



PROMOTING POSITIVE
ATTITUDES AND EVIDENCE-
BASED POLICY FOR
INCLUSIVE EDUCATION

TOGETHER WE LEARN BETTER

IE+ Co-Production Manual
EXTENDED VERSION



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The photos featured in this Manual are of the 'Ivan Bogorov' Secondary School in Sofia, Bulgaria who are the winners of the IE+ 'Together we Learn Better' Dream inclusive classroom competition.

Photo Credits: Emil Metodiev

The other deliverables of the IE+ project can be found on the project webpage www.easpd.eu/en/content/promoting-inclusive-education



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Introduction

More inclusive education systems are not only for the benefit of children with disabilities. Fostering inclusive learning environments, which more accurately reflect our diverse societies, help to ensure that the learning needs of all students are met and that all children are able to flourish and fulfil their full potential.

Despite its benefits, inclusive education is yet to become a reality across Europe. With this in mind, the partners of ‘Promoting positive attitudes and evidence-based policy for inclusive education’ (IE+) project want to contribute to the realisation of more inclusive education systems. Co-funded by the Erasmus+ programme, the project aims to provide decision-makers (including policy-makers and education providers) with the information, training and tools that allow for evidence-based

policy making, that will support the transition towards inclusive education for children with intellectual disabilities aged between 3-18 years old.

Developing inclusive policy is just the first step to achieve inclusive education systems. However, for inclusion to be sustainable, commitment and cooperation of all stakeholders is crucial. We all play a role in creating more inclusive communities and the process of co-production is a key tool which can facilitate the active involvement of all stakeholders. In the spirit of ‘together we learn better’ this manual will provide guidance to enable readers to promote cooperation between all actors involved in their school communities for the achievement of more inclusive education at a local level.





What is co-production?

In the disability field, co-production is an inclusive working practice between experts by experience (users), support organisations, public authorities and, if relevant, families and other stakeholders (Taskforce for the Support Services of Tomorrow, 2016a). The ultimate goal of co-production is the delivery of a service, policy or activity that is responsive to the individual's needs and preferences in line with the 'nothing about us, without us' principle and articles of the UN Convention of the Rights of Persons with Disabilities.

Through co-production, all stakeholders are empowered and are empowering as they are continuously involved in the design, development and delivery of the service, policy or activity. (Taskforce for the Support Services of Tomorrow, 2016a) Co-production empowers persons with disabilities and their families to be in control of their lives, while they take ownership and express choice through active and meaningful partnerships.

The main elements that characterise co-production are (Taskforce for the Support Services of Tomorrow, 2016b):

1. **Shifting the balance of power and responsibility solely from professional support services and authorities.** The process establishes that all stakeholders are integral to the policy, service or activity, developed in equal partnership with persons with support needs as the drivers. Importantly, co-production is more than simply consulting with partners but creates collective ownership of the implementation of the process or activity.
2. **Recognising that every individual with support needs should be fully, structurally, meaningfully and in an ongoing manner involved at all stages in the design, development and delivery of the relevant service, policy or activity.** Stakeholders must acknowledge and recognise the expertise, desires, will and preferences of the person with support needs. Mechanisms must be put in place to ensure that people are provided with the right level of independent support, which empowers them to make fully informed decisions on how to engage in a co-productive process.
3. **Ensuring that all stakeholders actively rethink and reassess how they are currently operating.** Shared dialogue, jointly agreed outcomes, fully inclusive environments and reasonable accommodations must become an essential part of their work structures.





Co-production in education

Learning is a natural process of co-production as it always requires cooperation, both between pupils and teachers, and between the school and the broader community, including parents, guardians and civil society as a whole to be successful. (Taskforce for the Support Services of Tomorrow, 2019) Despite the co-productive nature of education, traditional educational systems are often too rigid and not flexible enough to allow learners with disabilities and their families to be part of the conception, design, steering, and management of schools. Importantly, although these education systems often offer opportunities

for community involvement, for example via consultations or surveys, they do not provide direct accountability or the re-balancing of power between stakeholders. (Taskforce for the Support Services of Tomorrow, 2019) As a result, true co-production is not achieved and its use appears less well developed in education than in other areas of public service provision. (Taskforce for the Support Services of Tomorrow, 2019)





What do we want to achieve from co-production in education?

There are a wide range of co-production opportunities in education, which can facilitate cooperation between different stakeholders. These coproduction opportunities can enable stakeholders to work together for an agreed outcome, this being the realisation of inclusive education.

Taking this first step, to an agreed outcome for inclusive education can be a challenge in itself however, and many stakeholders within the education system hold misconceptions or poor experiences towards the inclusion of children with disabilities in mainstream learning environments, which can cause them to have a negative view of inclusion. (IE+ Project, 2019) For example, these negative views could be held by teachers, who often lack the resources and training to meet the needs of children with disabilities in their classroom, or by parents of children without disabilities who believe that the education of their children will be negatively impacted by the presence of learners with disabilities in their child's class. In addition to the negative beliefs' stakeholders may hold towards inclusion, many stakeholders often possess misconceptions towards each other, which prevent them from

working together to support the full inclusion of learners with disabilities in society.

