the teaching through workshops and lectures dedicated to teachers, who learned about various difficulties pupils may have in learning and how to adjust and individualise existing curricula. Level of motivation and school attendance of students coming from socially or economically deprived families was increased through workshops on interpersonal communication among students and with teachers. The school acquired new didactic materials and literature enabling teachers and students to better include students with special needs in the class and to provide peer support. Over 165 students and teachers directly participated in the project, as well as 170 persons from the local community including 5 employees from the local ADK factory.





“Branko Ćopić”, Primary School in Prnjavor

Project name: “Improving the position of children and youth with difficulties in mental and physical development”

GOALS

The project’s goal was to raise the level of inclusion of children and young people with mental and physical developmental difficulties into school life, and to improve the knowledge and competences of the whole school staff to work with children with difficulties. The project also aimed to improve the level of awareness and empathy in the local community for people with mental and physical developmental difficulties.

ACTIVITIES

- Interactive educational workshops for teaching staff and expert associates;
 - Education of peer educators;
 - Workshops on the subject of “Acceptance of differences” for both pupils and parents;
 - Furnishing special premises for work and stay of pupils with difficulties in mental and physical development and the construction of a lift for wheelchairs in the school hall.
 - Cooperation with other elementary schools in the same municipality, local NGOs and Day Care Centre “Neven” gathering parents of children with difficulties in growth, “Radio Prnjavor”, and the “Prnjavor Centre for Culture”.
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RESULTS

Project activities directly included 722 pupils of the school, 16 of which become peer educators, 46 school staff members, 13 staff members of the Day Care Centre for children with mental and physical difficulties “Neven”, 36 parents, and 14 pedagogues and psychologists from the elementary schools of the municipal area. Through interactive workshops teachers, associated staff, students and parents learned to recognise and to provide better support to children with special needs. Close cooperation was established with local partner institutions and other elementary schools which created better synergy within the local community and common understanding of the concept of inclusive education.

IMPRESSIONS

“Now we believe in the benefits of inclusion and we’ll accept more challenges that Inclusion brings with greater optimism. Thanks to the project we have improved our practice and raised the standards of our work for the benefit of our students”, School team, “Branko Ćopić”, Primary School.

“I have confirmed the belief about the importance of small steps and the importance of the ability to teach others at the right moment. We learned to send out kindness and understanding, with accompanying words or without it. We should always be thankful for differences, of our own differences and originality, having in mind that that is our human right. We all have a need for additional support – we in the school started changing together, through mutual learning...”, Borka Kovač, School Principal, JU Srednjoškolski centar Foča, General Secondary School

“Cooperation between professors and students has changed for the better; it is much more open now. I personally find that this project helped our development through inclusive policy, culture and practice”, Hikmet Todorovac, School Teacher, “Safet Krupić”, vocational secondary school.

“After the implementation of this project, I personally see the world differently, with more in-depth awareness that we are all part of a whole. Our school became much better in every sense of the word”, Misim Gegić, School Principal, General Secondary School Centre Hadžići.

“The project – Education for quality teaching – has improved my personal knowledge of inclusive education as well as approaches in my work in educational process. Teachers and expert staff have learned about benefits of inclusive education, improved their competencies, and adopted specific ways of working as well as additional guidelines that will facilitate learning of the students from marginalised areas”, Mustafa Džafić, School principal, “Mustafa Ejubović - Šejh Jujo”, primary school.

“After this project, a lot has changed in my life, but also in the school life and work. I personally feel more responsibility for the work that I do. I am pleased with progress we have reached with the students who have difficulties. I’m proud of all students from my school because of how much are they ready to help each other. I am glad about how inspired the school is by the project and for their willingness to develop other projects and strengthen these project activities”, Elmedina Begić, School Teacher, “Novi Šeher”, Primary School.

“The biggest novelty coming out of this project is approval of the Ministry of Education to employ teaching assistants for students with special needs. Now we can clearly identify students that need our additional support and help, as we also more clearly recognise gifted students. This project provided a lot of support for us and we hope to continue our cooperation and help the students because they are our future”, Ana Šapina, School Teacher, Vocational Secondary School Jajce.

CROATIA

Primary school "Dr. Ivan Merz", Zagreb

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Primary school "Okučani", Okučani

Address: A. Stepinca 5, Okučani

Primary school „Vladimir Nazor“, Ploče

Address: Tina Ujevica 3, Ploče

"II Gimnazija", Split

Address: Teslina 10, Split

Gymnasium "Bernardin Frankopan", Ogulin

Address: Struga 3, Ogulin

Vocational school "Gospodarska škola", Čakovec

Address: Vladimira Nazora 38, Čakovec

Vocational school "Ekonomska i upravna škola Osijek", Osijek

Address: Trg Sv. Trojstva 4, Osijek

“Dr Ivan Merz”, Primary School in Zagreb

Project name: “Living room”

GOALS

The goal of the project was to improve existing school practices related to pupils with special educational needs, to improve the knowledge and skills of teachers and professionals, to reduce the risk of social isolation and to encourage acceptance of diversity and cooperative behaviour among pupils, parents and staff.

ACTIVITIES

- Fellowship through music - creating an inclusive environment: weekly workshops for pupils to learn to accept cultural diversity.
 - Capacity building (workshops for parents, teachers and pupils) – learning how to support pupils with learning difficulties.
 - Workshops for pupils on how to recognise negative behaviour in conflict situations and gain skills in assertive problems solving; workshops for parents about their role in protecting children from violence.
 - Digital photography exhibition - “Unity through Photography”.
 - Animated films created by pupils on non-violent conflict resolution.
 - Visual and multimedia contest for pupils for International Day of Tolerance.
 - Magic of knowledge - working with gifted pupils: workshops on Croatian sign language; creation of a film about dangers on the Internet according to a script drafted by pupils; involvement of older pupils in the tutoring process.
 - Peer learning: Spring School of Teachers in Opatija with the Croatian Pedagogic and Literary Society.
-

RESULTS

Through joint cooperation of teachers, parents and local community, the school staff and pupils managed to improve the school atmosphere, to prevent bullying and provide a safe and stimulating environment for every child. Pupils have a better understanding of other cultures and differences. Thanks to workshops and peer learning activities teachers developed capacities to provide more support to pupils with learning difficulties in and out of the classroom and to engage parents in the decision-making. Around 56 teachers took part in the project activities including 20 teachers from other schools in Croatia, as well as 40 parents. Through a public campaign, animated films and public presentations, the local community was informed about what an inclusive school means and what are the benefits of inclusive education for all children.



“Vladimir Nazor”, Primary School in Ploče

Project name: “All Together”

GOALS

The goals of the project were to provide teachers with skills for working with children with special educational needs, to inform and educate pupils, parents and local community on the benefits from inclusion, to inform the wider local community about the project, and to design creative contents in an interactive room for socialising, workshops and education of pupils and parents.

ACTIVITIES

- Raising awareness of parents, pupils and the local community: local radio show, creation of brochure, workshops with pupils and parents about inclusion, diversity and special educational needs, presentation on benefits from inclusion for the local community, creation of a documentary film about a pupil who is a good example of inclusive practice in the school;
 - Capacity building of teaching staff: study visits to institutions specialising in working with children with special educational needs, direct supervision by two experts from the visited institutions, training of 20 teachers for working with an interactive smart board, and support to the school psychologist in the identification of pupils who need additional support;
 - Adaptation and equipping of an interactive room for workshops with pupils and parents and school-based teacher training;
 - Development of creative contents to be implemented in interactive room for all pupils.
-

RESULTS

The projects directly involved 66 parents, 68 pupils, 52 teachers and 35 people from the local community. The local community gained a better and broader understanding of the concept of inclusion and of a good school practice through presentations and radio shows. The short film about a pupil with disabilities and support the school had provided to him was also broadcast on EuroNews channel. Through study visits and peer learning, teachers in the school have better understanding of various disabilities pupils have, and the ways to support them in the classroom. Using new didactic materials (smart boards) teaching in classrooms was better adjusted to various children with different needs. The schools also involved 3 other primary schools in project activities thus sharing good practices and deepening understanding and support to children.





“Il Gimnazija” General Secondary School in Split

Project name: “Different pedagogical approaches in inclusive education”

GOALS

The goal of the project was to introduce pupils and teachers with the “Waldorf” pedagogical approach through training and peer learning, to enable teachers, pupils and parents to create an inclusive environment in the school, to create and equip an “inclusive classroom” for workshops with pupils, parents and the local community, and to raise knowledge on inclusion and on the project in the local community.

