



Save the Children

*Good practices and
lessons learned
in the application of the*

INDEX FOR INCLUSION

*methodology in elementary schools
in Republika Srpska*

Project:
"Inclusive Education in Republika Srpska"
Ministry of Education and Culture of Republika Srpska
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Impressum

**Good practices and lessons learned in the application of the
“Index for Inclusion” methodology in elementary schools in Republika Srpska**

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Ahmed Pjano

Lidija Pisker

Author:

Aleksandar Božić

Proofreading:

Dijana Crnjak

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Teaching in Sveti Sava elementary school in Brod includes innovative teaching methods

SUMMARY

The report on the documentation of good practices and the lessons learned through the application of the "Index on Inclusion" methodology in elementary schools was produced as a part of the project "Inclusive Education in Republika Srpska", implemented by the Ministry of Education and Culture of Republika Srpska, and the organization "Save the Children".

The presented report reflects the context in which the project was implemented, and refers to building and strengthening the capacities for the principles of social justice and inclusive education based on creating inclusive cultures, producing inclusive policies, and developing inclusive practices within governmental institutions, schools and the local communities. Eight elementary schools and seven units of local self-government in Republika Srpska were included in the analysis. The report covered the experiences of the teachers, parents, students, and local communities, gained during their engagement in coordination teams, as well as the implementation of the methodology of the Index for Inclusion and the Education for Social Justice.

The important goal of this analysis is to provide information on specific examples of good practice and acquired lessons derived from the implementation of project activities in elementary educational institutions and local communities. The report is based on qualitative and quantitative data collected through interviews and focus groups, data analysis, and surveys.

The obtained results confirm that, through their involvement in this project, the participants expanded their professional knowledge on theoretical and practical aspects of inclusive educational practice based on the methodologies of the Index for Inclusion and the Education for Social Justice. Members of the school staff and administration, students, and parents/guardians were encouraged to change attitudes and opinions on inclusive values. Participation of students and parents in the decision-making process on school policies and practices was increased. Schools thoroughly examined the current situation and defined the development priorities, which significantly affected the strengthening of the scopes of elementary educational institutions. Schools developed various programs and activities aimed at increasing participation and learning in the educational process. Teachers, parents, students, and, to some extent, the local communities participated in the development and implementation of these activities.

In order to achieve specific results in the future practice, and keeping in mind that inclusion implies change and development, it is necessary to establish an integrated system of monitoring the improvement of the development of inclusion in elementary educational institutions, to accomplish systematic transfer of knowledge and exchange of experiences among schools, as well as to establish a more efficient cooperation between relevant institutions of local self-government and other interested parties in elementary schools.

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I. INTRODUCTION

In accordance with the methodology of the "Index for inclusion"¹, the main concept of inclusive education is making education available for every child, as well as creating conditions for high-quality education, in accordance with the needs and abilities of the students. In inclusive education, all children are accepted and optimally involved, regardless of their psychophysical development (gifted and average students, children with learning disorders, children with disabilities, etc.), racial, ethnic, linguistic, or any other affiliation and designation.

However, the premise of equal education for all students is still a challenge for the educational system of Republika Srpska (RS). The educational sector still faces numerous challenges such as inequality, structural fragmentation, segregation, discrimination, and a decline in the quality of education. In spite of the carefully planned strategies, availability of education for some of the most vulnerable groups is a particularly problematic unsolved problem. The number of children excluded from the educational system is hard to determine, and there are issues with children from the most vulnerable groups who do not attend or simply abandon the educational process in elementary schools (Roma children, children living in remote areas or in large families, children living in poverty, students with psychophysical disabilities). Inclusion particularly focuses on those groups of students who are at risk of marginalization or exclusion, or are achieving poor results. This indicates the responsibility for taking all major steps

to ensure the inclusion of children who are potentially at a higher risk of exclusion, their participation and achievements within the educational system, as well as the modification of the value system. All of these call for a wider social and systemic action, appropriate training and education of experts and staff members responsible for the implementation of inclusion in schools. It is also necessary to raise the capacities of the school administrations to a higher level during the promotion of inclusive educational practice.

Developed as a methodology in 2000 by two British educators, Tony Booth and Mel Ainscow, the Index for Inclusion helps schools reduce barriers to learning and participation in accordance with inclusive values based on the cooperation among education authorities, education professionals, parents, students, and municipalities.

Thanks to the active promotion by the educational organizations, the methodology of the Index for Inclusion was implemented in a significant number of schools and municipalities in BiH during the past few years. With financial support of "Save the Children", the Ministry of Education and Culture of Republika Srpska developed a project "Inclusive Education in Republika Srpska" during 2012, aimed at promoting the use of methodology of the Index for Inclusion and Education for Social Justice. The project included seven municipalities in the RS: Doboj, Prnjavor, Višegrad, Bratunac, Osmaci, Brod, and Jezero, as well as 26 elementary schools in those municipality areas.

¹ *Index for Inclusion* is a methodology for planning, implementation, and monitoring the activities in schools within the inclusive approach based on three dimensions - inclusive culture, inclusive policy, and inclusive practice. The title of the original document is "*Index for Inclusion - developing learning and participation in schools*", written in 2000 by two British authors, Tony Booth and Mel Ainscow. It relies on the existing knowledge, experience and school resources, and is successfully used as a tool to analyze the situation in schools, as well as to encourage and support the actions taken. So far, it has been translated into 30 languages, adapted for use in many countries of Europe, and directly implemented in America, Canada, Australia, and South Africa. Save the Children is an organization authorized to print and distribute the Index for Inclusion in Bosnia and Herzegovina, and the adaptation of the original version of the document in the form of a manual was published in 2008 under the title: "*Index for Inclusion: Developing learning and participation in schools.*"

2. GOALS AND OBJECTIVES OF THE ANALYSIS OF GOOD PRACTICES

With financial support from "Save the Children", the Ministry of Education and Culture of Republika Srpska is implementing the "Inclusive Education in Republika Srpska" project from February 1 to December 31, 2012. The goal of the project is to promote the inclusive education for every child, and to create cultural tolerance and respect for diversity in communities based on the principles of inclusion and inclusive culture, policy, and practice in the educational system of the RS. In the context of the completion of this general aim, the project defines four specific goals, which are to be achieved through planned activities:

Goal 1. Building and strengthening capacities for the principles of social justice and inclusive education based on creating a culture of inclusion, producing inclusive policies, and developing inclusive practices within governmental institutions (Ministry of Education and Culture of Republika Srpska, Pedagogical Institute of Republika Srpska).

- Organizing trainings for trainers – on the use of the Index for Inclusion;
- Organizing trainings for trainers – on the Education for Social Justice;
- Deployment of trainers in municipalities and schools;
- Providing help to municipalities and schools during the creation of development plans;
- Monitoring of the implementation of the Index for Inclusion;
- Evaluation and grant allocation for the implementation of school development plans.

Goal 2 and Goal 3. Strengthening capacities on the principles of social justice and inclusive education based on creating an inclusive culture, producing inclusive policies, and developing inclusive practices within schools and municipalities.

- Setting up school/municipality coordination teams;
- Trainings for school/municipality development teams, according to the methodology of the Index for Inclusion and the Education for Social Justice;
- Identifying priorities and creating school/municipality development plans;

- Implementation and monitoring of the school/municipality development plans;
- Grant allocation for the implementation of 26 school development plans.

Goal 4. Promotion and public awareness campaign on the importance and significance of inclusive education, as well as of creating connections between schools and relevant representatives of the local community.

- Promotion of the Index for Inclusion and the achieved results in seven units of the local self-government and 26 elementary schools.

The main purpose of conducting this analysis is to carry out an independent assessment on the extent of the project's success in meeting the goals aimed at strengthening the capacities in the promotion and development of inclusive culture, policy, and practice within governmental institutions, schools, and local communities, by using the methodology of the Index for Inclusion and the Education for Social Justice. Additionally, the goal is to consider the influence of this project on the educational system and the local community, their cooperation in public awareness campaigns on the significance of inclusive education, at the same time identifying the lessons learned and positive practices through project implementation and creation of school/municipality development plans.

The analysis involves a combination of several traditional methods that will be used to achieve the aims and set requirements for identification of best practices within this project, based on four defined criteria:

Relevance: Define project relevance in terms of the response to the needs in schools and local communities, as well as the demands of target groups.

Effectiveness: Determine whether the defined project activities and expected results are appropriate for the achievement of project goals.

Efficiency: Determine the structure, systems, and procedures which supported the implementation of the project – recommendations and lessons learned.

Sustainability: The assessment of the commitment of the government institutions representatives, the educational system, and the local community to continuously support the inclusive process based on the Index for Inclusion methodology.