Negative views and misconceptions have the potential to prevent stakeholders from successfully working co-productively towards inclusion in their school and can be hard to overcome. However, by working co-productively stakeholders can also begin to understand each other's situation better and promote more positive attitudes towards each other.

Therefore, co-production can help us to:

- Create more connections between the different stakeholders
- Address negative stereotypes and beliefs
- Reduce power imbalances
- Involve the wider community in the school's development
- Increase ownership of all stakeholders
- Promote diversity amongst decision makers including experts by experience
- Facilitate communication between stakeholders
- Empower learners with disabilities
- Promote real inclusion!



Who should be represented in the co-production process?

School staff, parents and families as well as students are key actors in co-production in education. The education sector, and the communities in which they operate, represent a diverse array of stakeholders and so

co-production is not limited to the participation of only these actors. The stakeholders involved in the co-production process will be unique to each school community and could include:

- **Users**
 - All learners with or without disabilities
 - Families
- **Practitioners**
 - Support service providers
 - Teachers
 - Board school representatives
 - Headmasters
 - Teacher Trainers
 - School Administrators
 - Inspectors
- **Organisations**
 - Disabled People Organisations (DPOs)
 - Civil Society Organisations (CSOs)
 - Teachers Trade Unions
 - Local charities
- **Members of the Wider Community**
- **Business owners**
- **Local residents**
- **Governmental Decision-makers**
 - Civil servant/administration in education
 - Law-makers
 - Policy-makers





How can stakeholders work together?

Working together co-productively is easier said than done. While working together stakeholders should consider a number of key principles to facilitate the co-production process and cooperate successfully. The key principles include:

A Production process that allows genuine participation at all stages

From the very first stage (co-creation) until the very last one (co-assessment), the process of co-production needs to be accessible, adaptable and flexible to include and foster the participation of all stakeholders identified above.

- In order to be accessible, all the communication throughout all the production process needs to be understandable and clear for everybody. It is important to use a language that can be fully understood by others, avoid medical or academic terminology and check for understanding when needed. Support and accommodation should be made available for people who need it.
- In order to be adaptable, all misunderstandings and disagreements should be solved by adequately changing the final product/decision or acknowledging the disagreements when a compromise cannot be found.
- In order to be flexible, the number of objectives defined with those who will be involved need to be realistic both in quantity and quality, bearing in mind that co-production is time-consuming.



Transparency

All discussions throughout the whole co-production process should happen in presence of all stakeholders or brought to the knowledge of people who could not be present.

Fostering an equal relationship

The co-production process is essentially characterised by the equal relationship between all stakeholders involved in the co-production. In practice, it means that each partner must have a voice in the process that is heard equally and has the same power in decision-making.

More time, or exercises may be needed to overcome existing hierarchy and tensions between stakeholders that could occur. One example of fostering an equal relationship could be by ensuring an equal speaking time for all stakeholders during meetings. It could also be important to consider how the location of a meeting could make some stakeholders feel more comfortable than others. Time should also be taken to ensure that those who are often left out of the decision making process, for example children, are empowered to participate equally to others.

Mutual learning and interaction to understand issues and create knowledge

Each stakeholder has their own knowledge and expertise, and this must be respected. The co-production process should provide mutual learning opportunities that can help all those involved to better understand the issues of others and learn from them. For example: roleplaying games could be part of the training to improve mutual learning and understanding of the other stakeholders' situation. Stakeholders could also work together to identify shared challenges and agree how to overcome them.





Examples of co-production in education

Depending on the way stakeholders interact, different types of co-production can be implemented. As previously highlighted, education already provides opportunities for co-production, which may be present in your school. These opportunities could include:

School governance

The most obvious route for educational co-production is through school governance. Most education systems have school governance boards that provide some oversight of the school's operations and teaching. (Taskforce for the Support Services of Tomorrow, 2019) The ability of these boards, or similar structures such as parent organisations without the same formal powers, to influence or direct school activities depends on each school. In most European country's boards consist of a mixture of teachers, administrative staff, parents and sometimes

student representatives.

This form of co-production in education is common but while parents express an interest in participating in school governance, many simply do not have the time to do so effectively, and so care needs to be taken to allow true participation. (Taskforce for the Support Services of Tomorrow, 2019) Attention must also be paid to the composition of these boards to ensure a balance of stakeholders and their representation.

Individual Education Plans

Individual Education Plans (IEPs) provide a potential method of co-production due to their design to bring together students with disabilities, their family, teachers and other professionals to discuss the education path of the student. Importantly, (IEPs) offer the chance for a co-produced, collaborative process of determining





and implementing place reasonable adjustments and support for pupils with disabilities, to ensure their academic and social inclusion at school. (Taskforce for the Support Services of Tomorrow, 2019) In some systems, Individual Education Plans are created for every child regardless of disability. (Taskforce for the Support Services of Tomorrow, 2019) Despite the potential of IEPs, they are underexplored form of coproduction and their use is not always viewed positively by parents and families, who can believe them to be a form of tokenism. (Taskforce for the Support Services of Tomorrow, 2019) As a result, it is important that the decisions made in the development of the IEP are fully implemented to ensure that parents, families and learners can be confident that they are respected as equal partners in the process and their needs and opinions are heard.