ACTIVITIES

- Peer learning and training in the Waldorf primary school in Zagreb – workshops for teachers and pupils;
 - Workshops for pupils – peer learning about inclusive schools and the “Waldorf” approach with the Pupils’ Council of the County of Split-Dalmatia;
 - Workshops for other school teachers and expert teaching staff on the Waldorf approach and individualisation of teaching;
 - Creation of an inclusive classroom – a place for additional work for teachers, pupils and parents;
 - Workshops for parents on new practices in school and support to pupils;
 - Awareness-raising activities aiming to improve awareness on inclusive education in the wider community and to encourage other schools in the County of Split-Dalmatia to reflect and revise their inclusive policies.
-

RESULTS

Through the project, school staffs, pupils, parents and other schools were introduced to the concept of Waldorf pedagogy as one approach in inclusive education. Pupils took an active role in the promotion of the concept and thus in creation of more inclusive school climate. Though the joint efforts of pupils and teaching staff, a new stimulating and creative environment was created in the school to serve as a hotspot for additional work with the pupils and other extra-curricular activities including workshops for parents and teaching staff. A final presentation of project results brought together around 100 guests and 5 journalists. About 650 pupils, 45 teachers, 100 parents, 60 Waldorf School pupils and teachers, 10 community representatives, were directly and indirectly involved in the implementation of project’s activities.

“Bernardin Frankopan” General Secondary School in Ogulin

Project name: “Learning School”

GOALS

The goal of the project was to strengthen teachers’ competencies in teaching pupils who need additional support and those speaking Croatian as a foreign/second language; to develop pupils’ learning skills, to identify different learning styles and to train teachers and associate experts to work efficiently with pupils with special educational needs, to establish constructive communication with parents on the issue of inclusive practices and policies, to raise awareness of the local community on the need for and benefits from inclusive education, and to set up inclusive school policies.

ACTIVITIES

- Identifying learning styles of pupils with special needs – workshops for pupils and teachers, development of student and teacher counselling support;
- Trainings of teachers and associate experts on techniques for individualised approach to working with pupils, teacher training workshops on various approaches and classroom management;
- Workshops for pupils with specific learning disabilities on learning methods and organising intra-curricular and extracurricular activities;
- Developing classroom learning methods for gifted pupils;
- Trainings/roundtables with parents related to the parental role in education, parental styles and counselling;
- Awareness-raising on inclusive education in the local community through media events and presentations in public;
- Drafting school’s inclusive policies.

RESULTS

The project directly and indirectly involved 419 pupils, 89 teachers and associate experts, 92 parents and 8 external experts. After capacity building activities, teaching and associate staff obtained the skills and knowledge to design specific programmes for children with special educational needs. Teachers were able to adjust their teaching methods to the needs of the pupils. A number of pupils increased their capacities to learn in various ways with the support of their parents and teaching staff. The school improved their inclusive policies based on the lessons learned from the project’s activities and with the support from the local partners. The wider community was able to become acquainted with the importance of inclusive education for the society as a whole through repeated media events and a campaign by the school.





“Gospodarska škola” Vocational Secondary School in Čakovec

Project name: “Tolerance – that’s our style!”

GOALS

The goals of the project were to improve inclusive practice in classrooms with pupils with special education needs, to strengthen inclusive practice among pupils in the school, to improve cooperation between teachers and parents of pupils with special education needs, and to develop pupil awareness on the values of tolerance.

ACTIVITIES

- Workshops for pupils, intercultural events and extra-curricular activities about Roma culture;
 - Workshops for teachers: specialised training for teachers on Roma culture, customs and language, inclusive practices in work with pupils with special educational needs, workshop on social inclusion;
 - Equipping the Pupil’s Corner to encourage spending extra-curricular time in school;
 - Attending a course on Croatian sign language;
 - Activities for parents - home visits to Roma students’ families and participation in International Roma day event;
 - Activities for local community - International Roma day event.
-

RESULTS

The school significantly increased the participation of Roma pupils in school life and decision-making. The teachers gained understanding of the specificities of Romani culture and different approaches in teaching Roma pupils. Three teachers become proficient to conduct communication in Croatian sign language. Parents of Roma pupils were actively involved in the planning of school extra-curricular activities and they were regularly informed about school life. The wider community had a chance to see the benefits of inclusive education through the organisation of International Roma day attended by 70 guests (members of the local government, Roma parents, almost all the local media) school board, 40 teachers and 300 pupils.

“Ekonomska i upravna škola Osijek” Vocational Secondary School in Osijek

Project name: “Equal in diversity”

GOALS

The goal of the project was to train teachers to improve their inclusive practices with a focus on individualised teaching methods, programmes, evaluation and assessment tools, to teach pupils with special educational needs to use technology for easier learning, and to draft the School’s Inclusion Policy.

ACTIVITIES

- Capacity building of school staff: peer learning between different VET schools, workshops on the concept of inclusive education, methodologies, approaches and didactic and e-learning materials;
 - Workshops on raising awareness of diversity and equality in school classes; round tables with pupils, parents, NGOs specialised in supporting pupils with disabilities and community representatives;
 - Polls among parents, pupils and teachers on their understanding of inclusion at the beginning and end of the project;
 - Development of the School Inclusion Policy based on proposals of the Pupils’, Parents’ and Teachers’ Council Meetings;
 - Awareness-raising activities through web and FB pages, round tables and local radio and TV shows.
-

RESULTS

Peer learning with other VET schools have proven to be very effective in terms of raising capacities of teachers to meet the needs of their pupils and to adjust their teaching practice accordingly. The teachers learned how to implement an individualised approach in the classroom, how to assess pupils with learning difficulties, to use versatile didactic materials, and to adjust them to the needs of a particular student. Around 800 pupils, 83 teachers, 22 community representatives and 300 parents participated in project activities or contributed to the project implementation. Raising awareness about the benefits from inclusion helped in the creation of School Inclusion Policy. Working on the project fostered team work within the schools and promoted the sharing of knowledge among the teachers in including other schools as well.





“Okučani”, Primary School in Okučani

Project name: “Let’s Give a Chance to Changes”

GOALS

The goal of the project was to raise the capacity of the schools and to improve the quality of cooperation between the key actors in the implementation of inclusive education on school and community level.

ACTIVITIES

- Awareness-raising activities: press conference and regular radio show on a local radio station, school website and presentations of the project to pupils, parents and wider community;
 - Raising the capacity of staff and schools to implement inclusive education through workshops for teachers on class management and support to pupils with learning difficulties;
 - Improving the conditions of work in school: additional support for pupils and advisory work with their parents; setting up and renovation of counselling office;
 - Pupil’s participation: – two new pupils’ bodies formed - Children’s Forum and Pupils’ Club;
 - Cooperation with parents - Parent’s Club formed to represent their interests and include parents in activities of raising the level of parental skills;
 - Cooperation with the local community - establishment a Council for Partnership with the local community with aim to improve the living conditions of children and youth in the community;
 - Two roundtables on the promotion of inclusive policies for parents; marking important dates with raising awareness activities on inclusion issues.
-

RESULTS

In order to ensure conditions for full integration of all pupils, the project has created mechanisms for the school and school’s staff to involve pupils and parents in decision-making processes. The Children’s forum, Student’s Club and Parents’ Club were three new bodies that significantly improved cooperation between all stakeholders in the education processes. A Memorandum of Cooperation with representatives of the local community was signed in which the forms and methods of cooperation were defined. School staff gained capacities to provide better support to children with special educational needs and pupils with behavioural problems. By marking important dates, implementation of round tables and media announcements, the wider local community was informed about the benefits of the inclusive education. Around 54 educational staff were involved in the project implementation as well as 475 pupils, 30 parents and 8 members from the Council for Cooperation.

IMPRESSIONS

"In our school teachers have had trainings through this project and changed the way they work with vulnerable groups of children and learned to accept difficulties they encountered in the education of children. The communication between the teacher and the parents has improved. Personally I felt deep down that I am working and living the way I always knew was the right one, to accept and love people regardless of their differences. I am proud to be part of this project and in this way connect to the others who feel and think the same way", Anka Posavac, School Principal, "Okučani", Primary School.

"Both the school and I have become more open, not only in terms of inclusion, but to many other issues. After the project, we have become bolder, we got more confidence and it is easier to go into battle with the many challenges we meet in daily school life", Mišo Bašić, School Teacher, "Dr Ivan Merz", Primary School.

"I've learned to see potential instead of difficulty in diversity", Antonela Jončić, class teacher, Educator-rehabilitator, "Vladimir Nazor", Primary School.

"In our school inclusion has brought more intensive participation of each child in the educational process. The importance of inclusion in education at all levels of the educational system is more emphasised. We raised awareness of the acceptance of differences among students, and we reduced violence among students", Ivanka Kovačević, principal, "II Gimnazija" General Secondary School.

"I am personally more courageous and open to new and different people, time and events. The school is more open and teachers, students and parents are more involved in life of the school and the community", Sanja Dubić, School director, "Bernardin Frankopan" General Secondary School.

"During the project it was wonderful to feel how barriers were falling towards the Roma students and to students with disabilities and how they are more relaxed in their contacts with me. The level of confidence is higher than before. This project means a lot to me and my colleagues because we have seen that we are good in our assignments. Students made friendships through the project", Zdenka Višnjić, Librarian, "Gospodarska škola" Vocational Secondary School.

"I'm personally more involved into the issue of inclusion and I became a more tolerant and encouraging person. In our school the culture and the idea of inclusiveness has changed significantly. We connected extremely well with various associations for persons with special needs and with the local community. The result of this project is that we are the first school in Osijek that received approval to employ a teaching assistant. We motivated students and parents, they became active in school life and we have all together raised the culture of our school", Maja Akšamović-Andrić, School Pedagogue, "Ekonomska i upravna škola Osijek" Vocational Secondary School.