3. METHODOLOGY

3.1. Research Methods and Techniques

Qualitative approach was the dominant approach in all included aspects of research, from data collection to the analysis of the report. This approach allowed us to obtain in-depth empirical answers directly from the project participants, regarding the application of the methodology of the Index for Inclusion in elementary education. Additionally, in order to provide a deeper understanding of the research subject, characteristics of both research methods - quantitative (survey and secondary data analysis) and qualitative (interviews and focus group) - were combined in the process of data collection. Methodological triangulation was applied in order to assess the implemented activities, improvement in the process of achieving results, and the changes achieved through the project.

3.2. Sampling

In the process of sampling, we used the purposive (non-probability) sample. To ensure that the chosen participants were relevant for the evaluative research, we focused on identifying similar characteristics among potential examinees. In that sense, the sample consisted of school principals, subject and classroom teachers, assistants, students, parents, and representatives of municipal administration, i.e. all those who completed the training for the use of the Index for Inclusion, and those who are facing the need for implementation of inclusive educational practice in their work.

3.3. Participants

The project covers 26 elementary schools from seven municipalities in Republika Srpska. Selection of schools for the analysis of the project and evaluation of good practices was based on several factors: geographic representation, type of area (urban, rural), size and characteristics of educational institutions. In the end, eight schools were identified, one from every municipality, except in the municipality of Dobož where two schools were selected (one in rural, the other in urban area). Here is the list of selected educational institutions:

- "Milan Rakić" elementary school, Rudanka, Dobož
- "Sveti Sava" elementary school, Dobož
- "Vuk Karadžić" elementary school, Jezero
- "Branko Ćopić" elementary school, Prnjavor
- "Sveti Sava" elementary school, Brod
- "Aleksa Šantić" elementary school, Osmaci

- "Vuk Karadžić" elementary school, Bratunac
- "Vuk Karadžić" elementary school, Višegrad

Since coordination teams were formed in each school to evaluate the current state and produce school development plans based on the Index for Inclusion methodology, as stipulated in the project guidelines, a decision was made to organize focus groups with the members of coordination teams. The participants of these focus groups were the teachers and other staff members, which encouraged the exchange of information and experiences in the process of understanding and implementation of the Index for Inclusion and the Education for Social Justice methodology.

As the school principals, parents, and students play an important role in the development of inclusive education, and as they are also members of the coordination team, it was decided that their opinions and experiences needed to be examined separately, using the research technique of individual structured in-depth interview. Additionally, interviews were conducted with the representatives of municipal administrations, and a meeting of the focus group was held only in one municipality (Brod), as it was the only municipality which formed a coordination team according to the methodology of the Index. During the process of evaluation, also interviewed was the representative of the RS Pedagogical institute, who also served as a trainer and a member of the Committee for Project Evaluation.

3.4. Research Planning and Procedures

During the preparation stage, it was necessary to analyze the available documents and reports in order to carry out a comprehensive study of the relevant information regarding the "Inclusive Education in Republika Srpska" project.

In the second part of the preparation stage, we developed a set of instruments for the assessment and analysis, in accordance with the objectives of project evaluation (protocols for structured interviews/focus groups), followed by the technical preparation for the implementation of the evaluation process in the field.

Prior to the beginning of research, we organized separate meetings with the project team of "Save the Children" and the Ministry of Education and Culture of Republika Srpska, with the aim of better understanding the project and the implemented activities.

The Ministry of Education and Culture of Republika Srpska informed all selected schools and municipal administrations of the implementation of the process of project analysis evaluation and the goals of the research. Additionally, a

Table 1: Schedule of activities implemented for the preparation of analysis and assessment procedures

1	Meeting with the project team of "Save the Children" in Sarajevo	15.10.2012
2	Receiving project documentation via e-mail	19.10.2012
3	Commencement of development of protocols and instrument designing	20.10.2012
4	Meetings with the project teams of the Ministry of Education and Culture of Republika Srpska and "Save the Children"	22.10.2012
5	Protocols and questions sent to the project team for comments and approval	24. - 25. 10. 2012
6	Feedback from the Ministry of Education and Culture of Republika Srpska received via e-mail	29.10.2012
7	Ministry of Education and Culture of Republika Srpska sent a memorandum to the schools	29.10.2012
8	A memorandum to the schools and municipal administrations sent by the project evaluator, instruments for data collection submitted, contacts made regarding the organization of meetings in the field	29. - 30.10.2012

consultant later contacted them via e-mail/fax with detailed information on the implementation of planned activities in the field and the anticipated timeframe, in order to allow them to better prepare for participation in this research. For this purpose, questionnaires for school statistics, questionnaires for teachers, and samples of the protocol were sent to every school and municipal administration.

3.5. Research Implementation

Implementation of the research for project analysis and documentation of good practices, as well as the data collection in the field, was carried out from October 31st to November 13th, 2012. The planned group and individual interviews were conducted in the mornings, in the offices of the schools and municipal administration buildings. Prior to the interview/discussion, the group dynamic rules, duration of the interview/discussion, and general issues were presented, and the examinees were requested to sign their name in the list of participants and provide their basic information (first and last name, occupation, phone number or e-mail). Work in the focus groups lasted 1.5 to 2 hours, while the individual interviews lasted 45 to 90 minutes. According to the established focus group protocol, discussion covered six topics relating to the creation of preconditions for development and improvement of inclusive education, and similar subjects were covered in the protocols for structured interviews. After obtaining consent from the participants, the interviews were audio recorded in order to obtain a more valid integration and further analysis of collected data. Focus groups had 6 to 10 participants. High motivation for participation in individual and structured interviews was noted, and most of the participants were active during the meetings in focus groups.

The research covered a total of 70 participants from eight elementary schools and seven units of local self-government, and 320 schoolteachers participated in the survey.

3.6. Instruments

The following instruments were used to carry out the research:

- Structured interview protocol for school principals
- Structured interview protocol for students' representatives
- Structured interview protocol for parents' representatives
- Focus group protocol for the school coordination team
- Structured interview protocol for the representatives of municipalities (local communities)
- School statistics questionnaire
- Questionnaire for teachers
- *Structured interview protocol (for school principals, parents and students)*

Interviews with school principals and representatives of parents and students consisted of six sections (in addition to the general informational section):

1. School and process of inclusion - Role of parents and students in the school system
2. Training on the Index for Inclusion and Education for Social Justice
3. Participation of principals/parents/students in the implementation of the Index for Inclusion
4. Process of establishing priorities and participation in the coordination team
5. Development plan
6. Identified changes in practice

- *Focus group protocol*

Focus group with teachers and staff members consisted of six sections:

1. Introduction
2. Training on the Index for Inclusion and Education for Social Justice methodology
3. Establishment of coordination teams
4. Process of establishing priorities and school development plans
5. Significance of the implementation of the Index for Inclusion methodology
6. Identified changes in practice

- *School statistics questionnaire*

The purpose of this questionnaire was to collect and analyze the school data and classify it according to established categories in order to determine the number of students with potential barriers to learning and participation.

- *Questionnaire for teachers*

The purpose of this questionnaire was to obtain data which will be used to assess the opinions of teachers on practical aspects of inclusive

educational practice. The questionnaire consisted of 13 statements, and examinees were asked to express the level of agreement or disagreement with each of these statements. The obtained quantitative data will be used to evaluate the opinions of teachers on various aspects of inclusion development. The questionnaire was distributed to all elementary schools included in the evaluation.

3.7. Data Analysis

Data collected through interviews and discussions in focus groups was analyzed using a qualitative approach. Following the transcription of the audio records made during the interviews and focus groups, their contents were analyzed, and subjects and categories derived from the analysis were defined. Quantitative data collected through school statistics questionnaires and questionnaires for teachers was analyzed using the SPSS² software for statistical analysis². Full names of students will not be revealed in quotations, in order to protect their privacy.

4. PROJECT ACTIVITIES

4.1. Training on Methodology of the Index for Inclusion and the Education for Social Justice

During the selection of municipalities to be included in the project, we considered the national structure and socioeconomic factors relevant from the aspect of development of the inclusive process in the educational system. Seven municipalities were selected: Doboj, Prnjavor, Višegrad, Bratunac, Osmaci, Brod, and Jezero. Members of the project team of the RS Ministry for Education and Culture organized visits to these municipalities from February 24th to March 7th, 2012. During these visits, representatives of the local administration were given details of the implementation of the planned project. After they expressed readiness to participate in the project, the dates for the trainings and further steps for project implementation were discussed and agreed.