Parental involvement

Outside of governance structures, there are opportunities for parents to participate in their child's education, including for the parents of children with disabilities to advocate for their children to have adequate support and to be educated in inclusive settings. (Taskforce for the Support Services of Tomorrow, 2019) The parents of children with education support needs often have more formal and informal opportunities to engage with teachers and the education system as a whole, including involvement in developing education and support plans and lobbying for their child to receive the support to which they are entitled. (Taskforce for the Support Services of Tomorrow, 2019)

However, there are many barriers to increased parental involvement which stakeholders should be aware of and work to overcome. These barriers can be separated different groups:

1. Parent and family factors

- Several aspects of parents' life contexts can be barriers to parental involvement. For example, parents' level of education may influence their views on whether they have sufficient skills and knowledge to engage with the school and become more involved in their child's education. Parents may also have different views on the role they should play in their child's education (Hornby and Lafaele, 2011).
- Socio-economic background, which can influence the cultural capital of parents, time and availability can be a significant barrier to parental involvement. (Taskforce for the Support Services of Tomorrow, 2019). This is one reason why the coproduction process must work to address possible differences in the existing hierarchy.
- The perceptions parents have of the school's desires of their involvement is also important. When parents believe that their involvement is not valued by teachers or schools, they are less likely to get involved. Epstein (2001) found that parents are most effectively involved when teachers actively encourage parental involvement.

2. Child factors

- The age of children can be a barrier to parental involvement, as it often decreases as children grow older and is at its lowest level for children of secondary school age. Children's performance at school can be a barrier or facilitating factor for parental involvement. If a child is excelling or struggling (due to learning difficulties or disabilities) with their schoolwork, it can often be a catalyst for increased parental involvement (Hornby and Lafaele, 2011). Conversely, when children develop a reputation for exhibiting challenging behaviour, their parents can be reluctant to interact with the school and teachers, fearing more bad news.



3. Parent teacher interaction factors

- Teachers can represent a barrier to effective parental involvement. Teachers need both formal competencies in the skills needed to facilitate cooperation with parents, and support to translate those skills into practice (Westergård, 2013, 2015). As already identified, effective co-production requires a degree of mutual recognition of expertise and knowledge and positive attitudes towards each other; parents (and their children) need to recognise the professionalism and pedagogical expertise of teachers, while teachers need to understand the knowledge and views of parents (Westergård, 2013, 2015).

4. Societal factors

- Hornby and Lafaele (2011) argue that the demographic changes pose a barrier to parental involvement. Changing family structures have caused an increase in parental working hours and mobility, leading in greater numbers of families in which both parents work. This has been accompanied by an increase in the number of divorces and separations, resulting in increases in sole parenting and the number of re-partnered families. Within wider society there has been a decrease in religious practice, and increased community fragmentation, as well as greater individualism and competition. Together these factors have caused larger number of parents to be more stressed as well as have less money and time, making it difficult to develop optimal involvement in their children's education. Economic and political factors also play a role.

5. Systematic Factors

- The policy frameworks of most countries do not have specific legislation on parental involvement that enshrines their participation in the education process. This often means that the practice relies on voluntary participation by schools and results in uneven implementation.
- Economically, national education systems are organised to service the needs of the market. This means that *“education practices have to justify their share of available funding while operating in a field that is continually evaluated for increased performance by such means as national tests of literacy and numeracy”* (Hornby and Lafaele, 2011). Programmes aiming to increase parental involvement are at a disadvantage in this system as they are concerned with a process relating to long-term rather than short-term goals. As a result, there is often little, or no money assigned to develop parental involvement.
- Ensuring that teachers have enough time to implement inclusion is also a key challenge. Teachers need more “time per child” in order to be able to realise all that is asked of them, as well as invest time in forming relationship with the parents and other important stakeholders.





A first step to working together

Despite the benefits of co-production, bringing stakeholders together to work towards a common goal of inclusion is not always easy. To support schools, and in particular teachers and parents to work together, the IE+ project launched its own campaign to help partners break the ice and take the first step to working together to learn better.

The campaign offers 6 tips to promote cooperation between teachers and parents and encourages increased communication between partners. These steps include:

1. Ensure that every individual partaking in the process feels equally welcome.
2. Be considerate of other people's feelings and concerns to understand each other.
3. Use a language that can be fully understood by others, avoid medical or academic terminology and check for understanding when needed.
4. Agree on a way to communicate with each other about the progress that is being made at home and in the classroom and future expectations.
5. Identify potential future challenges in advance and agree how to overcome them together.
6. Remember that all the parties are equal partners in the process, each of them holding the expertise necessary to realise a better support system for children with disabilities.

