

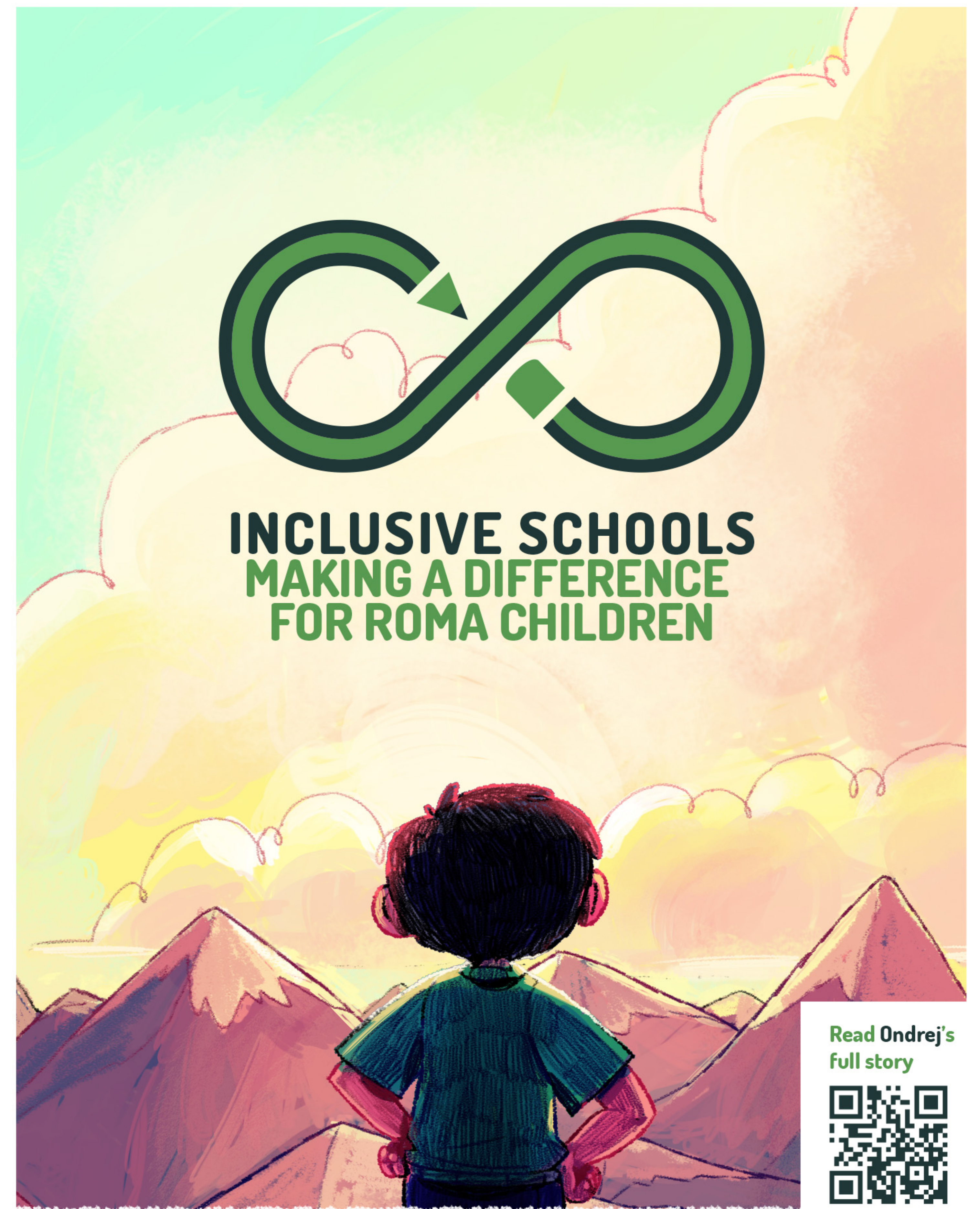
INSCHOOL2 Achievements

OCTOBER 2019 - JUNE 2021

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

Despite efforts to implement a diverse and intercultural environment by many schools and relevant authorities in Europe, several have yet to improve their policies and practices, as regards equal access to quality inclusive education. As a result, some children, particularly Roma, still face barriers that prevent this access. This is the situation that INSCHOOL sought to change, and continues to do so during the third cycle of implementation until August 2023.