One of the major activities planned in this project was the education of school staff, students, parents, and other interested parties from the local community, in order to strengthen capacities on the principles of social justice, and raise public awareness of the significance and importance of inclusive education. Training teams were organized for this purpose, consisting of nine trainers from various schools in Republika Srpska and two trainers from the RS Pedagogical Institute. These trainers have the practical experience and

theoretical knowledge to implement the Index for Inclusion methodology for the creation of development plans. Prior to the commencement of the education in the field, the selected trainers completed the preparatory training which consisted of two segments: implementation of the Index for Inclusion methodology (16-18 of March, 2012) and the Education for Social Justice (18-19 and 26-27 of May, 2012). Divided in teams of two, they were tasked with conducting trainings in municipalities of Doboj, Prnjavor, Višegrad, Bratunac, Osmaci, Brod, and Jezero during April and June of 2012. There were 229 participants in the field trainings: school representatives, members of Student and Parent Councils, as well as the municipal officials, officials from the centers for social work, health centers, the police, and the NGOs. The participants were introduced to the practical examples for establishing coordination teams, the method for establishing priorities for the creation of school development plan using the Index for Inclusion methodology, as well as the principles of Education for Social Justice.

Evaluating the significance of the training for the understanding of the Index for Inclusion and the Education for Social Justice Methodology, members of nine coordination teams included in the process of project analysis and documentation of good practices stated that they were satisfied with the training. They evaluated positively the expertise of the trainers. The general

² SPSS (Statistical Package for the Social Sciences) is a computer software package used for statistical data analysis. It simplifies and shortens the time required for data processing, analysis, and presentation.



Training for trainers on Index for Inclusion methodology held on Vlastic in March 2012



Trainings on Education for Social Justice were aimed to point out prejudices and stereotypes teacher deal with in their classrooms.

opinion was that the trainers were well prepared and approachable, and that the practical examples they gave to the students were very significant.

"The trainers gave us several new ideas on how to improve the cooperation with parents and the local community, and that was very significant for us" - teacher, Jezero

Training on the Education for Social Justice reminded the participants of the importance of the issue of prejudice and stereotypes, which can have a negative influence on the quality of education for all students. Organized workshops significantly helped with understanding the practical side of the application of the Index for Inclusion. School teams for inclusive development intensively used the documents given to the participants after the trainings.

"I was very satisfied with the training on the Education for Social Justice. I think that this is something that a larger number of teachers should know about, because they want to acquire new practical skills and knowledge. Theoretical knowledge is not that necessary, but we do lack practical knowledge." - school counselor, Prnjavor.

Members of the coordination team in "Vuk Karadžić" elementary school in Višegrad believe that the lectures during trainings were very intensive and interesting, but did not reveal anything new, considering the fact that the school staff previously attended seminars on inclusive education and its implementation. Representatives of "Sveti Sava" elementary school in Brod believe that the responsibilities of the teachers in the educational process should have been considered before setting the dates and times of this training as they overlapped with the exam period. Only four representatives from this school attended the trainings which they considered was insufficient, considering the size of the school.

Inclusive education is a very complicated process that demands active participation of all the persons involved in it. It seems that the most complex part of it is related to the

change of the awareness and the values in the society, in order for the "education for all" to become a value that all participants will adopt autonomously, and not because it was enforced by the "authorities". School staff from all nine coordination teams confirmed that the changes in thinking about the concept of inclusive educational practice were significantly aided by the training they attended.

"We arrived to this seminar with a set of completely wrong convictions and beliefs. We did not really know what that all was about. My opinions changed completely after the seminar. The belief I held previously was similar to the opinion shared by everyone else, and that was that inclusion only referred to children with special needs." - teacher, Doboj.

This belief was shared by all evaluation participants because the term "inclusive education" is generally identified with the assimilation of students with developmental difficulties in the existing regular school system. It was confirmed that, only on the second day of the training, the participants clearly understood that it was a concept based on the respect of all children and the availability of equal conditions for them to study together with other children within the regular education process. Additionally, they understood that the obligation of the school is to develop more efficient methods for active participation of students, parents, and the local community in education.

"We were made aware what the Index for Inclusion really means, as all of us were somewhat misled by that term. I was the first to ask the question about children with learning disorders and then the trainers explained it to me... in time, we all understood the point of it." - English teacher, Doboj.

It is interesting to note that the elaboration of the terminology of this methodology caused a heated debate among the school staff in coordination teams, who stated that a change of the existing term – Index for Inclusion – should be considered for easier understanding of the promoted process of inclusive development.



One of trainings on Education for Social Justice was held in Visegrad in August 2012.

Having in mind that inclusion also implies the development of the community in a broader sense, schools can cooperate with other institutions to improve the conditions for education and the social opportunities in their local communities. Members of the coordination teams commended the involvement of school staff and the members of local community in this training.

“I was happy that we were all together during the training as we don’t really interact with each other frequently in an official setting. It was a chance for us to hear each other’s arguments and I think that this was the positive side of that meeting. They understood our job and problems we face.” - English language teacher, Brod.

Enhancement of professional cooperation with certain departments was noted in the municipalities of Brod, Prnjavor, and Osmaci as a result of the communication and exchange of experiences during the trainings. This can be used to adequately and systematically respond to different needs of students in the local communities.

“After the training and from the conversations we had during the breaks, it seems to me that there is a slight improvement in cooperation with the Center for Social Work. All our previous communication was based on written correspondence, without any visible results. Now, they provided us with birth certificates of certain students, they helped us enroll several students who didn’t have their identification numbers.” - teacher, Brod.

Moreover, the teaching staff in coordination teams in elementary schools in Doboj, Bratunac, and Višegrad stated that the cooperation with Center for Social Work (CSW) was the least satisfactory. Considering that the students and their families face numerous social problems, and that the schools do not have a sufficient number of expert staff, the teachers take on a large chunk of work and are feeling increasingly overwhelmed. The aforementioned problems are related to the increased number of students with learning and attendance difficulties, dysfunctional family relations,

divorces, adolescent crises, inappropriate parental care, as well as the social and financial vulnerability. The children’s problems often go beyond the expertise of teachers and school staff, which is why the coordination teams believe that the cooperation with CSWs should be enhanced, and that the evaluation and observation in the process of decision-making of custody institutions should be carried out in close cooperation with expert teams and a teacher from the school.

On the other hand, during the activities in the municipalities of Doboj (Rudanka area), Prnjavor, and Bratunac, the representatives of the local communities were not particularly interested in the topic of education and, with their passive attitude, did not contribute to the implementation of planned activities. Although these trainings created the potential for the improvement of cooperation between schools and the local communities, additional attention should be given to the promotion of the significance of mutual support and partnership development during the process of developing inclusive educational practices in the elementary educational system.

4.2. Creating the Coordination Team

The first stage during the implementation of the Index for Inclusion methodology began with setting up a coordination team. The main task of the team members is to increase awareness about the Index within the school, to become acquainted with the assessment materials which they prepare for use in the analysis of school culture, policies, and practices with the faculty, school administrators, parents/guardians, and students. All eight schools included in the evaluation process formed their coordination teams following the training. The process of the creation of coordination teams was approached in a very similar manner in all schools. In most cases, the school principal decided on who would participate in the team; in a smaller number of cases, the teachers themselves applied for participation, or the selection was based on their experience. Participants represented the core of the team, and the school staff who expressed their interest joined the team at Teachers Councils. Gender, age, and professional composition of staff were taken into consideration. As the Index is intended to support the development of the school as a whole, the school principal was also a member of the team, which also includes the representatives of the administrative and professional staff and teachers (principal’s assistant, teachers, members of professional services), students (head of the Student Council), and parents/guardians (head of the Parent Council).

As the elementary school “Sveti Sava” in Doboj prides itself as being one of the more innovative and development-oriented educational institutions, this school already had the development teams, which facilitated the creation of the coordination team and accomplishment of the planned

activities. On the other hand, the staff members in elementary schools of the Bratunac, Jezero, and Osmaci municipalities did not have previous experience in the field of team development, which represented a good basis for cooperation in the process of development planning. Each team had 10-20 members, depending on the size of the school and its organization. Of the eight analyzed coordination teams, the basic, mandatory structure of the teams was expanded only in elementary schools "Aleksa Šantić" (Osmaci) and "Vuk Karadžić" (Bratunac) through direct participation of the OSCE representatives in both schools, and the participation of the municipal administrative official of Osmaci municipality responsible for social development. Although the municipal officials and representatives of the wider local communities were supposed to participate in the teams, this was not implemented in other schools.