As well as providing tips on how parents and teachers can better work in partnership together the campaign suggests an initial activity to help start a conversation between teachers, parents and children on their vision for the classroom. The form in which such project should be carried out is to be decided by the stakeholders themselves and they have free rein and full creativity on how to achieve their dream classroom, where children with and without disabilities can learn and interact together. This activity can be done together with the teacher, child and parent or can be completed with the involvement of an entire class, to promote a joint vision for a more inclusive classroom.

Find out more here in [English](#), [Bulgarian](#), [Dutch](#), [Spanish](#), [Greek](#), [French](#), [Italian](#).





Conclusions

As enshrined in the UN Convention on the Rights of Persons with Disabilities all learners, including those with a disability are entitled to high-quality, inclusive education. Nevertheless, in many European countries learners with disabilities are still prevented from learning in the same classes as their peers.

While national governments have the obligation to legislate accordingly in order to bridge the inclusion gap that students with disabilities are experiencing, grassroots stakeholders, including parents, school staff, headmasters and students, are crucial partners in the successful implementation of inclusive education on a day to day basis. Co-production is an important tool which can be used by all stakeholders to implement effective change

in their school community to meet the educational needs of all students and facilitate their full inclusion in mainstream classrooms.

Our current education systems already offer some opportunities for co-production, but more needs to be done to create true co-production which addresses the power imbalances between stakeholders and promotes equal ownership of the learning process.

Working together is not always easy, but the IE+ partners hope that this manual can provide you with the knowledge and inspiration to take the first step towards co-producing more inclusive learning environments as others have done before you. Good luck!



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Annex

A number of classes have already take part in our campaign to help partners break the ice and take the first step to working together. Below you can find some of the projects submitted by the classes that took part in the activity. We would like to thank all those classes who took part and hope that these help you in creating your own dream inclusive classroom!

■ Isabel Desforche, Belgium



lowres!
120 dpi



■ St. St. Cyril and Methodius, Bulgaria



ОУ „Св.Св.Кирил
и Методий“
с.Браниполе
обл.Пловдив
кл.р-л Анета
Колева 4 клас



Poster Maker



■ Tsvetanka Ivanova, Bulgaria

The inclusive classroom



Under the motto The world is colorful, fun and different



My name is Tsvetanka Ivanova. I am a Resource Teacher at Sofia University "Hristo Botev" in Vratsa. I graduated from PNUP, Social pedagogy, Special pedagogy at VTU "St. St. Cyril and Methodius" in Veliko Tarnovo and Strategic Communications and Information in Uni BIT, Sofia. I share my personal opinion.

What should an inclusive classroom look like?

I would say that it is necessary to have warmth and soul, to motivate and inspire you, to make

you come back again and again, to appreciate and love it in your own unique way, to have the desire to leave a piece of yourself for those who come after you.

From experience I can share how the Resource Cabinet at Hristo Botev High School in Vratsa is the inspiring and inclusive classroom. A place like the world - colorful, fun and different. A place where children are the main characters and their parents are always welcome both as observers and as helpers.





tions for individual work with each child would be achieved. We work together and as a team, and the work is focused on the attitudes of parents in order to build a supportive family environment.

- **Creating a team between parents and teachers is largely a prerequisite for increasing parental involvement in the educational process.**

Emotional intelligence, emotional literacy and emotional competence broken through the play approach can work wonders in the lives of children with special educational needs, but it is important for the parent to be a good guide and to show the necessary understanding and patience.

- **The ability to understand the feelings of both one's own and the other, to control them and break them through the game approach is a prerequisite for higher parental involvement.**

Counseling is useful and necessary, and has a positive effect on parents in caring for their children. This is a specific method in the special pedagogical practice of helping people in difficulty. It appears as a complex of psychological, pedagogical and psychiatric techniques aimed at changing the conscious sphere of the human personality. It is accepted as a rational methodology, which is based on the idea that it can help people to achieve a change in their ability to perceive, evaluate and react in different life situations. It contains information, learning and support, through which a higher level of conscious functioning of the subject in the educational system is achieved.

- **Counseling is a two-way process of interaction, as a result of which the counselor increases his skills to cope with a real situation, thus increasing his personal commitment to the child with SEN in the educational process.**

- **Informing parents about inclusive education (for example, various sites: <https://priobshti.se/>, etc.), in order to engage with the educational institution and express a positive attitude towards the process.**
- **Involvement of parents in various class initiatives (communication with nature, visits to cultural institutions, birthday celebrations, etc.), for the education of children with special educational needs of social skills.**
- **Creating a group and contacting other parents of children with SEN, in order to share problems, exchange information, receive and give empathy, create the feeling that they are not alone.**
- **Informing and interacting between the institutions for influencing and increasing the parental involvement in the educational process.**

I presented with a few strokes the vision of the Resource Cabinet of Sofia University "Hristo Botev" Vratsa, which creates the necessary conditions for children with special educational needs to feel good, significant and valued, and on the other hand I expressed my opinion on the issue - What are the opportunities to increase the involvement of parents of children with special educational needs in the educational process?

I believe that parental involvement is largely a prerequisite for successful interaction in school and would lead to the creation of the perfect inclusive classroom. Let's not forget that "The world is colorful, fun and different", and there is a lot of warmth and intimacy in the inclusive classroom. There you feel motivated and inspired, and you are loved and valued as at home...