The following document presents the overall and per-country achievements of INSCHOOL second cycle between October 2019 and June 2021. For a more detailed summary, visit our website: www.coe-inschool.org



Read Ondrej's full story



Funded
by the European Union
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EUROPEAN UNION

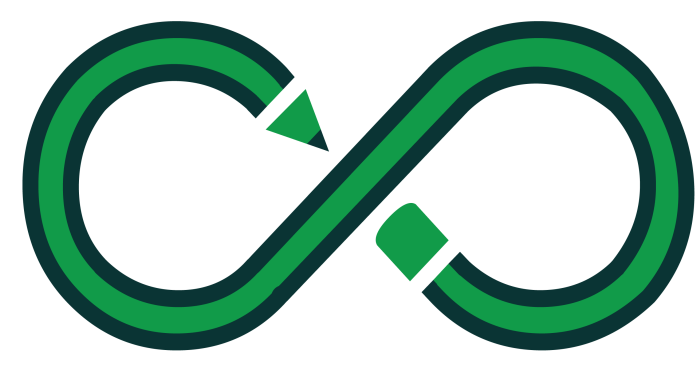
COUNCIL OF EUROPE



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**INCLUSIVE SCHOOLS
MAKING A DIFFERENCE
FOR ROMA CHILDREN**

OVERVIEW OF INSCHOOL IMPLEMENTATION AT PRACTICE LEVEL

Funded
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Implemented
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CZECH REPUBLIC