According to previous experience with implementation of the Index, the teams were given a possibility to involve a *critical friend* in their work, whose role is to provide support and stimulate new avenues of critical thought. Critical friends are usually teachers from other schools, educational advisors, psychologists, counselors, or members of the higher education institutions, and it is desirable that this should be someone with experience in working with the Index for Inclusion. Only two schools opted to involve the critical friend. Guided by the fact that the critical friend needs to be someone outside the school, trusted by the members of the wider community, the team in "Sveti Sava" elementary school in Brod selected the chief of local police. The team from "Vuk Karadžić" elementary school in Višegrad selected a representative from the municipal administration. Both critical friends played a more indirect role in overall process.

4.3. Supporting the Process of Information on Inclusion and the Understanding of the Index

Task of the team members in this stage is to inform the employees, students, parents, and representatives of the local communities on the issue of the Index and to help them to understand its purpose. Before making any important decisions concerning the school planning, team members from the general staff briefed their colleagues on the Index methodology and manual during the Teachers Council sessions or staff meetings. In the four schools in which the school principals were actively involved as team leaders, they took over the task of the Index promotion and informed the staff members about the project. Additionally, relevant information regarding methodology features, implemented trainings, or areas of activities were informally exchanged during the breaks between classes. Nevertheless, the familiarization of the larger number of participants with the Index required a certain period of time.

"People don't understand and when you try to explain it to them, they generally find excuses, such as lack of time. When we talk about it in the staff room, the colleagues are interested, it seems that they want to participate, but if we need to organize a meeting or have a chat outside of the classroom, they avoid it." - member of the school coordination team, Rudanka, Dobož.

Difficulties in understanding the concept were mostly resolved during the planning stage of the development. Involvement of the Parent Council chairperson in the team allowed the parents to participate in the process of school development. Participation of the Student Council chairperson in coordination teams enabled the students to take an active role in the process, which contributed to identification of the students' needs during the project implementation. Each team met according to its own plan and dynamics. Activities were sometimes organized in smaller groups in order to exchange information and experiences, and to agree on further steps. Most of the schools organized meetings on a monthly basis, although the members of the "Sveti Sava" elementary school team in Brod had a different experience:

"We held meetings at least once a week, we even met informally at our houses, and that strengthened our mutual relations" – school counselor, Brod.

In all school teams, the majority of tasks regarding the planning and coordination of activities were assumed by one or two persons, mostly representatives of the psychology-pedagogy school departments and one teacher per team, while the other members occasionally provided support.

Some school teams underwent changes due to various circumstances, and that partially affected the continuity of work. In six school teams, student members were all seniors, and they left the teams after the school year ended in June 2012. When the new school year started, the leadership of Student Councils was changed, and new students became involved. During the work on the development of the inclusive process in "Aleksa Šantić" elementary school (Osmaci), the parents' representative moved away, and another representative became involved in the work of the team. Additionally, the counselor of the same school returned from maternity leave at the beginning of the school year and the temporary substitute counselor left the coordination team, which required additional work in the area of understanding of the Index.

4.4. Inclusion of Parents in the Work of the Coordination Team

Representatives of the Parent Councils participated in the activities of coordination teams in all schools. Their positive reaction regarding direct involvement in the overall process

reflects their readiness to do something useful for their children and the school. In most cases, presidents of Parent Councils were selected in order to ensure regular distribution of information to the other members of councils and other parents through parent conferences. In this way, most of the parents were able to contribute to a more efficient school development. The established mutual cooperation had an impact on the teachers and staff members, causing them to consider the ways in which to improve communication and more actively involve the parents in the school activities. It was confirmed that, in practice up to now, this was mainly a one-way cooperation, in which the teachers had an active, and the parents had a passive role.

“Parents will come to the conferences on time, will support everything we present to them, but if we want them to do something with us, they show no interest and make various excuses. This could be because of the fear of the unknown or due to lack of information, but it could also be the result of not understanding what they can expect from this cooperation, because all previous contact with the school was regarding the success and behavior of their children“ - teacher, Rudanka, Dobož.

Parents' representative, a mother of two students and a member of the coordinating team, supports the above statement:

“Several parents are present at the meetings, but they don't actively participate. It is a problem which is more obvious with the parents of grade 6-9 students, their response is weaker, and they do not seek contact with us as much. They simply avoid it, even if their child has problems in school. I think that parents are aware of their mistakes and oversights, so they avoid any stronger involvement.”

Contact between parents and schools in smaller municipalities (Jezero, Osmaci, Bratunac) is much more frequent and direct, and, therefore, the distribution of information is easier.

It is necessary to know the situation in the families of the students in order to accomplish a successful cooperation, but this has been continually ignored.

“I had a problem with a student who didn't attend classes, but through the cooperation with the center for social work I found out that his family was very poor, the mother had serious health problems and the two of them were victims of family violence. Connecting and networking is the key for success!”- teacher, Rudanka, Dobož.

There is a large group of Roma returnees in the Bratunac municipality, whose children are in elementary school. These are mostly incomplete families, overwhelmed with social problems, and the children do not have identification numbers or birth certificates. Frequency of contact with

these families is very poor and hard to achieve as they do not attend parent-teacher conferences, which, according to the teachers, represents a significant difficulty in their work. On the other hand, teachers from “Branko Ćopić” elementary school in Prnjavor, which is a multiethnic municipality, are under the impression that the parents want even stronger cooperation with the school. They believe that the possibility for dialogue among parents can be motivating for those parents who do not show enough readiness for cooperation.

Evaluating the ultimate effect of parents' involvement in coordination teams, it can be concluded that teamwork of parents and the school system contributed to a better mutual understanding, identification of obstacles, and development of new action models. Three schools plan to hold advisory workshops for parents, and to involve the parents in education programs for students and teachers.

4.5. Inclusion of Students in the Work of the Coordination Team

The increase of the students' involvement in organizational culture, curriculum, and school community are the major aspects of inclusion in education. Having in mind that the Index promotes the students' involvement and the appreciation of their opinions on the school and community improvement, this was enabled by the participation of students' representatives in coordination teams for development of school plan. In the eight evaluated schools, usually the students who are presidents of Student Councils are selected as student team members. Representatives of the students provided all information to the members of Student Councils during monthly sessions, following the meeting of coordination teams. Members of the councils had an obligation to inform other students at school. The opportunity for a large number of students to contribute to the inclusive process arose through direct participation in the survey conducted among the students in order to analyze the situation in the school and evaluate development priorities. Final grade students were included in six teams during the implementation of the project. After the end of the school year, their membership in the Council and coordination teams was terminated. New students were elected and included in the work of the teams in September. It was noted that the new student representatives were unfamiliar with the Index for Inclusion methodology and the activities implemented in the process of school development.

Some schools were enabled to participate in other programs aimed at increasing the participation and learning of children in the educational process. Therefore, some schools, like “Branko Ćopić” in Prnjavor, “Sveti Sava” in Dobož and “Vuk Karadžić” in Višegrad participated in other programs aimed to increase the involvement of children in educational process, namely the PAR (Participatory Active Research)

Stefan (13) is an 8th grade student from Dobož. He is a valedictorian. There are 23 students in his class – 13 boys and 10 girls. He likes history and biology, and wants to continue his studies at the medical high school. Since the beginning of the school year 2012/2013, he is the head of the Student Council and a member of the coordination team for school development. He became acquainted with the Index for Inclusion methodology during the previous school year, while he was a member of the Council. According to Stefan, since the school began implementing the Index, he noticed that *“the teachers have more understanding for the students and ask them for their opinion.”* During his mandate as student representative in the coordinating team, he supported the action implemented for the World Savings Day. All students were given savings accounts, and all the collected funds will be given to the school kitchen to buy food for the poor students. With the help of their math teacher, the students also want to create a web site for the school, so that each class could have their own web page with learning materials and presentations. This web page will be updated by students.

Jelena (14) is a 9th grade student from Dobož. After completing elementary education, she wants to continue her studies at the Gymnasium in Dobož. She enjoys English and math. She is the president of the Student Council, and participates in the activities of the coordination team. She views inclusion as the relation and cooperation between students and teachers, and she likes the fact that the school offers various extracurricular activities and clubs for students. She regularly attended the meetings of the coordination team. *“The adults were mainly debating the issues among themselves, but they also asked me for my opinion and I gave them some suggestions I gathered during the meetings of the Student Council. I believe they heard me out, and seriously took my opinions into consideration.”*

Jelena regularly forwarded the information presented during these meetings to other members of the Student Council and to students in her class. *“As one of the priorities, we determined that we need to allocate more money for the improvement and development of school extracurricular activities and clubs, as well as for certain necessary teaching aids.”*

Since the coordination team was established, she noted that the teachers work harder to explain the lessons during classes and try to get the best from each student. She does not like the fact that the teachers sometimes ask too much from the students. Together with her schoolmates, Jelena organizes various “actions”. For the World Animal Day, they asked all children from lower grades to participate in the program on an equal basis. Students with learning disorders were also interested in taking part in this event, and the other students helped them. A box for student suggestions and objections was recently placed in the hallway, so that every student can take part in suggesting actions for the next period.