■ Volunteer Stara Zagora, Bulgaria: written by the 11th English class of the “Maxim Gorki” Secondary school

Everyone has their own vision of the world. Every person is different by nationality, appearance and mindset. But in school we are all together and we are all equal. To have our best time, we need to work together in a good environment and to help each other. It doesn't matter what type of school you go to, elite or not, the most important thing is to like what you study. It has to be something you can use for life and have the pleasure of it. Our class found studying foreign language to be something interesting and helpful. Chinese language is not very popular in our country and is hard, but it will play a big part in our future. We want to reach as high level as we can, so we can give ourselves a lot of opportunities. Over the years we have had different number of students in our class but now we are only seventeen. Every time we had a new student we have tried everything not to isolate him/her but to make him/her feel accepted. We never took advantage over anyone by who they are, no matter how different from us. It's not right to judge how a person looks, talks or anything because this harms their mental health and we wouldn't like someone to do this to us. In my class we are mostly girls, there are only three boys. We are very united and we help each other a lot when someone has problems with a teacher, with the grades or in personal plan. We prefer to study when we are together in school, because if someone has a hard time with the lessons, we can always ask each other and receive help. When

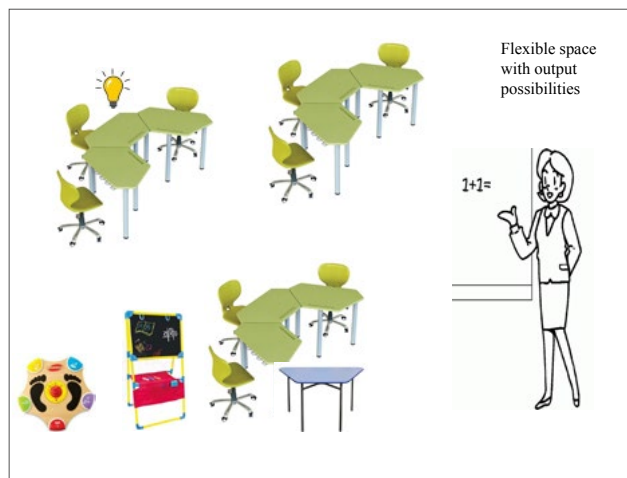
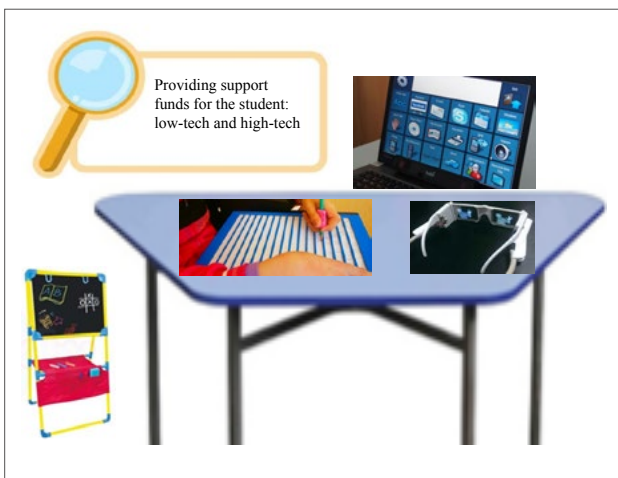
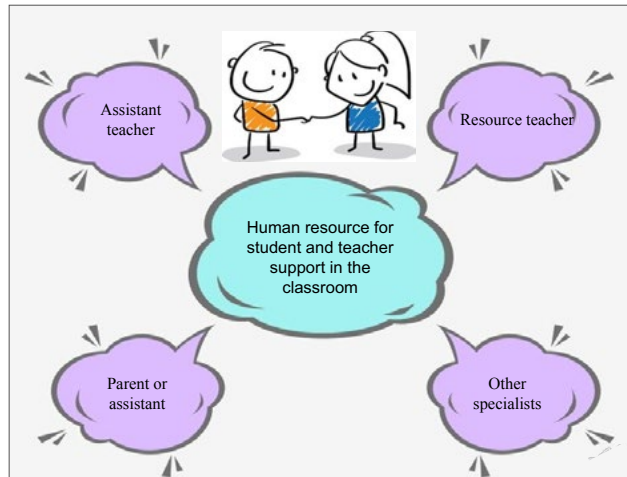
we first started studying Chinese, our teacher was also new in teaching. We helped her to improve, while she was teaching us. She doesn't test us in the regular way; instead we communicate and make dialogues. Before COVID-19, our teachers found it difficult to work with electronic devices. We still use paper books, but after the pandemic and the online learning, their thinking is starting to change for the modern versions. Now it's easier to communicate. Teachers should be more open-minded to new things and the school should give the students a chance to show and develop their potential. The classroom should be creative, with beautiful and nice colors which children like and do not get distracted with. It would be cool to have inspiring decorations to support the creative thinking like flowers, paintings and motivating quotes. If the desks are arranged in a circle, the students will have better vision of everything and the teacher will be closer to them. That's very important for the relationship improvement between the classmates and for creating a community. The school should provide tools which the students can use to search, process and store information for educational purposes. The paper books don't have to be our only option, we need to use the Internet and electronic sources more often. The most important part is that students should be kind and accept each other, be united and find ways of creating their own happy place.