MONTENEGRO

Primary school "Mustafa Pećanin", Rožaje

Address: Raduna Đukica bb, Rožaje

Primary school "Mileva Lalović-Lalatović", Nikšić

Address: Vuka Karadžica 104, Nikšić

Primary school "Vuk Karadžić, Podgorica

Address: Radosava Burica bb, Podgorica

Gymnasium "Tanasije Pejatović", Pljevlja

Address: Tršova 27, Pljevlja

Mix gymnasium and vocational school "Ivan Goran Kovačić", Herceg Novi

Address: Branka Ćopića 4, Herceg Novi

Vocational school "Bećo Bašić", Plav

Address: Racina bb, Plav

Vocational school "Sergije Stanić", Podgorica

Address: Kralja Nikole 114, Podgorica



“Mileva Lajović – Lalatović”, Primary School, Nikšić

Project name: “We have found our place under the sun”

GOALS

The goals of the project were to prevent drop-out of Roma and Egyptian pupils and other marginalised groups, to improve the school’s working conditions, to monitor the implementation of individualised education programmes and of parents’ participation and to develop teacher competences to support pupils and parents.

ACTIVITIES

- Adaptation of an interactive classroom for additional and extracurricular work with students and parents;
 - Training of school staff, parents and local community representatives on the concept and approaches of social inclusion; Engagement of two Roma Education Assistants to provide additional support to Roma students;
 - Assessing socio-psychological status of pupils to provide data for activity planning and for the establishment of a support group to help pupils and their parents with individualised counselling; the establishment of a group for remedial classes through Individual Development Educational Plans; regular counselling with parents of pupils who need additional support;
 - Peer mediation activities to prevent bullying and promote tolerance among students;
 - Inclusion of Roma pupils in the Folklore and Art section, drama troupe and art workshop to promote various cultures;
 - Pre-school course for Roma children enrolling in the first grade: preparatory classes, for a period of five working days with two teaching classes a day; Medical examinations for Roma students who did not have access to pre-school check-ups;
 - Health counselling for parents organised in collaboration with Children’s Outpatient Health Centre in Nikšić;
 - Awareness-raising activities: newsletter and media coverage.
-

RESULTS

The project gathered various institutions such as the Ministry of Education, the Centre for Social Work, the Local Government, representatives of Roma and Egyptian minorities, and Parent-Teacher Association to discuss and plan activities related to inclusive education and provide support to students. A stimulating working environment created through the project enable students to get better support in learning and involvement into school life. With the support of Roma assistants and extracurricular activities, Roma students received additional support where necessary and other students learned about Roma culture, language and customs.

“Vuk Karadžić”, Primary School, Podgorica

Project name: “World, I give you my hands”

GOALS

The goal of the project was to provide a functional environment for children to develop their communication and social skills, their sense of volunteerism and belonging, and their abilities to overcome language and cultural barriers. The project also supported the capacity building of teachers to work with children with disabilities and talented pupils, as well as parents and families to better face their challenges.

ACTIVITIES

- Adapting a “Creative Corner” - creative activities for talented children with children with disabilities;
 - Teacher training, workshops for parents and counselling, etc;
 - Support to students with learning difficulties through remedial teaching and extracurricular activities;
 - Support to talented children;
 - Peer learning support to children with learning difficulties;
 - Celebration of Children’s Week involving Pupils’ Parliament;
 - Various creative workshops;
 - Family empowerment for active participation in the life and work of the school - workshops for parents addressing prejudices and stereotypes.
-

RESULTS

The project involved about 800 students, 45 teachers, 100 parents and 20 community representatives. Local institutions such as the Resource Centre for Children and Youth “Podgorica”, the Resource Centre for children and people with intellectual disabilities and autism and the local Department of Education. Through the project, pupils with learning difficulties and talented students received support through adjusted didactic materials, teachers have adjusted their teaching methods and developed additional activities for students who need more support.





“Mustafa Pećanin”, Primary School, Rožaje

Project name: “Social inclusion - an opportunity for learning”

GOALS

The goals of the project were to create the right conditions for a better understanding of inclusion among children, parents, school staff and wider community, to create an overall improvement of inclusive atmosphere in the school and local community, and improve parents’ participation.

ACTIVITIES

- Media coverage of promotional activities, presentations of the school and project activities to wider public;
 - Equipping the “Join Now Classroom” (“Uključionica”) - place for teaching and extracurricular activities to include children who need additional support inclusiveness;
 - Support to parents to contribute to the development and implementation of the annual school plan, parent councils, organised trips and excursions, as well as school events;
 - Public Art workshops for children to promote inclusion/ children’s rights;
 - Workshops and various activities for pupils: games without borders including students with disabilities, a career day, course on weaving, knitting, sewing and an exhibition of hand-made items;
 - Final public presentation of the school project.
-

RESULTS

The project involved 290 students, 47 parents, 30 teachers and 10 members of the local community all of whom benefited from improved communication and greater inclusiveness. Through the project, teachers increased their competences exchange of experiences. The involvement of parents and the local community in the work of the Pupils Parliament was vastly improved through „Uključionica”- Join Now Classroom.

The project provided an opportunity to hear the voice of children with special educational needs and children from families from vulnerable groups.

“Ivan Goran Kovačić”, mix general and vocational secondary school, Herceg Novi

Project name: “Incubator of Success”

GOALS

The goal of the project was to provide opportunities for pupils to expand their experience and knowledge, to encourage and support volunteering, and create better synergies between the students, parents, teachers, and the broader local community.

ACTIVITIES

- Teacher training for working with talented pupils and volunteer work;
- Peer learning and exchange of experiences with teachers and students from other pilot schools;
- Equipping facilities for work with talented pupils and volunteer work;
- Procurement of didactic material and additional literature to work with talented pupils;
- Creation of a Volunteer Club to provide tutor support to students in need;
- Development of Individual Education Programmes for gifted pupils;
- An “Open door” day to present the school to the public - exhibition and presentations, art workshops;
- Scientific research and 5 days creative colony for gifted students;
- Organisation of 2 fund-raising dinners.

RESULTS

Project involved around 85 teachers, 1016 students from the school and about 150 parents. Through teacher training for working with talented pupils, teachers gained experience, expanded their knowledge and developed skills to provide targeted support to specific students and develop individual education programmes. Through the activities of the Volunteer Club, gifted students provided tutor support to students in need of additional support. Through Volunteer Club, the students had an opportunity develop communication skills, teamwork, peer education and provide assistance to children with disabilities and developmental difficulties at school and in the local community, to the elderly and the poor.





“Tanasije Pejatović”, General Secondary school, Pljevlja

Project name: “Let’s Open the Door”

GOALS

The goal of the project was to raise awareness and increase the understanding of pupils, school staff, parents and representatives of the local government of the importance and benefits of inclusion in education. The project aimed to improve the teaching process and inclusive practices through sharing experience, ideas and good practices with colleagues and pupils in the region, to promote the respect of human and children’s rights, and motivate students to take an active part in the life of the local community by developing empathy and compassion.

ACTIVITIES

- Establishing a school radio station and programme to be broadcasted three times a week;
 - Awareness-raising activities: school newspaper and school website with students contributing and editing;
 - Inclusion Week - Universal Children’s Day: workshops for students, teachers, Parents’ Council members and members of the local government (educational policy in inclusive education).
 - Workshops for pupils, teachers and the local community – on different aspects of inclusion and recognising different types of personalities and learning styles;
 - Support to election campaign for Pupils’ Parliament to ensure equal rights and participation in decision-making;
 - Peer learning and exchange of experiences with other schools about inclusive practice.
-

RESULTS

Project involved 500 students and 42 teachers who directly and indirectly took part in the project including 10 representatives of the local community. Students were empowered to take active part in design of activities and contribute to positive attitude towards inclusive education via radio shows prepared and implemented by themselves.

A visit to the General Education Secondary School “Jovan Dučić” in Trebinje contributed to realising the project objectives by providing the opportunity to exchange experiences and good practices with colleagues and students. Through organising and performing a school play, students took an active part in the life of the local community, and developed awareness on the importance of taking care of others.

“Bećo Bašić”, Mixed Secondary School, Plav

Project name: “Be In (Clusive)!”

GOALS

The goals of the project were to improve multi-ethnic relations of different ethnical groups in the school and community, achieve a greater level of inclusion of all the marginalised groups, increase the level of parental participation in the school, improve cooperation with local primary schools and the local community, and strengthen teachers’ capacities.