Danijela (14) is a final grade student of the elementary school in Osmaci. She wants to continue her studies at the medical high school. She lives with her parents and twin sisters who attend the same school. Danijela is the president of the Student Council at her school. She completed the training on the Index for Inclusion. She states that the process of inclusion in education became much clearer to her after the training. As the representative of students, she participated in the activities of the coordination team. *“We discussed the issues which should be improved or changed in the school, and we also completed survey questionnaires at the Students Council meeting. As priorities, the students listed purchasing the equipment for the computer lab, improvement of sanitary facilities, and we also proposed the use of school uniforms.”*

Danijela believes that the students are eager to become more involved, and this is the first time that they are asked to give their opinions and state the problems they identified in school.

Thinking about her school, Danijela wants better work conditions, better equipment for chemistry and biology labs, and for teachers to explain certain topics more proficiently. She believes that the students are not sufficiently familiar with their rights and that this is something which should be changed in the future. Additionally, more seminars for students should also be organized.

project implemented by UNICEF and NGO “Zdravo da ste”. Aim of the PAR project is to include children in the decision-making process regarding the problems which they themselves identify in their local community or school. Additionally, “Sveti Sava” school in Brod was included in the CIVITAS-Intercultural exchange project, related to the active

participation of the youth in decision-making processes. Experience gained through participating in those projects helped the students to implement the survey and easily identify priorities for school plan development.

4.6. Cooperation Between the Schools and the Local Community

Removing the obstacles to learning and participation implies the use of all available resources in and out of the school. Cooperation with other significant groups in the same environment can provide additional support to the school in the active development of the inclusion process. Although the project "Inclusive Education in Republika Srpska" envisaged the improvement of the partnership between schools and their environment through the inclusion of common representatives in school/municipality coordination teams, that was not implemented as expected. Representatives of the local community participated in school team activities only in the municipalities of Osmaci, Brod, and Doboј (a subsidiary school department in the Kotorsko area). Out of the seven municipalities that have expressed their interest to participate in the project, only the municipality of Brod established the coordination team consisting of the community representatives (municipal administration, health center, center for social work, NGO, and the representatives from two elementary schools). The positive experience of the teamwork is the reason for this coordination team's continued functioning at the level of the Brod municipality. Even though the representatives from other municipalities agreed that training on the Index for Inclusion introduced new and more efficient models of cooperation improvement and further development of inclusion in local communities and school system, there can be multiple reasons for its lack of implementation. The project implementation period coincided with the local election campaign, drawing the attention of the municipal administrations to other priorities. Changes of the government at the local level in several key municipalities after the elections slowed the implementation of planned activities. It is interesting to note that the representatives of the Doboј municipality expected that schools would initiate the request for cooperation, and therefore did not insist on initiating the contacts following the completion of the training. The representative of the Bratunac municipality emphasizes that the challenges faced by this small and underdeveloped municipality surpass the realistic possibilities for expected cooperation. This situation is best described by one of the school principals:

"The people involved in the management and governing in the local communities must understand the same thing we understood during the contacts with the parents: there is no progress without appropriate preconditions and participation in joint ventures and activities. It seems to me that they do not recognize the need for the investment in education. Instead of initiating certain events, they distance themselves from it. Only after they realize and understand this, we will gain the support at that level and I believe that we will more easily resolve certain problems."

The municipalities included in the project did not estimate the need to produce their own development plans, being that coordinating teams already existed in certain municipalities, created as a part of the UNICEF's SPIS project, the goal of which is to improve the current protection of children's rights and persons from the so-called protected groups. Elementary schools in Prnjavor and Višegrad are a part of this established network, and did not see the need to "officially" include the representatives of the local community in school coordination teams, even though that kind of cooperation facilitated the submission of the drafted school development plan to the units of self-government for further consideration. It is confirmed that certain type of cooperation does exist between the schools and municipal sections for social activities. In smaller municipalities (such as Jezero and Osmaci), local officials closely cooperate with elementary schools in their areas and the proximity of their administrative offices to the schools is one of the advantages. Similarly, the municipalities included in the project did not estimate the need to produce their own development plans according to the Index methodology, as they have the "strategy for municipality development" created by the Planning and Municipal Development Commission (*Komisija za planiranje opštinskog razvoja - KPOR*), as a part of the Project for Integrated Local Development, a joint initiative of the Swiss Agency for Development and Cooperation and the UNDP.

The most positive example of the local community involvement in school activities is noted in "Sveti Sava" elementary school in Brod. Thanks to the crucial influence and the management vision of the school's principal, efficient cooperation was established with the "Refinerija nafte Brod" oil refinery. This company helps the school through various donations, provision of classroom equipment, and support in organizing after-class activities. Journalists from the local media visit the school at least once every two weeks to cover the current events, thus enabling the local community to stay informed on all current school activities. The partnership relation with the municipal administration has been established, and the municipality significantly supports the school in creating better conditions for students and their education. It appears that the school administration promotes the open attitude toward other institutions, and wants to exchange experiences and engage in various projects.

Budgets of all seven municipalities have funds allocated for educational policies, and the amount of the funds awarded to the local educational institutions is reflective of their financial situation and is generally insufficient. With regards to the long-term plans for the means of improvement of inclusive policy, the municipalities of Brod, Prnjavor, Osmaci, Jezero, and Višegrad confirmed that the school development plans will be included in the existing municipal development strategies and, accordingly, the extension of budget funds for elementary education will be implemented.

4.7. Participation of Teachers in the Process of Inclusion

In order to evaluate the opinions of the teachers on practical aspects of inclusive educational practice, a survey was carried out in the eight selected schools, during which the teachers expressed their level of agreement with certain aspects of inclusion development.

The survey was filled by 320 teachers from eight participating elementary schools and two schools which were not included in the evaluation ("Petar Kočić" elementary school in Kravica, Bratunac, and "Liješće" elementary school in Brod). In terms of gender structure, 75.2% of participants were females and 24.4% were males. These results show a significant prevalence of women in the educational profession. In the group of teaching staff who received training on the implementation of the Index for Inclusion and Education for Social Justice methodology, there are more people who did not attend these classes (78.5%) than those who did (21.1%). One of the most frequent suggestions of teachers is precisely the need to organize education for their colleagues in order for them to better understand the process of the inclusion development according to the Index methodology.

According to the years of professional experience in the structure of the employees in the education system, most participants have 1-5 years of professional experience (33.7%), while the smallest percentage of the survey participants (3.8%) have 21-25 years of experience.

Evaluating the level of support for the teaching staff during their interaction with students with special educational needs, more than half of the respondents (62.9%) do not agree with the statement that they receive adequate expert and practical support (Chart 1). Only two schools in the municipality of Doboje have a speech therapist on their staff. All eight schools expressed the necessity of engaging additional experts, especially speech therapists and defectologists, in order to improve the support to teaching

staff during inclusive education development.

Analyzing the attitudes of the teachers regarding their work with students, the majority of respondents (89.5%) believe that the number of students in a classroom that includes students with and without educational and attendance difficulties should be reduced in order to provide equal quality of education for all children (Chart 2). While conducting the assessment process in the field, the teachers confirmed that this has not been implemented as expected. The common attitude of the teachers in the schools that do have such experience is that they face numerous challenges and difficulties in doing their job, without any professional support. In terms of work, the acquired data show that almost 90% of educators agree with the statement that they strive to adapt the curriculum and their work to each student individually, but this is not always possible in practice due to the high workload and limited time (Chart 3). It is believed that engaging a pedagogical assistant during classes could contribute to a more efficient and better implementation of inclusive education.

While evaluating the level of teachers' competence in applying and developing inclusive practices in education (Chart 4), it can be noticed that more than half of respondents (68%) do not agree with the statement that they are sufficiently educated for the inclusion process, while the smaller percentage of the participants agrees with this statement. During the implementation of the research in the field, the majority of teachers highlighted the need for continuous education and training, with a focus on practical work and applicable experiences in the process of development of inclusion in education.

Summarizing data on the involvement of parents in school activities, an interesting fact is that the majority of teachers (75.9%) agree with the statement that the parents whose children achieve good results in school or do not face serious obstacles in class are the most willing and ready for cooperation. This piece of information is a direct proof of the necessity for creating a new practice that will

Chart 1.