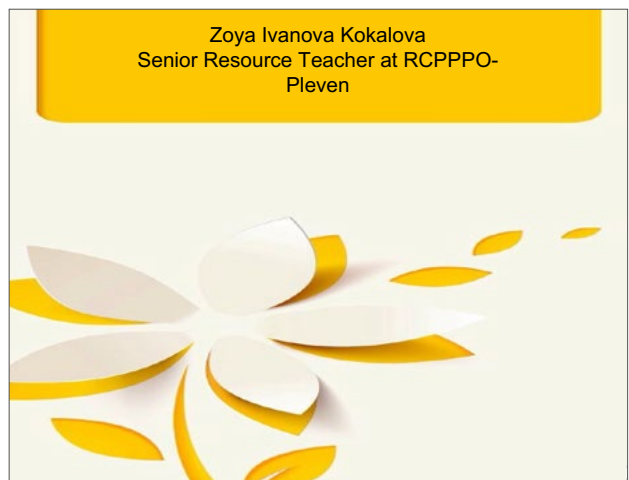
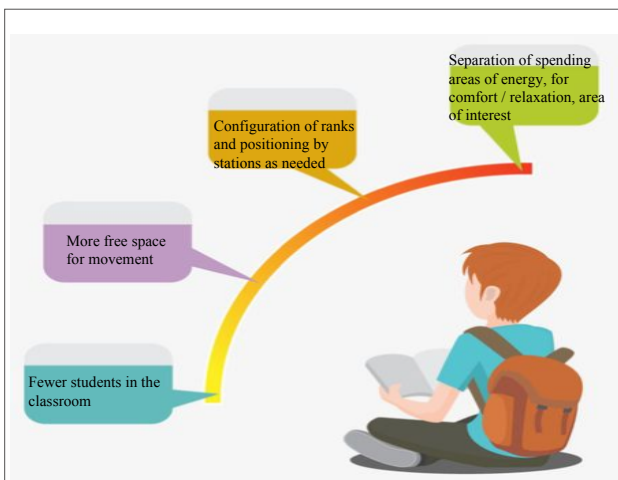
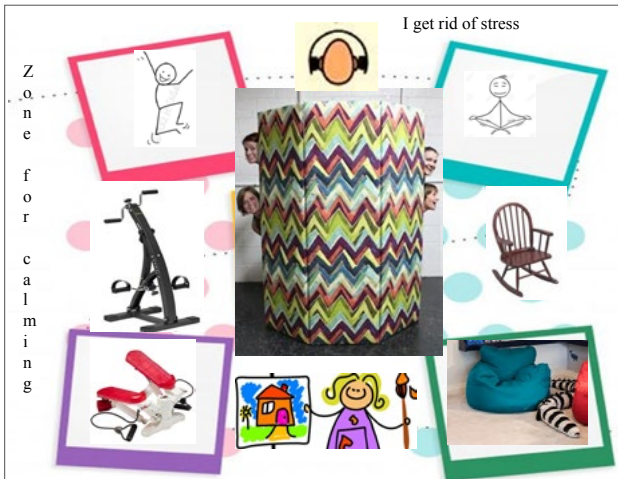


