

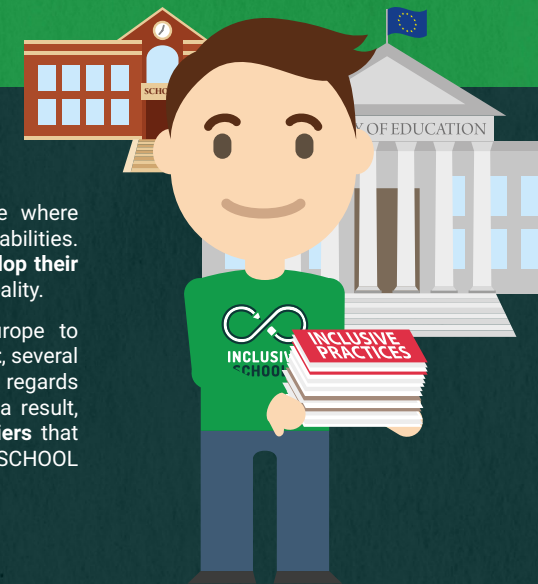


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**INCLUSIVE SCHOOLS
MAKING A DIFFERENCE
FOR ROMA CHILDREN**

INCLUSIVE SCHOOLS: MAKING A DIFFERENCE FOR ROMA CHILDREN (INSCHOOL)



Schools should be a **safe and inclusive** space where **every child thrives** regardless of their origins and abilities. They should help **every child to explore and develop their unique potential**. However, this is not always the reality.

Despite efforts made by many schools in Europe to implement a **diverse and intercultural environment**, several have yet to improve their **policies and practices** as regards **equal access to quality inclusive education**. As a result, **some children, particularly Roma, still face barriers** that prevent this access. This is the situation that INSCHOOL seeks to change.

ENG

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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The European Union is a unique economic and political partnership between 28 democratic European countries. Its aims are peace, prosperity and freedom for its 500 million citizens – in a fairer, safer world. To make things happen, EU countries set up bodies to run the EU and adopt its legislation. The main ones are the European Parliament (representing the people of Europe), the Council of the European Union (representing national governments) and the European Commission (representing the common EU interest).