ACTIVITIES

- Adapting the “Living together room” – a joint activity to design the look of a room with both Montenegrin and Albanian students. The room will be a space for extracurricular activities, workshops and meetings;
 - Organisation of the “Week of Multiculturalism” to promote different cultures and customs and celebrate the rich diversity of the local community;
 - Support to pupils of lower economic status via copying of school books and didactic materials;
 - Workshops for teachers - intercultural education, classroom management and working with the pupils with special education needs;
 - Workshops for parents on benefits of inclusive education in multicultural environments;
 - Workshops for pupils “Differences are our treasure”;
 - Open Door Day - for pupils and parents to provide more information about inclusion in the school;
 - Public Promotion of inclusion through media coverage of project activities.
-

RESULTS

Project involved about 184 students, 40 teachers, 20 parents, 5 community representatives and approximately 500 citizens, who all benefit from improved communication and greater awareness on inclusiveness and of the benefits of multiculturalism. The “Living together room” served as a common space for students, teachers and parents, where capacity building activities and peer learning support to students from marginalised groups took place. Students also participated in promoting positive messages on inclusive education within the school and local community. Cooperation and understanding of students with different nationalities was improved.



“Sergije Stanić”, Secondary Vocational High School, Podgorica

Project name: “Switch On To Be Seen Better”

GOALS

The goal of the project was to improve support given to children at risk of marginalisation, increase inclusion of pupils with special educational needs in regular schools and in the local community, raise awareness of pupils, teachers and the local community of the principles of social inclusion and improve multi-sectorial cooperation at the local level.

ACTIVITIES

- Adaptation of “Creative room” for children with special needs or at risk of marginalisation - extracurricular activities for talented children, peer support to students in need, research and use of technology to improve the learning process;
 - Establishment of debate clubs to develop the culture of dialogue and accepting different opinions;
 - Peer learning and support – tutorships;
 - Workshops for teachers, parents, and pupils on the topic of inclusion and work with children with special educational needs;
 - School Manifestation “Switch on to be seen better” in public to show the importance of creating an open environment for those who feel different.
-

RESULTS

The project provided support to students with special needs through tutorships of gifted tutors and teachers. Students and parents had the opportunity to exchange views on inclusive education and were encouraged to promote an inclusive school atmosphere in the school. Based on experiences from teacher training sessions, teachers were able to change their practices and adapt them to the needs of specific children in their classrooms. The project indirectly involved around 1000 people. About 70 students took part in the project activities as well as 65 teachers, 20 parents and 20 local community representatives.

IMPRESSIONS

"I had previous experience with inclusive education, but after our project, I keep having the urge to promote and point out the importance of inclusion, the fight against prejudice in schools and how respect diversities and to avoid stereotypes; how to be more tolerant, using examples of good practice that I learned through study visits. I want to change the mind set of people who still don't understand the importance of inclusive education. Our school is a good school. A good school is one that is good for everyone. Our school is like that: we have a safe environment, recognise and respect differences and value the importance of parental involvement in school life. The parents have recognised all that and are happy to enrol their children in our school. We exchange experiences with other schools, not just the pilot school from our project and we think that others can learn from our work too. WE WILL KEEP ON GOING!"; Radmila Pejović, School Teacher, "Mileva Lajović – Lalatović", Primary School.

"Thanks to this project I realised that the school has to adjust to students and not the other way round"; Melida Nurković, School Pedagogue, "Mustafa Pećanin", Primary School.

"Now I think about inclusive education in inclusive way. I am more satisfied. Even before the project, in our school, we had some activities, but this is our first serious project that with our efforts and your good will and financial assistance brought positive thinking about inclusion, a pleasant atmosphere in our school and great involvement of teachers, parents and students in school activities"; Natalija Lakić, School teacher, "Vuk Karadžić", Primary School.

"Personally, I think that small, seemingly invisible steps lead to big changes. Inclusion is a process and it can be successful only if the key actors like individuals, schools and wider local community are connected"; Sanja Golubović, School Teacher, "Tanasije Pejatović", General Secondary school.

"Thanks to this project, our teachers, parents, students and even wider community realised the importance of inclusion and the inclusiveness of our own schools. The novelty we got from the project is that it provided our students with the possibility to develop their skills in a more inclusive environment and that we can help students develop their full potential in the best possible conditions"; Jelena Stamenović, School Teacher, "Ivan Goran Kovačić", mix general and vocational secondary school.

"Our school had the honour to participate in this project. There were numerous project activities conducted in our school - through hard work and great experience that improved us all and increased the level of our inclusiveness"; Suzana Kovačević, Coordinator of the Project Team, "Sergije Stanić", Secondary Vocational High School.

"Our attitude towards diversity has changed!"; School Team, "Bećo Bašić", Mixed Secondary School.

SERBIA

Primary school "Aleksa Dejović", Sevojno

Address: Heroja Dejovica 121, Sevojno

Primary school "Jovan Jovanović Zmaj", Vranje

Address: Vase Smajevica 2, Vranje

Primary school "Jovan Jovanović Zmaj", Đurdevo

Address: Kralja Petra I 59, Đurdevo-Žabalj

Gymnasium "Sedma beogradska gimnazija", Beograd

Address: Šejkina 21a, Belgrade

Gymnasium "Svetozar Marković", Novi Sad

Address: Njegoševa 22, Novi Sad

Vocational school "Tehnička škola-centar za kontinuirano obrazovanje odraslih", Bor

Address: Beogradska 10, Bor

Vocational school "Mija Stanimirović", Niš

Address: Bulevar Cara Konstantina bb, Niš

A young girl with long dark hair, wearing a light blue shirt and a yellow and black wristband, has her right hand raised high in the air. The background is a dark, out-of-focus wall.

“Jovan Jovanovic Zmaj”, Primary School, Vranje

Project name: “Homework Club”

GOALS

The goals of the project were to encourage the involvement of pupils from vulnerable groups in the educational process, to improve cooperation with parents of pupils who have learning difficulties and to assist them to integrate in school environment/peer groups, and to improve the professional competences of staff working with pupils who have difficulties.

ACTIVITIES

- Establishment of a “Homework Club” to provide additional support to pupils from vulnerable groups - additional classes and creative workshops; Remedial education in the Homework Club to support pupils with individualised teaching needs, selection of teaching materials, techniques, methods and didactic materials which will increase motivation and lead to progress in learning;
 - Visits to 90 Roma families to encourage cooperation with parents, participation in parents’ clubs and possibility of becoming included in school activities;
 - 12 creative workshops for children from vulnerable groups related to different topics about non-discrimination, multiculturalism and inclusion; Workshops for parents of children from deprived environments and with developmental disabilities to raise their capacity to support their children in need; Capacity building of teachers to work with pupils from vulnerable groups, approaches and techniques; 15 “open” classes and workshops made by 15 trained teachers to support peer learning among school staff.
 - Establishment of a Parents Club to encourage parents of children from deprived families to provide support to their children and become more involved in school life;
-

RESULTS

Through the project, the schools created a mechanism for the participation and decision-making of parents in school life. The parents of children from vulnerable groups gained knowledge on how to provide better support to their children and they vastly improved their attitudes towards inclusive education. A network of peer support was significantly strengthened through peer learning and involvement of all students in the teaching process. The Homework Club became a place for additional support for students in need but also a place for extracurricular activities and teacher trainings and meetings. Resources among teachers were created to provide expert support to both students and teachers. Inter-sectorial and inter-institutional cooperation on the local level was significantly improved. The project directly and indirectly involved 90 pupils from vulnerable groups, 26 pupils with developmental disabilities, 54 teachers, 9 representatives of the School Board, 16 representatives of the Students’ Parliament, 500 representatives of the local community and 20 representatives of the local government.

"Jovan Jovanović Zmaj", Primary School, Đurđevo

Project name: "The School in the Village for the Village"

GOALS

The goals of the project were to strengthen teachers' competences to provide educational support to pupils with difficulties, create a stimulating learning environment for all pupils, but primarily for pupils coming from marginalised groups through the development of programmes for better integration, adaptation and equipping of school premises.

ACTIVITIES

- Raising awareness activities: TV shows, radio, school website, school magazine flyers and posters.
- Development of teachers' competencies: school based learning through lectures and workshops related to the improvement of inclusive practices, peer exchange and visit to a school for children with special needs "Milan Petrović" in Novi Sad;
- Improving computer literacy of teachers – the use of IT technologies in education;
- Creating a friendly and welcoming environment at school: adaptation of a room and connecting it to the library for workshops, additional support to students in need, extracurricular activities, etc;
- Educating pupils and parents on health and healthy lifestyles through establishing cooperation with Health Care Centre from Žabalj municipality;
- Workshops for parents to better understand and support children with special needs. Lectures and meetings with parents to build a network for mutual support.

RESULTS

All of our students and teachers had the opportunities to use the teaching technologies and didactic materials in their everyday practice and thus improve the teaching process. Teachers obtained skills to use IT equipment and technology in the classroom, especially to support pupils with learning difficulties. Members of the local community were informed about the project via the parents' council, parents' meetings and the school council. Parents involved in the project learned how to provide support to their children need at home.

The image displays a musical score for piano, consisting of five systems of music. Each system includes a treble clef and a bass clef. The tempo is marked as quarter note = 80. The score contains various musical notations such as notes, rests, and chords. The systems are numbered 1, 5, 10, 15, 19, and 23. The music is written in a key signature of two flats (B-flat and E-flat).

“Sedma beogradska gimnazija” General Secondary School, Belgrade

Project name: “Education in accordance with needs of all pupils”

GOALS

The goals of the project were to strengthen teachers’ and other school staff’s competencies for providing support to pupils with additional education needs, to create a stimulating environment for teaching to support pupils at risk of marginalisation; and involve students and parents in the development of school-based inclusive policies.