Teachers receive adequate professional and practical support while working with students with special educational needs

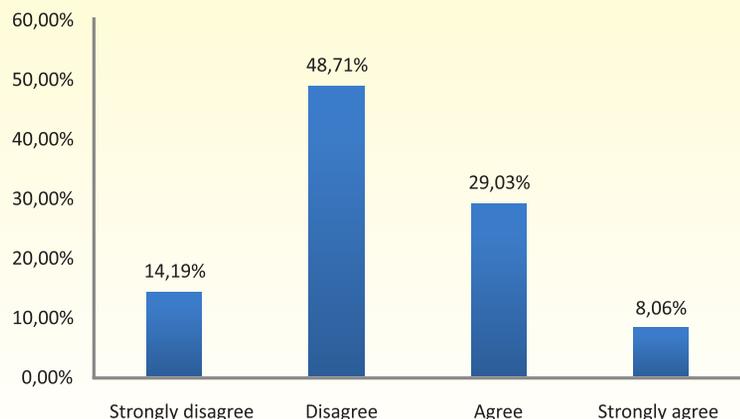
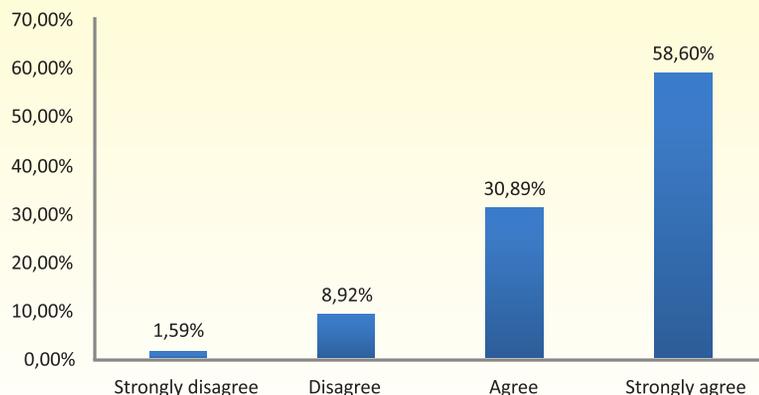
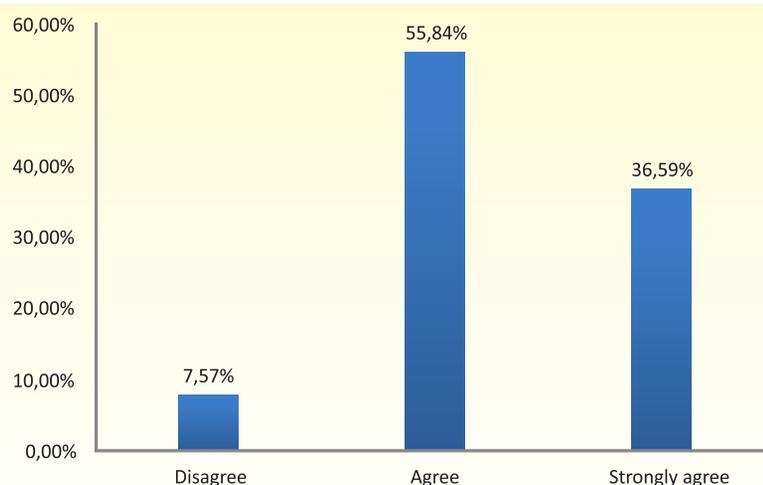


Chart 2.

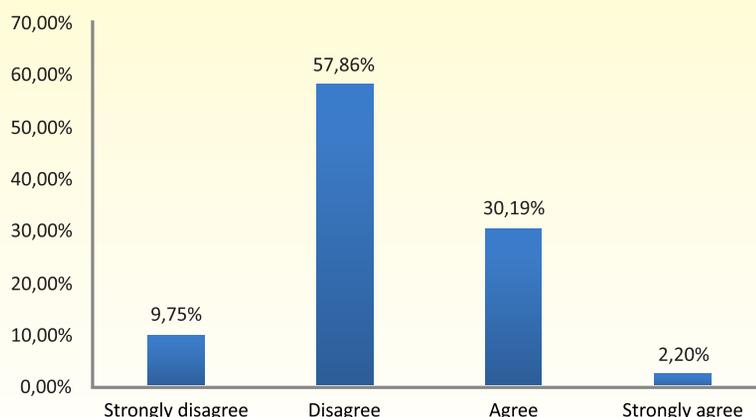
The number of students in a classroom that includes students with and without special educational needs should be reduced

**Chart 3.**

Teachers strive to adapt the program and pace of work to each student individually, but this is not always the case in practice, due to the large volume of work and limited time

**Chart 4.**

Teachers are adequately trained in the implementation of inclusive educational practices



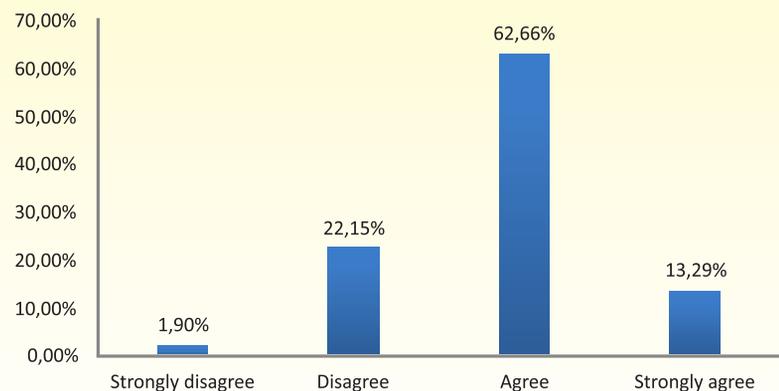
contribute to a better social cohesion of those parents whose children do not always achieve the expected results in school. Educational system should encourage the involvement of all parties in the process of development of inclusive practice, especially those who perhaps do not demonstrate sufficient interest due to the lack of information on the existing possibilities. Evaluation in the field determined that, in most cases, the parents do not know how to become actively involved in school activities, which means that cooperation with parents is the weakest

link. Many schools should improve that kind of cooperation in the next period. Education of the parents is of key importance. On the other hand, thanks to the Parent Council as one of the bodies working in elementary schools, a certain number of parents are able to contribute to the higher quality of school development, the capacities of which should certainly be increased in the future.

One of the topics discussed during the contacts with teaching staff were the activities which increase the

Chart 5.

Parents whose children achieve good results in school or parents whose children face no serious obstacles in implementation of regular curriculum are more likely to become involved in school life.



capability of the school to respond to diversities among the students. Data on the status of the students were collected in eight schools, according to the categories and gender, in order to estimate the differences among students that can be used as a resource for support in learning, as well as the guidelines for the school and teachers in the process of

recognizing the students' needs. Data given in Table 2 summarize the assessment of the current conditions in the schools and can provide additional ideas for the process of planning the future development of inclusive practices.

Table 2. Student classification data, according to defined categories

Student status	No. of girls	No. of boys
a) Students with mental (intellectual) disability – unclassified (e.g., mental retardation)	8	12
b) Students who are classified as children with developmental difficulties	11	24
c) Students with physical disabilities	4	4
d) Students with mental health problems (outpatient treatment at the Center for Mental Health)	2	1
e) Students with multiple developmental difficulties	8	12
f) Students with visual impairments	79	53
g) Students with hearing impairments	15	21
Students of Roma nationality	6	5
Students from other national minorities	30	31
Students with learning difficulties (e.g., dyslexia, language- difficulties, or difficulties in developing pre-reading skills)	61	122
Students with chronic illness (e.g., epilepsy, diabetes)	23	18
Students from families with four or more children	113	88
Students in conflict with the law (juvenile delinquents)	0	6
Students without adequate parental care (living in extended families or foster care)	8	4
Victims of criminal offenses against children or minors (e.g., sexual abuse of children, child neglect and abuse, illegitimate extramarital cohabitation with minor)	0	6
Students with excellent grades achieved (school year 2011/2012)	906	865



Students' extracurricular work – art group of Kozarska djeca elementary school in Gradiska

5. ANALYSIS OF THE CURRENT SITUATION IN SCHOOLS USING INDICATORS AND QUESTIONS

The purpose of this stage is to establish the important questions related to inclusive culture, policies, and school practices, which have to be explored thoroughly. All eight schools conducted research on the current state, using surveys. The existing resources from Parent and Student Councils were used to assess the attitudes and opinions of the school staff, students, and parents/guardians.