5 schools revised ISDPs and received grants

€ 8 500

average grant amount per school

6 months - average grant implementation period

SLOVAK REPUBLIC

8 schools adopted ISDPs and received grants

€ 8 000

average grant amount per school

6 months - average grant implementation period

6 schools applied the methodology

HUNGARY

Implementation was suspended due to Covid-19 pandemic outbreak

ROMANIA

8 schools applied the methodology

7 schools revised ISDPs and received grants

€ 8 229

average grant amount / school

7 months - average grant implementation period

8 schools applied the methodology

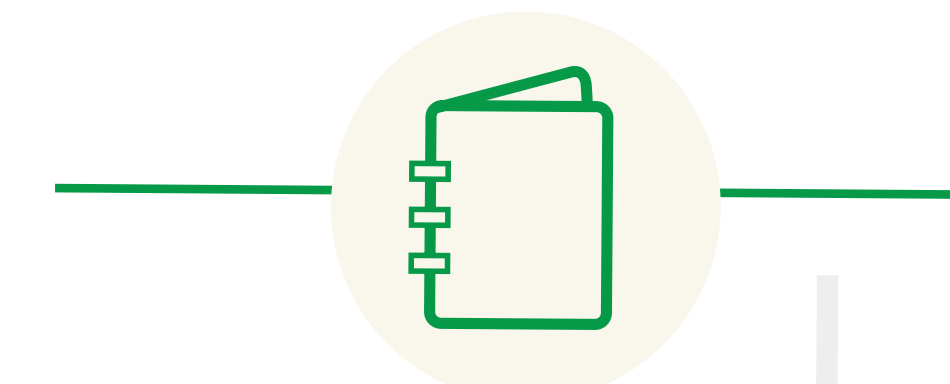
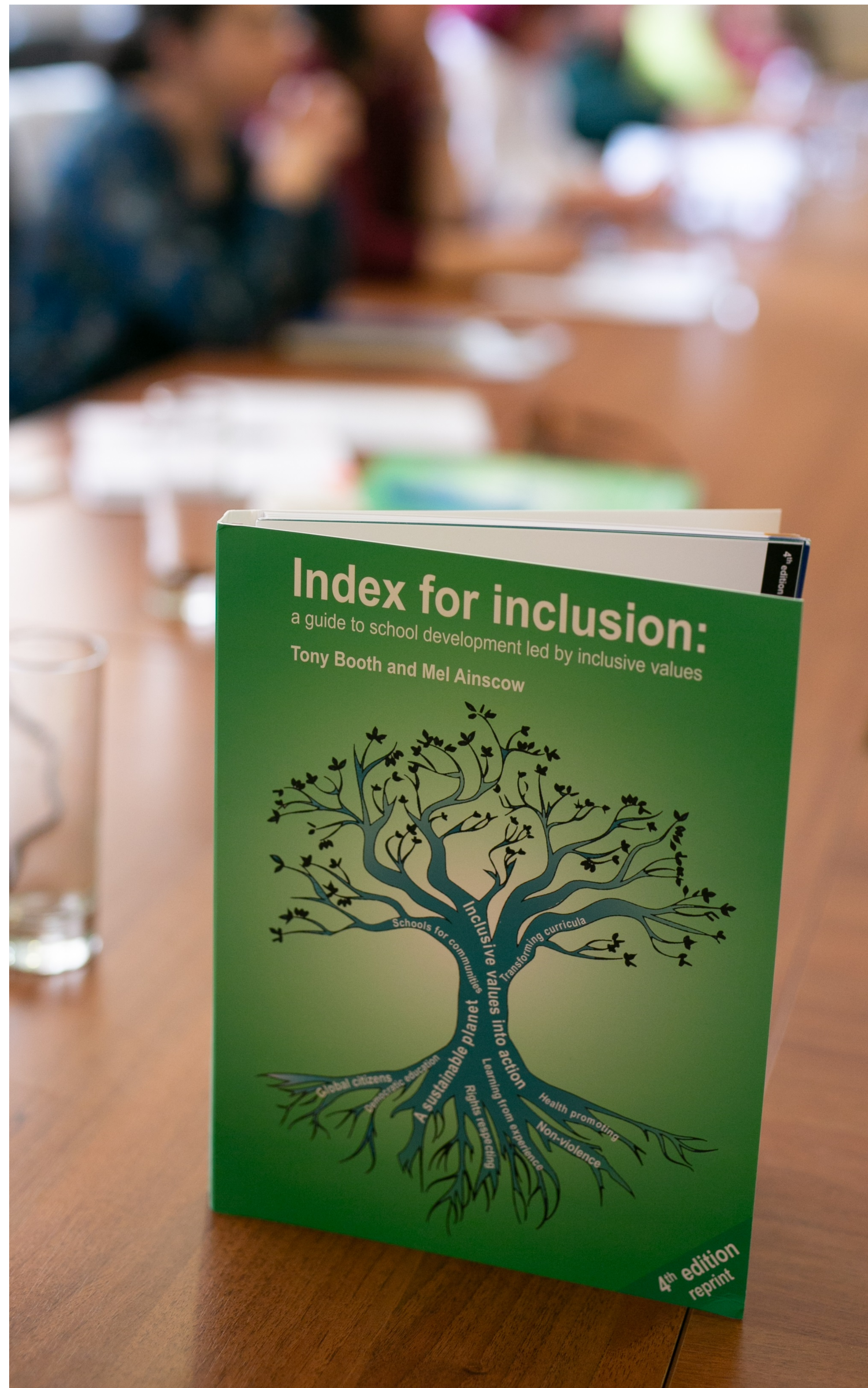
22 schools applied the methodology

20 schools received and implemented grants over 5.3 months on average

*Key Figures of the second cycle October 2019 - June 2021

INSCHOOL METHODOLOGY (PRACTICE LEVEL)

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



01

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



02

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

03

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



04

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





INSCHOOL2 ACHIEVEMENTS PRACTICE LEVEL

COVID-19 RESPONSE INSCHOOL2 SMALL GRANTS SCHEME



✓ **462**

Students received psychosocial, emotional and educational support



✓ **140**

Parents involved in activities and developing their skills in supporting children in online/distance learning process