<http://europa.eu>



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👥 SCHOOL LEVEL

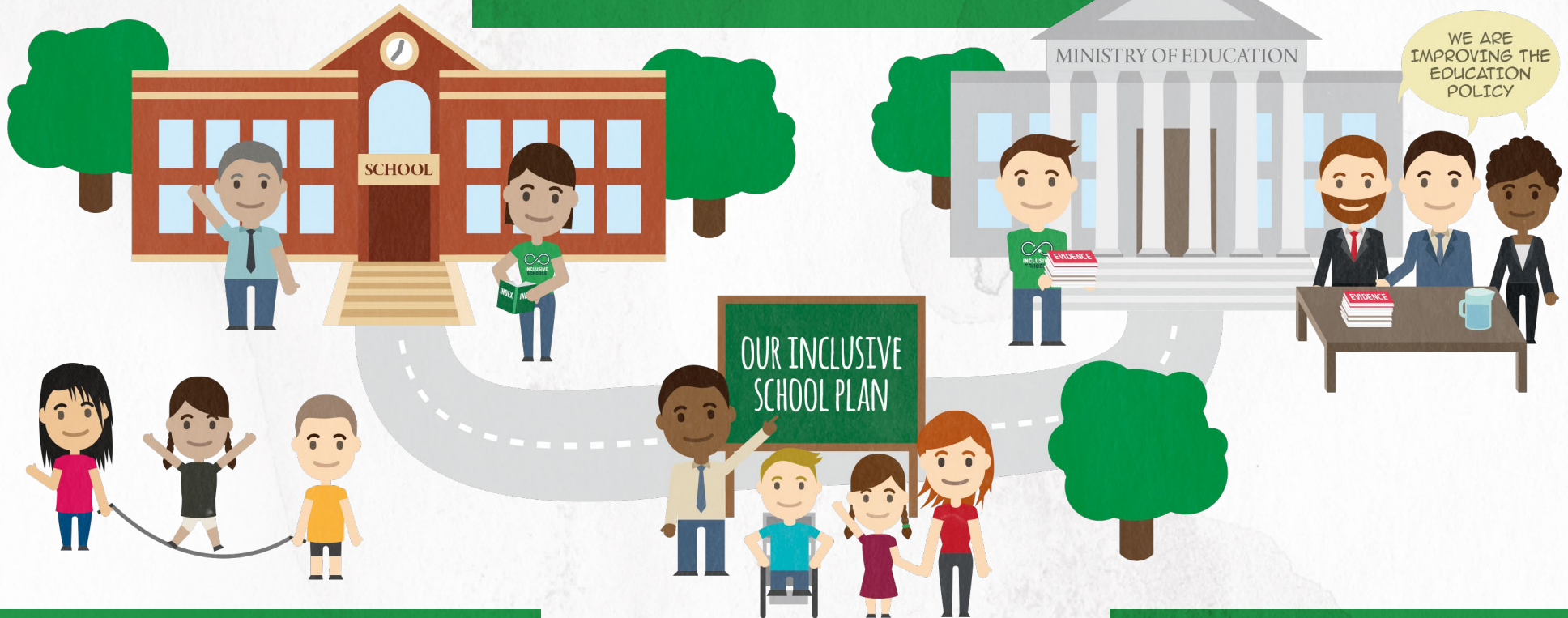
INSCHOOL implements the methodology of the "Index for Inclusion: a guide to school development led by inclusive values" developed by T. Booth and M. Ainscow (2016), by providing staff in each school with **continuous and local support**. School actions are reinforced by grants and schools are supported in the development of their own **Inclusive School Development Plans** by an INSCHOOL National Team. Schools also engage in peer knowledge sharing within the project to implement further inclusive practices and activities.

INSCHOOL is a Joint Project of the European Union and the Council of Europe. It aims at enhancing social inclusion of Roma by promoting inclusive education **policies and practices** in **Bulgaria, the Czech Republic, Hungary, Romania, the Slovak Republic and the United Kingdom**. It does so by:

- ▶ Setting up support mechanisms and resources for **pilot inclusive schools**;
- ▶ **Providing support to teachers** to practice inclusive teaching;
- ▶ **Supporting the removal of concrete barriers for vulnerable groups** including through **changes of legislation** in the targeted countries;
- ▶ **Raising awareness of the benefits of inclusive education** for the general public as well as decision makers.

🏛️ POLICY LEVEL

In close **cooperation with the Ministries in charge of education in each country**, a **National Working Group** works at policy level on the **gaps and inconsistencies** between existing policies and practices in schools, providing **assistance in addressing them**. In this way, **inclusive practices in education** are sustained by **inclusive national policies**.



DUAL APPROACH

The focus on a **two-fold approach** compels INSCHOOL to keep an overview of education **policy** and **practice** in each country. To achieve this, **INSCHOOL Facilitators work directly with schools** (teachers, students, school staff, families, communities) while **INSCHOOL Educational Advisors support Facilitators** and ensure that the **process is nationally coordinated and maintained through systematic feedback**. This approach spearheads impact in both **practice and policy**.

📖 INDEX FOR INCLUSION

The Index for Inclusion is a **methodological tool** which **supports inclusive** development in schools based on a **framework of values**. It focuses on three dimensions (**creating inclusive cultures, producing inclusive policies and developing inclusive practices**) to achieve inclusion not for a particular group of children, but **for all individuals (adults as well as children), systems and settings**.

CONTINUITY AND SUSTAINABILITY

The existence of **national teams** contributes to the **continuous positive impact** as links are established between schools in different regions and countries. In the long-term, this **transnational support** will help selected schools become **self-sustainable** as they will be provided with all of the methodologies and resources they need to become **independent of external intervention**.