The survey was conducted using questionnaires (list of indicators and statements for all three dimensions of inclusivity) enclosed with the Index for Inclusion guidebook. After examining the applicability of the questionnaires, certain teams decided to adapt several questions prior to initiating the survey. Coordination teams from three schools created new instruments, questionnaires, and assessment scales, combining the list of questions from the Index with the instruments for evaluation and self-evaluation of elementary school activities. All examinees also had an option to recommend steps to improve the quality of school activities. Analyzing the collected data, certain schools focused on the topics that have not been considered previously. For instance, "Sveti Sava" elementary school from Brod discovered that students often achieve better results if they express themselves verbally. If the students needed to express something in a written form, they received lower grades and the difficulties for the students became more evident. Since written exams are also used in external assessments, such as during entrance exams and student competitions, it is planned to improve the written test taking skills of the students in the near future. The results of the survey conducted in "Vuk Karadžić" elementary school in Bratunac show that parents do not participate enough in school activities, while results obtained in "Milan Rakić" elementary school in Rudanka, Doboј helped them recognize the need to intensify the process of opening the school to parents and the local

community. The elementary school "Vuk Karadžić" in Jezero estimated that it is necessary to answer demands for organization of assistance for students in learning process. It is also essential to equip the school with modern teaching aids, because the students warned of the poor promotion of modern media and sources of knowledge in education. Through these surveys, the coordination team in "Vuk Karadžić" elementary school in Višegrad identified the need to improve the school's infrastructure, but was surprised by the parents' expectation that the teachers should be stricter in maintaining discipline among the students. This analysis enabled the staff of "Branko Ćopić" elementary school in Prnjavor to gain a better understanding of the specific needs of students who highlighted the poorly equipped computer lab as one of the problems which causes difficulties in the implementation of the curriculum.

After integrating the data collected from different groups, all schools recognized particular areas that should be further developed and explored.

5.1. Defining Development Priorities

During the assessment of the current situation in schools, priorities for the development of the school system were identified. Based on the obtained results and by considering the proposals given by the respondents, the teams have examined, analyzed, and developed the priorities for action in their schools. Special attention was given to the opinions of students and parents/guardians. In order to provide the conditions for the continuous improvement of inclusion, the teams strived to define the priorities for development within all three dimensions of the Index for Inclusion methodology: culture, policies, and practices. All teams agreed that the Index was very helpful during this phase.

Elementary school "Vuk Karadžić", Višegrad		List of priorities
Classes:	48	<p><i>Inclusive culture</i></p> <ul style="list-style-type: none"> • Enable students to have more effect on school activities through their suggestions • Enable peer learning assistance • Provide training during parents conferences • Increase the involvement of parents in school activities • Include all students in school activities • Continue providing help to students with learning disorders
Students:	914	
Teachers:	64	
Professional services: school counselor		
Branch divisions:	5	
The only school in Republika Srpska covering two municipalities - Višegrad and Novo Goražde		<p><i>Inclusive policy</i></p> <ul style="list-style-type: none"> • Eliminate architectural barriers which represent obstacles for children with special needs • Continue the practice of establishing classes with equal conditions for education • Change sitting location of students if that could improve their results • Continue the fight against juvenile violence • Provide help to new students during their adaptation to new environment <p><i>Inclusive practices</i></p> <ul style="list-style-type: none"> • Enable students to take notes during classes in their own way • Include students in mutual evaluation • Persist in the efforts to provide school transportation for all students living far from school • Acquire teaching aids and technology for effective and efficient education process • Retain possibilities for cooperation with representatives of other institutions

Elementary school "Sveti Sava", Brod		List of priorities
Classes:	44	<p><i>Inclusive culture</i></p> <ul style="list-style-type: none"> • Improve the influence of students' opinions on school activities • Establish inclusive values • Achievement is considered more important than cooperation among students • Improve participation of students in school activities
Extended stay groups:	5	
Students:	987	
Teachers:	62	<p><i>Inclusive policy</i></p> <ul style="list-style-type: none"> • Make school building and premises accessible for all, especially disabled persons • Provide support for diversity • Acquire modern teaching aids and equip the classrooms <p><i>Inclusive practice</i></p> <ul style="list-style-type: none"> • Students can take notes in their own way during classes (e.g., in their own language, use drawings, audio recordings, etc). • School transport is available for students who live far from school or have limited mobility. • Students may use tape recorders, computers, TV and video during the education process • Acquire professional literature for the school library
Professional services: school counselor, psychologist		
No. of branch divisions:	2	
Shifts:	2	



Promoting inclusive culture during the extracurricular activities in Aleksa Santic elementary school in Osmaci



Teaching in Sveti Sava elementary school in Brod includes innovative teaching methods

Presentation of students' work in Sveti Sava elementary school in Brod



Elementary school "Branko Ćopić", Prnjavor

Classes:	24
Students:	755
Professional services: school counselor, psychologist	
No. of branch divisions:	2
Professional representation:	99%

List of priorities

Improving quality of teaching and extracurricular activities

- Equip the computer lab of the branch division in Štrpci
- Acquire books for the library (fiction, professional literature, books of interest)
- Obtain didactic tools
- Continuous professional training of schoolteachers
- Develop cooperation between the school and potential donors

Improving social environment in school

- Improve inclusion of children with special needs
- Improve relations among students
- Improve relations between students and teachers
- Improve relations among teachers

Building partnership between school and local community

- Build partner relations between the school and parents
- Improve the cooperation between the school and public institutions in the field of social protection, culture, media, and health care
- Improve cooperation between the school and governmental institutions

Building and reconstruction of school facilities

- Reconstruct the roof and floor in the central school building
- Construct the artesian well and the gym for the branch division
- Install the video surveillance

Elementary school "Vuk Karadžić", Bratunac		List of priorities
Classes:	25	<p><i>Inclusive culture</i></p> <ul style="list-style-type: none"> • Include the parents in the process of decision making related to school activities • Encourage the work of the Student Council • Regularly brief all students about decisions • Consider suggestions from the students made through the representatives of their classes • Increase the inclusion of the local community in school activities • Enable equal participation of students with learning and other disorders in school activities • Eliminate architectural barriers which represent obstacles for children with special needs • Raise students' awareness on the respect for diversity <p><i>Inclusive policy</i></p> <ul style="list-style-type: none"> • Establish a project team responsible for material and technical improvement of education • Create a database for school admission • Overcome the obstacles in participation of minority ethnic students in the process of education • Professional training of teachers on the implementation of modern methods and the use of teaching aids <p><i>Inclusive practice</i></p> <ul style="list-style-type: none"> • Involve students in mutual evaluation • Create a code of behavior for students, school staff, and parents • Create the school's web page • Acquire modern teaching aids
Students:	562	
Shifts:	2	
Professional representation:	98%	
Teachers:	45	
Professional services: school counselor, psychologist		
No. of branch divisions:	5	

Elementary school "Sveti Sava", Doboj		List of priorities
Classes:	54	<ul style="list-style-type: none"> • Monitor the implementation of planned and scheduled curricular and extracurricular activities • Organize educational workshops for parents and students • Increase security of all segments of education • Improve the organization of school activities • Adapt teaching and evaluation to the individual learning needs and possibilities of a student • Evenly distribute obligations and tasks • Ensure a better flow of information among teams and councils • Improve planning and implementation of activities
Students:	1251	
Professional representation:	100%	
Teachers:	78	
Extended stay groups:	2	
Professional services: school counselor, speech therapist		
Shifts:	2	
No. of branch divisions:	4	

6. CREATING AN INCLUSIVE SCHOOL DEVELOPMENT PLAN

Coordination teams established in the schools became teams for school development planning. Schools were evaluated using the data collected through the survey conducted across the schools, and the identified priorities. Applying the SWOT matrix helped define critical factors (strengths and weaknesses) with the biggest impact on the further development of the school in the process of inclusion.

Several schools had previous experience in the creation of development plans and implementation of evaluation instruments. For other schools, this was an opportunity to properly analyze the situation and define possible ways of action.

The list of defined development priorities which was created in the previous stage had to be placed within the framework of school development plan. Schools strived to include all concerned groups (students, teachers, parents, and the local community) in the process of plan production. It was confirmed that some teams (schools in Bratunac,

Brod, Doboј, and Jezero) contacted the trainers who provided the initial trainings to get additional guidelines. In examining the development plans, it was noted that priorities were analyzed in detail, according to the suggested methods and implementation actions, time frame, and the resources needed for their completion, as well as the effect they will have on the development of school staff as a whole. All development plans were produced for the period of 3-5 years. Being that several schools had already created development plans prior to this project, this process helped them monitor the implementation of the previously planned curricular and extracurricular activities. These schools incorporated the planned activities with the existing school development plan, while the other schools created a brand new document. According to the suggestion of the Ministry for Education and Culture of Republika Srpska, the schools annexed these development plans to the annual plans of school activities, and submitted them to the Ministry.