ACTIVITIES

- Capacity building of school staff to raise teachers’ competencies to work with students with specific educational needs; how to support talented students and individualisation of teaching practice. Peer learning among teachers in school after the training;
 - Support to students through the establishment of School Company and Ecological Group as a way to better connect to local community life;
 - Raising Awareness activities: Drafting Amendments of School Code of Conduct and Internal Inclusive Policy with participation of Students’ Parliament, Teacher’s Council, Parents’ Council, School Board and NGOs. Web site and conference on inclusive education for all schools from the Municipality of Zvezdara. Media coverage of project events;
 - Adapting a cabinet for natural sciences to the needs of all children and organising peer to peer learning activities.
-

RESULTS

The project greatly contributed to improvement of teachers’ competencies for individualisation and differentiation of teaching practices, identification and work with talented students and cooperation with parents. A laboratory for natural sciences was adapted to fit the abilities of all students and peer to peer activities were organised to support students in need. The “Corner for parents” was created to provide better support to parents and is also used for extra classes, meetings of Students’ Council, consultations etc. Members of Students’ Parliament developed Internal Inclusive Policy. Activities to change the School Statute and School Regulations will be done as a sustainability measure. Through raising awareness activities, local community and other schools were informed on the benefits of inclusive education. 41 teachers, 15 parents, 34 students and 8 representatives of local community (from Municipality of Zvezdara, small entrepreneurs and public companies) have directly participated in project activities while some 678 students were indirectly involved and benefited from the project.



“Svetozar Marković” General Secondary School, Novi Sad

Project name: “We Have Talent/ Mi Imamo Talenat / Mi Tehetsegesek”

GOALS

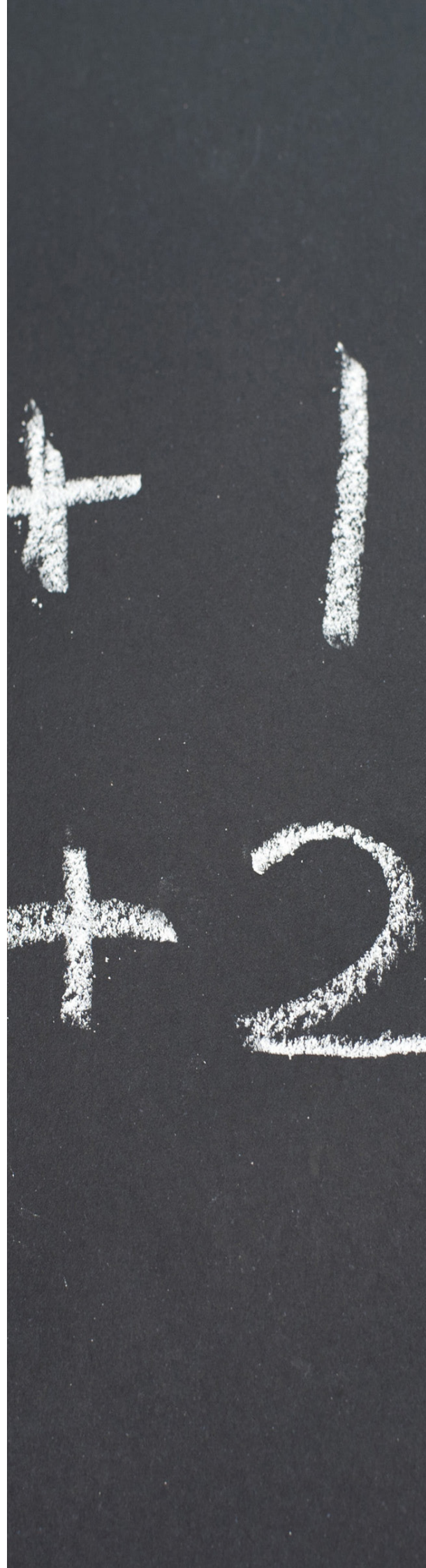
The goals of the project were to empower teachers to provide support to talented and exceptional pupils of the school, enrich the intellectual development climate of the school and remove architectural barriers in the school.

ACTIVITIES

- Capacity building of teaching staff on how to identify and work with gifted students; peer learning with other pilot schools in the project. Good inclusive practices inserted into annual working plan for the next school year;
 - Two round tables for parents of gifted pupils with experts - best approaches in raising and working with pupils and giving the most adequate support;
 - Resource Corner for research and extra-curricular work for students and teachers;
 - Awareness-raising activities - two movies about talented pupils from the school and promotion of inclusive values by pupils involved in project;
 - Region of Interculturalism – activities for pupils in different languages;
 - Drama workshops on bilingualism: Whether language connects or disconnects us, What can the meeting of two or more languages bring;
 - Accessibility of the school to provide possibilities for students in wheelchairs to access the school.
-

RESULTS

Through this project, the school created an environment for all students to develop their talents and gifts and meet their various interests. Work with talented students was conducted through curriculum and thematic days. Inclusive practice from the project and other school visits was inserted into the school plan. Parents and staff have more knowledge on how to support the talents of children. Cooperation among Hungarian and Serbian speaking students has improved. The school is now accessible to students with disabilities. The project involved 50 students, 30 teachers, 20 parents, 5 community representatives.



“Tehnička škola - centar za kontinuirano obrazovanje odraslih” Vocational Secondary School, Bor

Project name: “School Environment for Inclusive Learning and Free Time Activities”

GOALS

The goals of the project were to develop and implement programmes focused on better integration of pupils from rural areas and deprived environments and to create stimulating environment for learning within the school building, as well as to improve cooperation with parents of pupils who are at risk of marginalization or exclusion, and to increase teachers' competencies.

ACTIVITIES

- Creating individual work plans and programmes for children who travel daily from distant parts of the Bor Municipality, children who rent rooms or live in the dormitory, children from deprived environment;
 - Additional support to students in need: material and activities for individualised work, additional classes and activities with parents;
 - Creation of an inclusive learning environment with specialised didactic aids and equipment with participation of students and teachers;
 - Development of an activity plan for cooperation with parents with a focus on raising awareness of importance of education and the need of parental involvement in children's education;
 - Increasing teachers' competencies through seminars on how to work with children from marginalised groups, support for children from sensitive groups and methodology and approach to children with developmental difficulties;
 - Peer learning with other vocational secondary school including open classes and a joint workshop;
 - Study visit to another pilot school to exchange experiences related to teaching students from vulnerable groups.
-

RESULTS

Around 300 students, 50 teachers, 10 community representatives and 130 other participants took direct/indirect part in project activities. The project increased the capacities of teachers to create specific work plans for their students in need. Teachers had the opportunity to exchange experiences and lessons learned with other schools but also share lesson plans and approaches. Support was provided to interested parents and students were given the opportunity to become more involved in school life.



“Elektrotehnička škola Mija Stanimirović” Vocational Secondary School, Niš

Project name: “You Are Safe Here!”

GOALS

The goal of the project was to increase the inclusion level of children from rural areas through creation of better learning conditions, strengthen inclusion culture in the school by reducing peer violence and increasing the feeling of acceptance by all pupils and strengthen the competences of school employees for identifying and supporting pupils with special educational needs.

ACTIVITIES

- “Open Club”, a creative learning environment for students to learn, have additional/extra-curricular activities and support from teacher and peers;
 - Working plan of activities in the Open Club including peer education on anti-bullying measures;
 - Extracurricular educational activities for students;
 - Workshops for students on bullying;
 - Trainings for teaching staff on inclusion: “Strategies, methods and techniques in the inclusive classroom”, “educational support for children from vulnerable groups”, “lessons adapted to the child”, “inclusive education and individual education plan”.
-

RESULTS

During the school year 2014/15, 80 students (mainly those who travel to school and do not have adequate conditions for learning at home), used the Open Club room for homework and additional learning. In school 2015/2016, 120 students signed up to be part of activities in Open Club. Student participation in the design and planning of activities in the Open Club was significant. Teachers’ capacities to develop their own strategies and methods were increased. 30 teachers learned how to adapt their teaching style and manage a classroom to the needs of the students. A total of 104 teachers had some form of teacher training and 45 students attended peer mediation workshops as an anti - bullying measure.





“Aleksa Dejović”, Primary School, Sevojno

Project name: “Let’s grow up together”

GOALS

The goals of the project were to improve collaboration with parents of vulnerable children, to improve social integration of pupils with special needs, to support peer education and to facilitate the exchange of experiences through the creation of a supportive environment for diverse learners and sensitization of all school stakeholders and the local community.