✓ **19**

Awareness-raising events organized



✓ **41**

Teachers were trained in using interactive online education platforms



✓ **66**

Teachers supported with psychological counselling and training sessions on communication strategies with parents and students



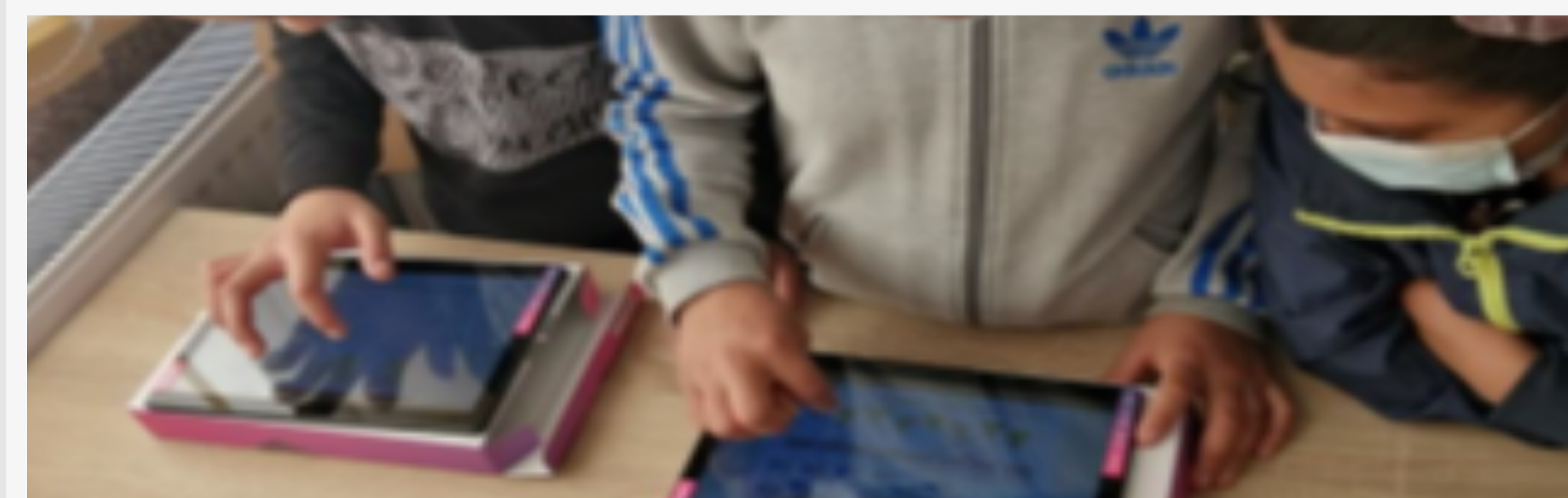
✓ **52**

Final-year students received career development and psycho-social support

OVERCOMING INCLUSION BARRIERS THROUGH INNOVATIVE TEACHING METHODS

As part of the Project's emergency response, a **small grant scheme** was introduced with the main intention of supporting equal access to quality inclusive education and educational outcomes for all children and in particular children in vulnerable situations (Roma, other minorities, SEN, disabled, parents abroad, poverty, etc.) by providing the means to maintain and improve the access to educational, psychological and technical services.

Schools have reported **increased interest and participation of students in online education** due to the organisation of remedial classes, musical school sections, ICT trainings, availability of tablets and interactive boards, internal school competitions based on performance and commitment of students, etc.



A **community building and participatory component** followed the infrastructural arrangements in schools by involving students to participate and contribute to the selection of exterior space restructuring ideas, as well as the mobilisation of the community (parents, teachers, etc.) in the execution of the arrangements.