Hristo Botev Primary School, Bulgaria

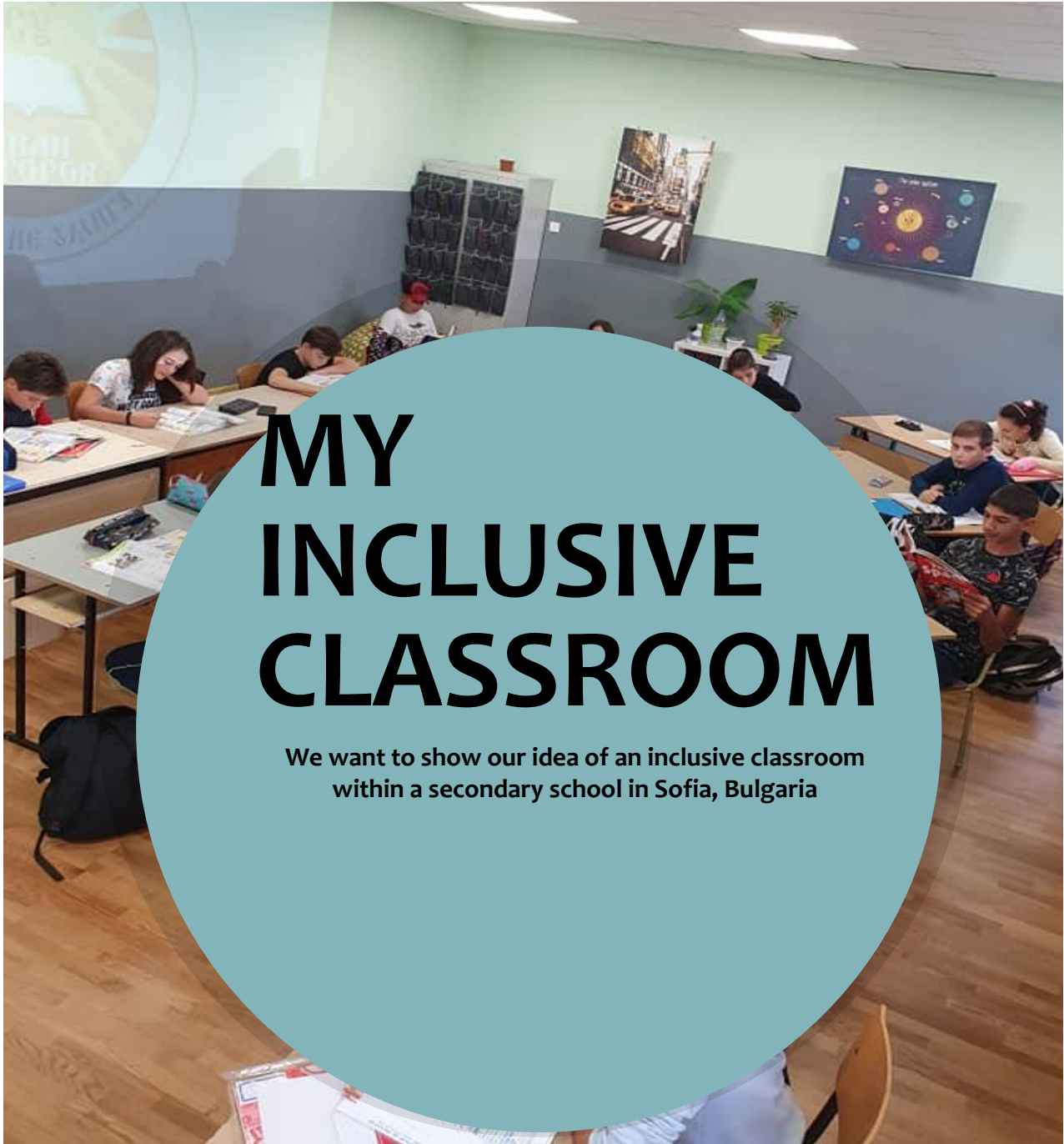


Zoya Kokalova, Bulgaria





Ivan Bogorov School, Sofia, Bulgaria



MY INCLUSIVE CLASSROOM

We want to show our idea of an inclusive classroom
within a secondary school in Sofia, Bulgaria

**Our main goal is
Everyone to feel unique and to feel nice**





I want to present you our idea of an inclusive classroom. Our school, 140th Secondary School “Ivan Bogorov” is located in the suburbs of Sofia, the capital of Bulgaria. The school gives the opportunity for education for children from different kinds of social groups and different kinds of disabilities. Within the whole school from the 1st till the 12th grade we teach to more than 100 children with different educational needs, some of who are relocated to our school because of the good inclusive infrastructure and the big team of specialists that work with those children (4 resource teachers, 2 psychologists, 2 speech therapists). In addition to that our school provides education for poor families from suburb areas, children with intellectual disabilities along with vulnerable ethnic groups, and we have a lot of students for who Bulgarian language isn’t mother tongue.

Within this presentation I want to present you an inclusive classroom!



The Inclusive Classroom of 5th A Grade – Class teacher – Konstantin Pobornikov



VISUAL STIMULI

The very first thing we did was to create a visual stimuli in order to encourage students to develop their visual memory by seeing the things every day.

Some the posters are done by the students themselves, some are bought from special bookshops but it was very important the content – to be easy and understandable!

In that way we decided to implement parts of Montessori methodology inside our classroom in all different subjects and the same time to show continuity.



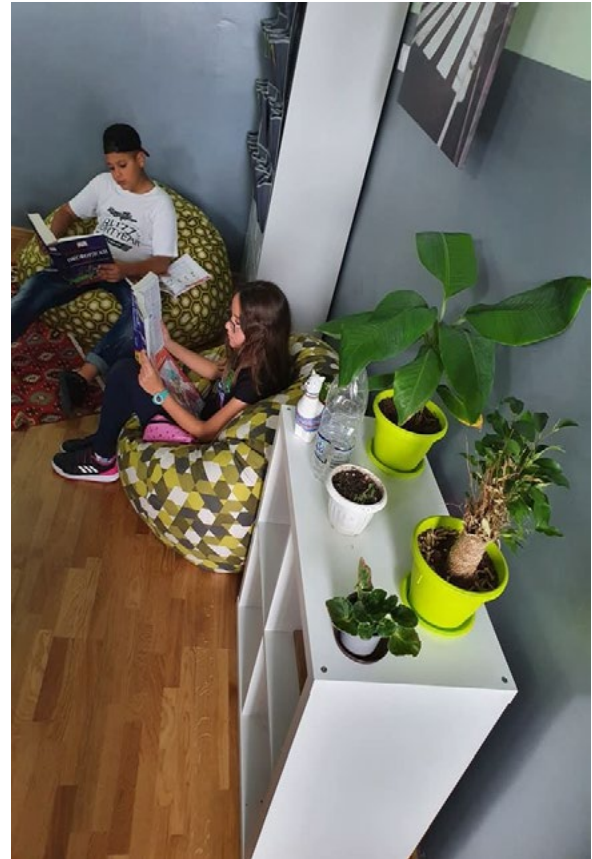
ENVIRONMENTAL FRIENDLY CLASS

One of the things we decided to do along with other new methods for inclusion is to create and teach children that environment is something live, something that needs us every day.