ACTIVITIES

- Creating an inclusive environment for children through the provision of additional support/assistive technologies and teaching materials adapted to the needs of the pupils;
 - Workshops for parents of pupils who need additional support and members of the Parent’s Council, including drafting of Parents Council Working Plan of the next school year; Weekly workshops for all pupils and fundraising for didactic school materials;
 - Peer education among students: workshops on non-discrimination and supportive environment in school with pupils and support to pupils’ activism in creating school policies;
 - Survey for the school policy document;
 - Construction of summer amphitheatre – a place of inclusion of children from socially deprived categories;
 - “Youth for Youth” forums with guests-speakers from associations and institutions working with children with disabilities, parents of children with developmental disabilities;
 - Round table “Analysis of priority problems of inclusive policies at the local level” with local community, the Interdepartmental Committee, the Centre for Social Work, School Management, school inspection, representatives of The Parents’ Council, the Project Team and interested teachers and parents;
-

RESULTS

The documents created through the project (“The Roadmap for achieving support for a child”, “The Code of Conduct in the school life”, etc.) and which were also made available to the public helped in promoting inclusive education and sustainability of the project’s results. The analysis of priority problems of inclusive policies at the local level improved the understanding of differences and raised awareness of the local community about the importance of inclusive education for all. Peer education, forums and workshops contributed to better cooperation among the students and the school. Students in need received additional support. Around 38 members of the Parents’ Council and other parents of children with disabilities as well as 218 pupils directly participated in and benefited from the project activities. The project indirectly involved representatives from the local communities in the Zlatibor District including members of The Association of Cerebral Palsy.

IMPRESSIONS

“After implementation of the school project, personally, I can say that my professional competences are much stronger and that I’m more professional at work. I improved and expanded my personal experience during study visits to other schools. On the school level there has been a change in strengthening inclusive culture and openness of the school to the local environment”, Radica Blagojević-Radovanović, teacher, “Aleksa Dejović”, Primary School.

“Teamwork, mutual support, better connection between feelings and actions, better peer support among students, commitment, responsibility, work-sharing, empathy, openness to problem-solving, understanding the beauty of diversity, changing attitudes towards education, improved learning, raising awareness in inclusive education, improved inclusive school culture, policy and practice, respect for the child rights, greater participation of students and parents. The school is not the Boogeyman, we are better people!”, School Team, “Jovan Jovanovic Zmaj”, Primary School, Vranje.

“This project has changed the thinking and attitude towards the concept of INCLUSION. The word INCLUSION no longer creates hostility and is no longer just Individual Education Plan and obligation. INCLUSION is model of work, way of life and behaviour, mutual cooperation and support. This project has provided us with one of the important lessons about how school should work and how we should plan our activities”, School Team, “Jovan Jovanović Zmaj”, Primary School, Đurđevo.

“Thanks to the project, our school has become a better place to live and work for all teachers and students. We have learned to see the diversity of our students not as an obstacle but as a challenge to encourage our students to do their own best”, Miroslav Markičević, director, “Sedma beogradska gimnazija” General Secondary School.

“The biggest change was understanding the concept of inclusion by school staff”, School team, “Svetozar Marković” General Secondary School.

“I am paying more attention to each student to enable him or her to find the source of the problem in work or their behaviour; to help students to work on their behaviour and help them overcome problems that they have. Since the beginning of the project, the collaboration among school staff, parents and students is better. The number of teachers who are involved in working with the students has increased and peer support among the students has increased significantly. Teamwork, exchange of experiences and better understanding of the essence of inclusion are the main changes that happened in school”, Sonja Glišić, Coordinator of the project team, “Tehnička škola - centar za kontinuirano obrazovanje odraslih” Vocational Secondary School.

“Above all, participation in the project has changed the understanding of social and educational inclusion in general. The project created better atmosphere of mutual respect in the school and in local community”, School Team, “Elektrotehnička škola Mija Stanimirović” Vocational Secondary School.

“THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA”

Primary school “Strašo Pindžur”, Negotino

Address: Partizanska 146, Negotino

Primary school “Joakim Krcoski”, Volkovo

Address: Volkovo bb, Skopje

Primary school “Vasil Glavinov”, Veles

Address: Nikola Karev 2, Veles

Gymnasium “Kosta Susinov”, Radoviš

Address: Kej 8-mi Septemvri bb, Radoviš

Mix gymnasium and vocational school “Taki Daskalo”, Bitola

Address: Boris Kidrik 37, Bitola

Vocational school “Boro Petruševski”, Skopje

Address: Aleksandar Makedonski 26b, Skopje

Vocational school “Moša Pijade”, Preljubište

Address: Ilindenska bb, Tetovo, selo Preljubište



“Boro Petrushevski”, vocational secondary school, Skopje

Project name: “Unlimited school 4 you”

GOALS

The goal of this project was to increase parental involvement in school activities by raising awareness on the importance of their participation in the education of their children. With this project, the school also aimed to improve school conditions, adjusting it for better inclusive practices, to increase the capacity of the teachers and to raise awareness of inclusion among the vocational education schools in the country.

ACTIVITIES

- Increasing parental involvement in school activities by improved communication, inclusion of parents in generating ideas for the school’s development and creating a generally more welcoming environment for parents to feel comfortable and an important part of the education process of their children;
 - Improving the school’s conditions for better inclusive practices by renovation and adaption of a classroom and by equipping it with tools and technology for an improved approach in working with children with special education needs;
 - Training for teachers on inclusive education practices;
 - Raising awareness among pupils and schools by organising a conference within the school premises.
-

RESULTS

Some 600 pupils, 93 teachers, 12 vocational education schools and 10 private companies benefited directly from participating in the project activities, by learning more about inclusive practices and building a greater appreciation of the importance of having an inclusive school. A greater understanding of the importance of having inclusive school environment also contributed to significantly improved communication between the teaching staff and the parents and thanks to the project, even the curricula activities have been adjusted to the needs of the children.



“Taki Daskalo”, mixed – general and vocational secondary school, Bitola

Project name: “Regional support for inclusive education”

GOALS

The goals of the project were to improve teachers’ competences in working with vulnerable groups of pupils, to promote interactive teaching and cooperative learning, to improve school facilities, to raise awareness on inclusive education among children and their parents, as well as in the local community.

ACTIVITIES

- Training for teachers on detecting and working with children with special education needs;
 - Workshop for teachers, parents and pupils on inclusive practices and challenges;
 - Experiential learning through study trips and exchange of good practices;
 - Raising awareness by organising public lectures on inclusive education in the Bitola Cultural Centre and by organising a theatre play;
 - Adaptation and equipping of a school classroom, focusing on improving working conditions.
-

RESULTS

Strengthened cooperation between the school, the families and the local community is one of the key benefits from this project that also contributed for significantly greater understanding of the importance of inclusive education among children, parents, members of the local community and the school staff. Some 150 pupils, 86 parents and 80 teachers benefited from acquiring new skills and understanding about how each of them can contribute towards the creation of a more welcoming and generally more inclusive school environment.



“Kosta Susinov”, general secondary school, Radoviš

Project name: “Diversity makes us equal”

GOALS

The goals of the project were to improve the relationship and communication between pupils, teachers, parents and members of the local community and to enhance the professional development of school staff. These are the objectives that are set to bring inclusiveness to be the most important part of the community, a goal towards which this school is wholly focused.

ACTIVITIES

- Creating an inclusive classroom where all pupils can take part in activities focused on creating greater appreciation for diversity, at any time during the working day. Adaptation and equipping of the classroom with the necessary technology;
 - Joint activities for multi-ethnic collaboration among pupils;
 - Workshops for pupils based on ideas and suggestions coming from pupils, on inclusive topics;
 - Training for teachers and school management on techniques, approaches and policies for better coping with children with special education needs;
 - Raising awareness by media appearances and by organising discussions and forums on inclusiveness as a principle.
-

RESULTS

The school project involved some 374 pupils with special education needs and their parents, 72 teachers and 13 other members of the school staff, as well as all other pupils that go to this school (484), their parents and the local community, aiming to create a more inclusive school environment. This was primarily achieved by improved communication between all actors in the education process, thanks to the greater understanding of the importance of having an inclusive school environment among children, parents and teachers.

“Vasil Glavinov”, primary school, Veles

Project name: “Inclusive School Tailored by Pupils’ needs”

GOALS

The goal of the project was to provide teachers with necessary theoretical and practical support for working with various categories of pupils, which will serve as a solid base for further self-development of teachers, strongly influencing peers from other schools as well. Creating better working conditions was also among the specific objectives in the school, focusing on creating environment for activities with the inclusiveness theme.

ACTIVITIES

- Professional development of teachers by training on working with talented pupils and pupils with development difficulties; by collecting appropriate literature and examples of good inclusive practices and by individual work with pupils facing the risk of marginalisation and with their parents;
 - Improving school conditions by purchasing necessary technology such as didactic materials, white boards, LCD projector and a photocopier.
-

RESULTS

Some 30 pupils with disabilities, 110 teachers, 6 members of school management, 300 pupils from VII and VIII grade, 120 gifted and talented pupils, 60 parents of pupils with disabilities, 840 parents of pupils from VII and VIII grade and of talented pupils and thousands members of the local community benefited directly and indirectly from the project. This is the outreach of the school project, which, in addition to raised awareness, contributed for sizeable increase in the school’s capacity for creating an inclusive environment.





“Joakim Krcoski”, primary school, Skopje

Project name: “Inclusive Education – Creating Equal Opportunities for Everyone”

GOALS

The goal of the project was to promote cooperation between pupils, parents and teachers of different ethnic groups, to increase the inclusion of pupils with special education needs and to adjust the curricula in accordance to the needs of the pupils.