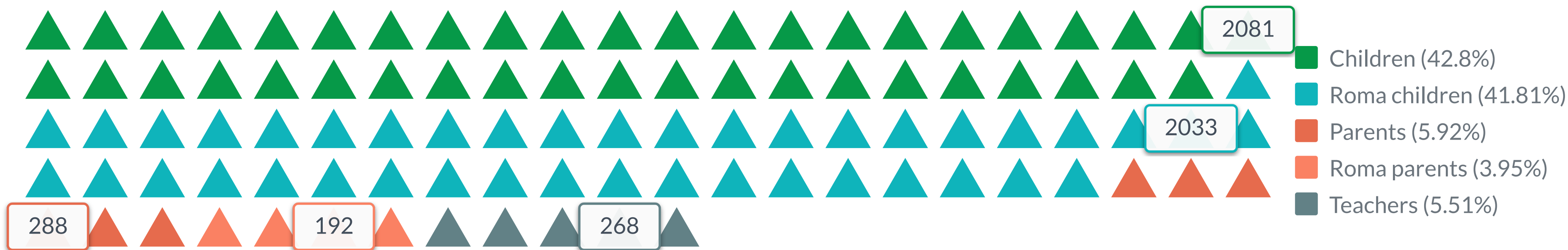




INSCHOOL2 ACHIEVEMENTS PRACTICE LEVEL

SETTING UP SUPPORT MECHANISMS AND RESOURCES FOR INSCHOOL SCHOOLS

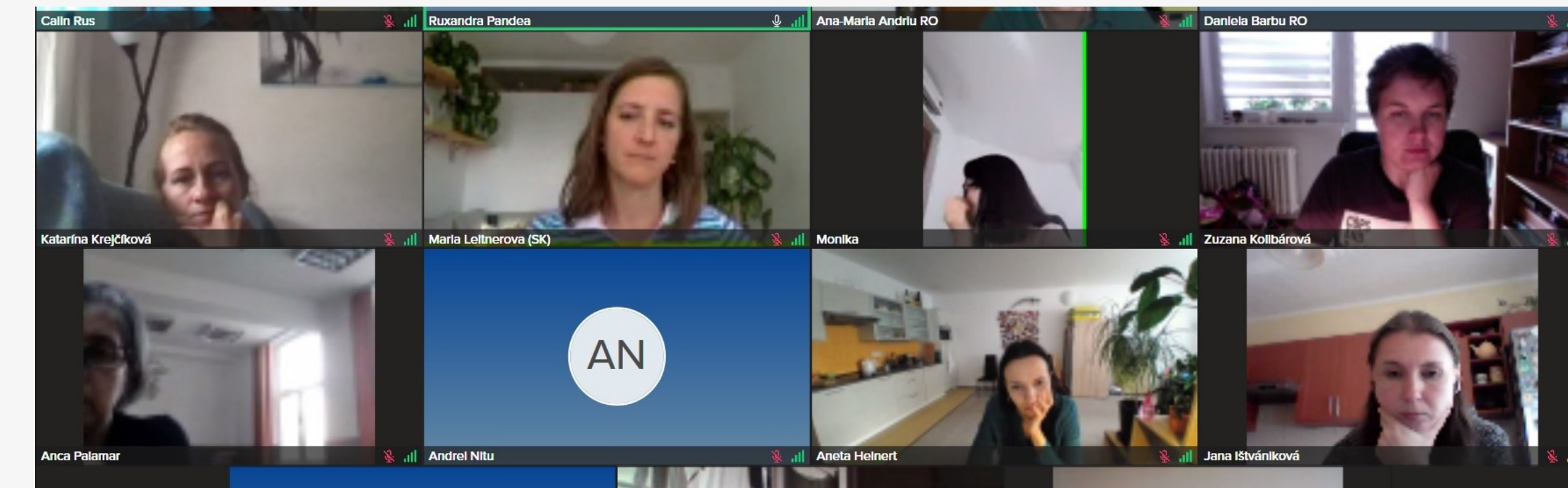
Number of persons included



PROVIDING SUPPORT TO TEACHERS TO PRACTICE INCLUSIVE TEACHING

INTERNATIONAL TRAINING PROGRAMME

on Quality and Inclusive Education for 32 teachers and educational professionals from participating schools in the three countries.