Our project together with our Biology teacher – Iliyana SHoteva, was to teach children how to plant trees and flowers and plants and to take care for them.

In the beginning we had only 2 plants – now we have more than 20. Children with intellectual disabilities are responsible for plants' watering.

Another way to teach social skills rather than only to teach knowledge from a course book.

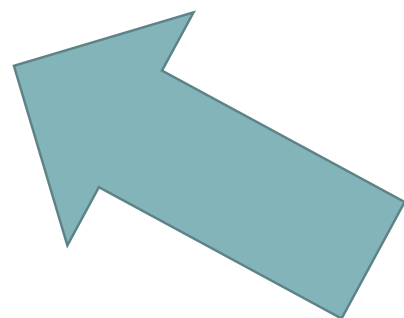
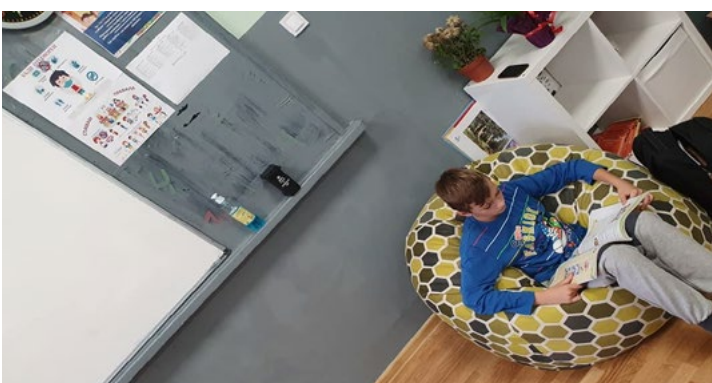




READING AREAS

One of the biggest advantage was the creation of a reading corner – after all we managed to create not 1 but 2 – we use it not only for reading but for relaxing also!

For teachers was very important to encourage children, especially those from rural suburban areas, as well as those from vulnerable groups to start reading with love. In order to do this we decided that every teacher should give a book/books as a present to the class. In that way for less than 2 weeks we had our one library within the classroom with more than 50 books.



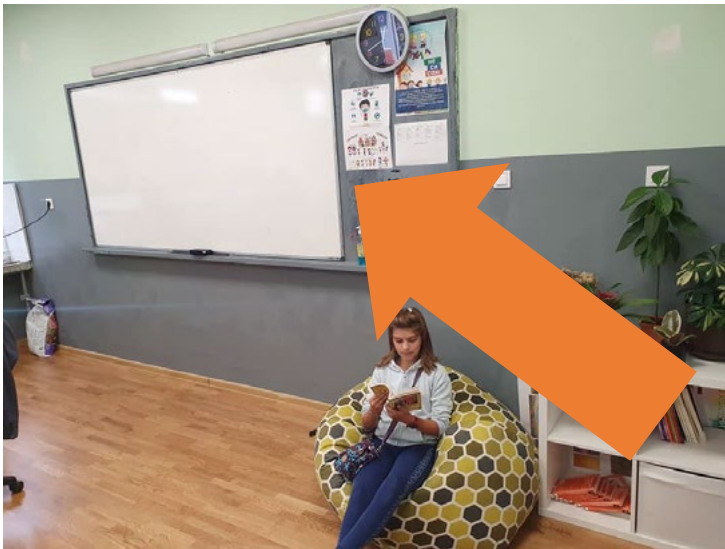
DIVISION OF SPACE

The last, but not the least was the division of space – it was very important to create such kind of a separation, so that every child could work as he/she can and wants – We created area for team work, for individual work, for work in small groups.

In that way we are often able to group children with special needs with other children and to encourage cooperation between them.

In that way one skill or knowledge can be taught in many different ways and students can see the real idea of group work.





DYNAMICS IN TEACHING

Dynamics is crucial for teaching – we have to change the methods very quickly so that we can keep the interest of children the whole time.

That’s way we decided to use not only the with board but also the walls, so that children can move a little bit every time we decide to teach or make something new.

Within our class we have children with mental disabilities, from poor families, from vulnerable groups and migrants children. Despite this diversity we managed to change our way of thinking and working so that we could make every child in the classroom special, unique, the one. We started teaching soft skills and life skills more than knowledge.

We believe that every child deserve a proper education according to her/his own abilities because in that way they will develop their personality and will become full members of our society.

“Every big journey starts with small steps”

Thank you for your attention!



■ Pimen Zografski School, Bulgaria