ACTIVITIES

- Activities for multi-ethnic collaboration, such as joint celebration of religious holidays, organising workshops and games and the production of leaflets and a brochure aimed at celebrating diversity;
 - Increasing the inclusion of pupils with special education needs by training teachers and school staff on specific challenges and good practices for working with this category of pupil;
 - Cooperating with NGOs and Parents’ Associations, including training parents and teachers;
 - Upgrading inclusion practices in the school through the purchase of equipment adjusted to the needs of the pupils.
-

RESULTS

A total of 554 pupils, 27 parents, 41 teachers and other members of the school staff benefited from the project activities, either by gaining new skills and knowledge about inclusive education or by enjoying the improved inclusive practices in the school. With the new equipment purchased and with the tailor-made approach of learning based on pupils’ needs, all children felt more welcome and motivated to attend school, while their parents were more willing to actively participate in the education process of their children.

“Strasho Pindjur”, primary school, Negotino

Project name: “Although we are different – we are all equal”

GOALS

One of the main goals of this project was to address a specific challenge concerning the absenteeism of Roma pupils attending the school. School management focused on reducing the absence of these children and improving their educational development. Increased family involvement in school life, developing practices for successful inclusion of pupils with learning difficulties and of gifted pupils were also objectives of this project.

ACTIVITIES

- Adapting a classroom for project activities, to create a more welcoming learning space;
 - Workshops for teachers on training methods and on developing individual learning plans for working with pupils with specific educational needs;
 - Peer to peer support classes – establishing the practice of pupils helping other pupils;
 - Workshops for parents on the importance of education and on inclusive education specifically;
 - Bazaars to mark special dates and to bring parents and members of the local community into the school.
-

RESULTS

The project established better inclusive practices benefiting some 1,600 pupils, parents and members of the local community that actively participated in the project. Establishing peer-to-peer support practices significantly contributed not only for greater respect and appreciation of diversity, but also for improved educational results.



“Mose Pijade”, vocational secondary school, Tetovo

Project name: “Diversity”

GOALS

The goals of the project were to introduce inclusive education practices in the school, to strengthen the capacity of the teaching staff, to improve the conditions at the school and to raise awareness of the local community about the importance of inclusive education.

ACTIVITIES

- Awareness-raising activities such as producing a newsletter, organising a public conference on inclusive education, meetings, exhibitions and media appearances;
 - Improving the school infrastructure and creating a more inclusive environment, including the renovation and adaptation of a special activities room, suitable for individual work with pupils and parents, workshops and events;
 - Training for school staff on work with children with special needs;
 - Teacher training for creative and contemporary teaching;
 - A workshop for improved cooperation with parents;
 - Learning through exchange of experience, including peer exchange meetings and study visits.
-

RESULTS

A total of 1,264 pupils, 50 teachers and 76 parents benefited from the project directly. Teachers are now better equipped with the skills required for better approaching children with special education needs. The communication between the school staff and the parents has been significantly improved and they are now much more involved in the education process of their children. Thanks to the awareness-raising activities, the local community, local self-government, local business and citizens have benefited from improved understanding of the importance of inclusive education.

IMPRESSIONS

“My perspectives on what the term inclusion means are now much broader and more realistic. I realised that inclusion encompasses all factors in the pedagogical triangle (teacher – student – parents) as well as the local community. Inclusion should really be a main goal for every modern school”, Dushko Perinski, professor and coordinator of the school project on inclusive education, “Mose Pijade”, vocational secondary school.

“For me, the most dramatic change is in my personal approach when dealing with different students’ needs. It is important for me that every teacher understands the fact that every child is different and it is our responsibility to find the best, most creative way to answer those needs”, Sunchica Belinska-Andov, School Project Coordinator, “Boro Petrushevski”, vocational secondary school.

“Actual implementation of the theoretic knowledge about inclusive education, in an effective manner, followed by positive reflection among all involved stakeholders in the activities was enabled. The competences and practices of teachers were improved and cooperative and interactive teaching has been enriched with new didactic and supervisory mechanisms, assistive technology, ICT and renovated space adapted to the needs of teachers, students and their parents. Cooperation with other schools on the exchange of experience is strengthened and partnership with schools from abroad has been established through the project. It also contributed for greater motivation and dedication of all involved parties for the successful creation of respective environment”, Slavica Naumovska, school psychologist, “Taki Daskalo”, mixed – general and vocational secondary school.

“The inclusive school project helped us to better understand the true meaning of inclusion. Before the project, we thought that the term inclusion referred only to children with special needs. With the training that we had, we learned a lot. With the workshops in which we participated, we exchanged immensely helpful experiences and practices. With the project, we all changed in the school. The mind-set and the approach in dealing with certain problems has changed as well”, Venka Tadirova, director, “Kosta Susinov”, general secondary school.

“We learned a great deal about inclusion with this project. The expertise regarding concrete mechanisms for inclusion have been increased. We gained a lot of experiences and we exchanged best practices with different schools about different situations and ideas. The assistive technology is being used continuously and it helped significantly for the teachers, students and their parents. The project increased our rating in the Municipality of Veles and in “the Former Yugoslav Republic of Macedonia”, Liljana Nikoloska – Koceva, Director, “Vasil Glavinov”, primary school.

“As changes occur in all subjects involved in the school, changes have also occurred in my approach and in my understanding and way of working with students, teachers and parents. Personally, I have become more sensitive to the needs that students have, I understand students with special educational needs better and I spend more time in consultation and talking to parents”, Gordana Nestorovska, School psychologist, “Joakim Krcoski”, primary school.

“The biggest change for me personally was the perception on the work with students with special needs. If previously they were considered a burden, they are now a very positive challenge and I am happy and proud for every progress that they make”, Gjorgjina Dimova, teacher, “Strasho Pindjur”, primary school.

KOSOVO*

Primary school “Dëshmorët e Kombit”, Vraniq/Vranić

Address: Vraniq/Vranic

Primary school “Bedri Gjinaj”, Mitrovicë/Mitrovica

Address: Mitrovicë/Mitrovica

Primary school “Daut Bogujevci” and Sh.F. “Aca Marovic”, Fushë Kosovë/Kosovo Polje

Address: Fushë Kosovë/Kosovo Polje

General secondary school “17 Shkurti”, Obiliq/Obilić

Address: Obiliq/Obilic

General secondary school “Gjon Buzuku”, Prizren

Address: Leke Matrenga 22, Prizren

Vocational secondary school “Abdyl Frashëri”, Pristina

Address: Tahir Zajmi, Pristina

Vocational secondary school “Qendra e kompetencës”, Skënderaj/Srbica

Address: Lagja 1, Skënderaj/Srbica



“Dëshmoret e Kombit”, Primary school Vranic, Suhareka/Suva Reka

Project name: “Peace and tolerance among pupils”

GOALS

The goals of the project were to help school staff increase their understanding of the importance of emotions and its influence on interpersonal relationship and to decrease cases of school bullying.

ACTIVITIES

- Promoting children’s rights and anti-bullying initiatives;
 - Training for pupils on thriving in a multi-cultural school, conflict resolution, protection of children’s rights and peer violence.
 - The Peace Club for anti-bullying initiative aiming at bringing positive change and develops student’s entrepreneurial and managerial skills.
-

RESULTS

Thanks to the project “Peace and Tolerance” students succeeded in promoting peace, tolerance, overcame prejudices and created a positive social environment at school. Teachers created a clear vision of the concept of inclusiveness, practiced their knowledge and experience and transmitted them to their colleagues. Parents increased their collaboration with the school, increased their awareness in relation to the consequences that school abandonment brings. Students with special needs and those coming from economically-disadvantaged families were directly involved in project activities. The school prepared individualised plans addressing the needs, challenges and problems of students at risk of marginalisation. “Friendly Camp” was a successful student-to-student exchange project organised with “Beqir Çela” school in Durrës where schools learned more from the experiences and practices of one another.

“Bedri Gjinaj”, Primary school, Mitrovica/Mitrovicë

Project name: “New opportunity for inclusiveness”

GOALS

The goals of this project were to strengthen the capacity of school teachers for increased participation in new learning methods for inclusive education, and through new methods to support pupils to create a non-violent and friendly environment so that all pupils can work together.

ACTIVITIES

- Teacher training on inclusive education and support to children at risk;
 - School magazine focused on inclusion and various educational topics to promote achievements of the school;
 - Exchange of experiences with a school from Albania to learn new methods of teaching and other social and awareness activities.
-

RESULTS

Teachers improved their competences on dealing with students with socio-economic problems and how to treat children who have traumatised family members. Exchanges with another school in Shkodra helped teachers to apply new methods of teaching and social awareness activities.





“17 Shkurti”, general secondary school, Obiliq/Obilić

Project name: “Media and democratic citizenship in our municipality”

GOALS

The goals of the project were to develop an understanding among the students about the importance of active participation as a crucial criterion for democracy, to enable students to reflect on the value and meaning of their history, and to develop capacity to evaluate what factors are required to ensure the development of democratic citizenship.