113 ACTIVITIES IN TOTAL

involving 268 teachers in a series of activities including training sessions for teachers, non-formal educational activities, peer exchanges, workshops, psychological support and counselling.



INTERVENTIONS IN 20 SCHOOLS

Involving directly 4114 students and 480 parents in activities such as remedial actions in response to Covid-19 pandemic, psycho-emotional support, digital access facilitating and capacity building activities.



Extra-curricular activities and workshops



Capacity Building Events (Children, Teachers, Parents)

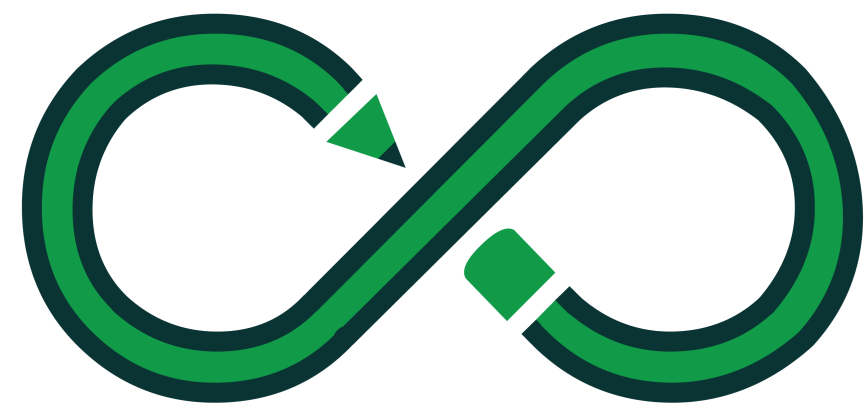


Training of Teachers and Peer exchanges



Remedial actions and support activities

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



INCLUSIVE SCHOOLS
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FOR ROMA CHILDREN

INSCHOOL2 ACHIEVEMENTS

POLICY LEVEL

SUPPORT PROVIDED TO REMOVE CONCRETE OBSTACLES TO EQUAL ACCESS TO QUALITY EDUCATION AT NATIONAL LEVEL

CZECH REPUBLIC



- INSCHOOL was recognized and shared with local authorities and stakeholders as **a good practice example on inclusive education**, together with its methodology.
- The Project Informed and promoted with policy and legislative stakeholders the need to concentrate efforts in ensuring the introduction of practical and operational measures for Quality Inclusive Education.

ROMANIA



- **New Ministerial Order** adopting the Methodology on School Segregation in pre-university education by the Ministry of Education of Romania includes many indicators from the Index for Inclusion – the main INSCHOOL Project methodology.
- **High-Level Conference "I want to go to school!** On the need for inclusive and quality education" engaged in a national policy level debate as part of the project's efforts in advocating for Quality Inclusive Education.

SLOVAK REPUBLIC



- **Data collection, analysis, and recommendations** for improving distance education of Roma children within the current and future possible crises. The set of conclusions and recommendations collected through surveys and studies were presented and jointly discussed with the relevant Ministry in light of finding solutions for the post pandemic period;
- Working group on **definition of school segregation** methodology and developing procedures for desegregation of Roma students was established by the Ministry;
- Similarly a working group for the development of the **National Inclusive Education Strategy** was also established.

OVERCOMING INCLUSION BARRIERS THROUGH POLICY COORDINATION AND SUPPORT

INSCHOOL NATIONAL WORKING GROUPS

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



STRUCTURAL COOPERATION THROUGH A MEMORANDUM OF UNDERSTANDING

Signed between the Council of Europe and the Ministry of Education of Romania confirming quality inclusive education and training as a common priority. As a follow-up to this cooperation a micro-grants scheme was launched to support around 39 schools in Romania, mapping priority needs of pre-university schools in Romania in promoting quality, equity and inclusiveness, etc.



BILATERAL COOPERATION

Bilateral cooperation, exchanges of information, contribution to the work of different mainstream and Roma specific working entities were established.

Funded by the European Union and the Council of Europe



Implemented by the Council of Europe