ACTIVITIES

- Training teachers on building an inclusive school culture through democratic citizenship and participation of all community in different activities; training of teachers related to social justice, a programme that helps teachers to educate children to live in a multi-ethnic and multi-cultural society by respecting the rights of other communities.
 - Activities for students to take part in various project activities such as making presentations on the history of their community in different ways and to introduce to the entire community the achievements of this project.
-

RESULTS

300 students, 17 teachers and support staff of the school directly benefited from the activities of the project and 100 families from this municipality benefited indirectly. All students were offered the possibility to participate in various activities for the realization of the project. Concrete results were met especially in the drafting of monthly programme made by teachers, drafting of education programmes, and advancement in using laptops and projector in classrooms. The way of teaching and learning has changed and adapted to contemporary IT techniques. Visits to countries within the region and beyond brought new experiences and perspectives.

“Abdyl Frashëri”, Vocational Secondary school, Pristina

Project name: “Raise awareness of community for development of inclusive education”

GOALS

The goal of this project was to stimulate students for enrolment in vocational schools and to raise awareness for human and child rights within and outside the school.

ACTIVITIES

- Training of teachers on human/child rights on developing the capacity of teachers to nurture the values of human/children’s rights in the new generation.
 - Practical work on learning methods for students to increase their capacities for learning as well as to encourage socialising with each other.
-

RESULTS

The school had a clear understanding of the concept of inclusion, the importance and the benefits it brings to students, teachers, parents and community as a whole. Relationship between teachers-students was improved, in particular among those groups which were at a highest risk of social exclusion.





“Qendra e Kompetencës”, Vocational secondary school, Skënderaj/Srbica

Project name: “Teacher training on inclusion”

GOALS

The goals of the project were to build teacher capacities in multiculturalism, in child-centred approach and in anti-biased teaching, and to support children at risk of exclusion by involving them in practical learning.

ACTIVITIES

- Training teachers on inclusion modules: child-centred in classroom methodical and anti-biased teaching methodology.
 - Identification of at-risk students, such as students with learning difficulties, disabilities and those benefiting from social schemes.
 - Working plans based on students’ needs and capacities such as Individualised Education Plans and provision of open classes.
 - Providing teaching aid for conducting practical lessons to improve performance during teaching and learning lessons.
 - Organising supplementary lessons and activities for students such as sports and competition to level down social differences among students.
-

RESULTS

Teachers’ knowledge and competences on inclusive education modules were strengthened and the provision of working materials and organisation of classes into groups to help students with learning difficulties and practical learning, were some of the major results from this project. Every student felt accepted and valued and had the possibility to show her/his individual values in the classroom. Teachers became more flexible and more available to respond to the students’ various needs by preparing Individualised Education Plans for students at risk of exclusion.

“Gjon Buzuku”, General secondary school, Prizren

Project name: “Integrated classroom for inclusive education”

GOALS

The goals of the project were to improve teacher’s skills for understanding and dealing with students at risk of exclusion, to establish integrated classrooms for this category and to equip classrooms with interactive technological means, as well as to organise exchange visits.

ACTIVITIES

- Training of teachers to work with students at risk of exclusion.
 - Adaption of two integrated classrooms where students at risk of exclusion can become involved and participate in activities to socialise with other students.
 - Experience/best practice exchange to gain ideas for improving performance of student’s school clubs.
-

RESULTS

The project created an integrated classroom with smart board for students’ and teachers’ use, and cabinet of biology and chemistry were equipped with didactic means which increased the participation and inclusion of all groups of students, including those at a risk of exclusion.

An exchange visit to Croatia enabled teachers, parents and students from schools in Prizren and Zagreb to meet and share experiences and good practices.

The training of 20 Kosovo-Albanian, 5 Kosovo-Turk and 5 Kosovo-Bosnian teachers helped create a more inclusive environment in the school.



The image shows three plastic tubs filled with paint. The top tub is green, the middle one is red, and the bottom one is yellow. The tubs are arranged in a slightly overlapping manner, with the yellow tub in the foreground and the red and green tubs behind it. The background is a plain, light color.

“Daut Bogujevci”, Primary school, Fushë Kosovë/Kosovo Polje

Project name: “Integration and socialization of students with difficulties in learning”

GOALS

The goal of the project was to enhance teachers approach in working with pupils of various social status and different ethnic and religious backgrounds and to create cooperative environment among children of all ethnic and religious backgrounds.

ACTIVITIES

- Identification of pupils with special needs, learning difficulties and victims of bullying through head-teachers, community police, directorate for social welfare, social scheme managers and community leaders;
 - Training of the school staff to work with pupils with learning difficulties;
 - Introduction of social activities such as competitions, games and workshops to pupils at risk of marginalisation to enable interaction and understanding of each other’s culture and background;
 - Exchange experiences through pupils-to-pupil study visits in the region;
 - Raising awareness to all stakeholders on the benefits of inclusive education.
-

RESULTS

An inclusive environment and climate was created for children with learning difficulties and those coming from different socio-economic backgrounds in the school. Teaching staff increased their knowledge and skills through training to deal with students with learning difficulties and more specifically to the usage of student-centred classroom methodology. New teaching methods are now used in classrooms where students are free to express themselves, work together and share ideas. Thanks to the project activities, school attendance has improved, the number of absences has dropped and the level of solidarity and understanding between teachers-students, students-students, teacher-parents has significantly increased. This project created bridges of cooperation with schools both in Kosovo* and within the region, where teachers were exposed to best practices and had the possibility to exchange experiences about inclusion.

IMPRESSIONS

*“The project brought visible positive changes especially in methodological advancement, regarding students’ inclusiveness in the educational process”, **Zeqir Hashani, Principal of the school, “17 Shkurti”, general secondary school.***

*“We learned that respect for diversity creates a welcoming and friendly environment for all. The school becomes more attractive and friendly and everyone enjoys studying and working there”, **Sabri Xhigoli, Principal of the school, “Daut Bogujevci”, Primary school.***

*“Thanks to this project we increased collaboration among teachers, students and parents”, **Safet Mrasori, teacher, “Gjon Buzuku”, General secondary school.***

*“On a personal level, I changed my opinion on special classes and I am working towards the elimination of barriers for each student in learning by focusing on students’ needs. These changes made me reflect on the way of students’ assessment. On a scholastic level we changed collaboration among teachers, staff and parents. We prepared programmes in partnership with teachers to include all students in extra-curricular activities”, **Kushtrim Ibrahim, teacher, “Qendra e Kompetencës”, Vocational secondary school.***

*“The project mobilised students and the whole community. We had support from the Municipal Directorate of Education and closely collaborated with teachers, students and parents. The project helped us socialise with other schools by exchanging experiences among students and school staff”, **Qazim Nimani, teacher, “Bedri Gjinaj”, Primary school.***

*“As a School principal, I shared my experience with other principals from local and regional schools involved in the project and this helped me in creating a more efficient management of the school. Regarding inclusiveness, it is now the mission and the vision of the school”, **Irmete Basha, Principal of the school, “Dëshmoret e Kombit”, Primary school.***

*“From this project we learned that the school should be adapted to students’ needs and not the other way around”, **Bekë Mulaj, School Principal, “Abdyl Frashëri”, Vocational Secondary school.***

NEPC - The Network of Education Policy Centers is an international nongovernmental membership organisation of education policy centers. Within the framework of the Joint EU/CoE project "Regional Support for Inclusive Education" and in cooperation with 8 organisations from the 7 project beneficiaries, they supported the 49 pilot schools in implementing their projects.



Amruševa 8, 10000 Zagreb, Croatia www.edupolicy.net

ALBANIA

CAF - Fëmijët Janë e Ardhmja
(Children are the future)

Rruga "Komuna e Parisit", Pall. 2L, Ap. 5/C, PO. BOX 8169, Tirana
<http://www.caf-albania.org>



BOSNIA AND HERZEGOVINA

ProMENTE - proMENTE, socijalna istraživanja
(proMENTE, Social Research)

Kranjčevićeva 35, Sarajevo
<http://promente.net>



CEI Step by Step - Udruženje građana Centar za obrazovne inicijative Step by Step
(Association of citizens Center for Educational Initiatives Step by Step)

Kralja Tvrtka 1/1 Sarajevo
<http://www.coi-stepbystep.ba>



CROATIA

Ffe - FORUM ZA SLOBODU ODGOJA

(Forum for Freedom in Education)
Kralja Drzislava 12 - 10 000 Zagreb
<http://www.fso.hr>



MONTENEGRO

Forum MNE

4 Bratstva i Jedinstva, Podgorica
<http://www.forum-mne.com>



SERBIA

CEP - Centar za obrazovne politike
(Center for Education Policy)

Carigradska 21/20 11000 Belgrade
<http://www.cep.edu.rs/>



"THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA"

MCEC - Македонски центар за граѓанско образование
(Macedonian Civic Education Centre)

Kozle 1-b 1000 Skopje
<http://www.mcgo.org.mk>



KOSOVO*

KEC - Qendra për Arsim e Kosovës
(Kosovo* Education Center)

School complex "Third Millenium", "Isa Kastrati" Str, n.n 10000 Pristina
<http://kec-ks.org/>





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