7. IMPLEMENTATION OF ESTABLISHED PRIORITIES

Within the framework of the project "Inclusive Education in Republika Srpska" the Ministry of Education and Culture of Republika Srpska invited the schools to submit their suggestions for projects based on the priorities defined through the implementation of the Index for Inclusion methodology. Priority was given to projects related to the improvement of inclusive education and development of inclusive cultures, policies, and practices in schools and the local community. The general criteria for the project proposal were given in the official memorandum from the Ministry. A total of 40 project proposals were submitted, with three schools submitting two projects each, which means that a total of 37 schools responded to the open call for projects. All teams in these schools agreed that the Index was a useful tool which helped significantly during the project designing phase. The committee consisted of three representatives from the Ministry, three representatives from the Pedagogical Institute of Republika Srpska, and one representative from "Save the Children". The committee analyzed and scored the received projects. Scoring was done according to the criteria sent to schools in the "Project Funding Call". The number of points that one member of the committee could give each project was from 0 to 50. The final score is the average of the points

given by all members of the committee.

The project's budget will finance 25 school projects, according to their rank. Schools which submitted two projects will receive funds only for the highest scoring project.

During the assessment, it was noted that some project proposals were of exceptional quality, created according to the methodology of the Index for Inclusion, and that, as such, they contribute to the improvement of inclusive education. The committee also noted that some schools submitted only the development plan, without the official application and project documentation or elaboration. In order to enable the participation of as many schools as possible, the committee reviewed the submitted development plan in these cases. Some projects were not created according to the Index methodology, and these were scored poorly. Of the total of 37 schools which applied for this project, funds amounting to the maximum of 3.000 KM were granted to those schools whose projects were highly ranked and which scored in the top 25. No funds were awarded to those schools whose projects proposals did not meet the established criteria.

In addition to schools, municipalities included the "Inclusive Education in Republika Srpska" project were also able to apply for funds (up to 2.000 KM). The goal was to provide support for the project supporting the development of inclusive culture, policies, and practice in the local communities, and working on the establishment of more efficient cooperation between relevant representatives of local self-governments and schools.

Out of seven municipalities, these four submitted their project proposals:

- Višegrad municipality, project "Creating the Conditions for the Improvement of Inclusion in the Višegrad Municipality";
- Prnjavor municipality, project "Improving the Quality of Teaching Using Modern Teaching Aids and Methods";
- Brod municipality, project "Modernization and Improvement of Material and Technical School Equipment by Purchasing Modern Teaching Aids";
- Osmaci municipality, project "The Power of Community".

Inclusion signifies change and development. For achievement of visible results in practice, a certain amount of time is needed since changes are evaluated not only according to the success criteria defined in the plan, but also based on new research using dimensions, indicators, and questions at the beginning of the new school year.

In addition to creating new project proposals, the schools simultaneously implemented the activities which arose from the implementation of the Index for Inclusion methodology.

Below are several examples of good practice identified in the schools involved in this project:

- Since the beginning of last year, professional services in "Sveti Sava" elementary school (Doboj) organize individual meetings with teachers who are taking over the curriculum for the sixth grades, in order to point out gifted students as well as the children with learning difficulties. The purpose of this is to better prepare the school staff for provision of additional support to those students during the process of education. Also organized is supplemental teaching for students of third and fourth grades who achieved exceptional results during the regular education process and who express additional interest for learning. School staff is thus enabled to "discover" and identify advanced students in a timely fashion and to adequately support their development.
- Support to parents is provided by organizing informative and advisory workshops at the classroom level. Other schools also identified this activity as one of the highest priorities in the next period.
- The need for the promotion of the inclusion process in mass media was identified in "Milan Rakić" elementary school (Rudanka, Doboj). This would assist in the creation of partnership relations between the parents and the school, as well as in the quality implementation of the curriculum.
- In order to create better conditions for students in the elementary school "Vuk Karadžić" (Jezero),

Table 3: The list of project proposals from eight analyzed schools, based on the evaluation and final ranking

No.	Rank	SCHOOL	PLACE	MUNICIPALITY	PROJECT	FINAL SCORE
1	2	Sveti Sava	Brod	Brod	School modernization and improvement of technical equipment by purchasing modern teaching aids	46.43
2	3	Sveti Sava	Doboj	Doboj	Equipment for the speech therapy cabinet	40.29
3	5	Vuk Karadžić	Bratunac	Bratunac	Let us live and learn together	38.57
4	12	Aleksa Šantić	Osmaci	Osmaci	Parents and teachers – partners in school	30.57
5	15	Branko Čopić	Prnjavor	Prnjavor	Improvement of computer science teaching quality in the branch division of Štrpci	27.29
6	21	Milan Rakić	Rudanka	Doboj	Improvement of teaching quality by purchasing computer equipment	20.86
7	32	Vuk Karadžić	Višegrad	Višegrad	Building the accesses ramps for school facilities	8.57
8	40	Vuk Karadžić	Jezero	Jezero	Purchase of equipment	2.5

Student Council in cooperation with parents organized the activity of improving the school garden (planting flowers and other plants, installation and decoration of benches). On the occasion of the Week of the Child, the school front yard was used for making and painting of "playground" games which are now frequently used by the students at recess.

- Members of the Student Council in "Sveti Sava" elementary school organized similar activities after receiving the grant funds for 10 benches. Additionally, the school equipped the info-corner of the Students Council as a part of the project "School - A Safe Place for Development and Education of Children".
- As the result of the active involvement in the assessment of the current situation in school, students of "Vuk Karadžić" elementary school (Bratunac) decided to organize two humanitarian actions by the end of the year: clothes and funds drive for students from socially handicapped families, and the preparation of New Year presents for first grade students.

- "Branko Ćopić" elementary school in Prnjavor organized a large action of collecting PET bottles. The action was initiated by student members of the environmental club, aiming to develop positive values in children and parents and their active participation in changes within the local community. The action involved not only the parents, but numerous members from the local community as well. The Environmental Protection and Energy Efficiency Fund of Republika Srpska is planning to develop this model in other schools and local communities.
- President of the Parent Council in "Vuk Karadžić" elementary school in Višegrad designed an architectural project to build access ramp and repair the school entrance in order to enhance the access to the school for all children, especially disabled students and children with other disorders. This school has two special education classrooms.

8. FINAL REVIEW AND CONCLUSIONS

(Project achievements compared with planned results)

The experience and skills of the Project team and the selection of qualified associates and participants lead to the full implementation all activities listed in this project. The project implementation created the prerequisites for continuation of development of this type of inclusion in elementary education.

The project implementation strengthened the capacities related to principles of social justice and inclusive education and based on creating the culture of inclusion, and producing inclusive policies and practices within governmental institutions. The Ministry of Education and Culture of Republika Srpska had implemented this project, while the representatives of the Pedagogical Institute of Republika Srpska participated in the implementation of project activities by organizing trainings for trainers, providing logistical support to the schools during the creation of development plans, monitoring implementation of the Index for Inclusion, and evaluating and granting funds to the schools.

Organization of trainings enabled the involvement of a significant number of relevant subjects in development of resources which will be used to reduce difficulties in learning and participation. The participants expanded their professional knowledge on theoretical and practical aspects of inclusive educational practice based on the Index for Inclusion and Education for Social Justice methodology.

Trainings which were attended by the representatives of schools and local communities were a good way to exchange experiences, define the practical needs, and establish a certain form of cooperation.

Capacities of the elementary schools (teaching and other school staff, administration, parents, and students) were strengthened for the implementation of the Index for Inclusion and Education for Social Justice methodology.

Participation in the implementation of project activities encouraged a change of the attitudes of the school staff, school administration, students, and parents/guardians regarding the values of inclusion, including a detailed examination of methods to reduce students' difficulties in learning and participation. Coordination teams for development of inclusive education were established in all schools, which secured a higher level of cooperation between teachers, schools, and parents/guardians. This created a solid base for a more efficient and sustainable implementation of the inclusive process in practice.

The results of the survey showed which additional methods of support should be given to the school staff in order to more easily overcome potential obstacles in the inclusion process.

Participation of students and parents in decision making on school policies and practices was increased. Presidents of



Teaching in Sveti Sava elementary school in Brod includes innovative teaching methods

Parent Councils and representatives of Student Councils were included in school coordination teams which helped improve the communication between the school, parents/guardians, and students. Mutual work on the creation development plans enabled the schools to identify models of cooperation with students and parents in the next period, in order to adequately respond to different needs in practice.

Certain schools comprehensively examined and analyzed development priorities for the first time, which had a major impact on strengthening of the competency of elementary education institutions. The important component for school development plan production is focusing on the activities which are necessary to improve learning and participation in school, and which, in turn, encourage the principles and values of inclusive school culture, practices, and policies.

In order to achieve a better implementation of project goals, one of the important activities is the selection and funding of projects submitted by the participating schools, based on the established development priorities. This activity has led to the creation of various programs and activities in schools, aiming to increase learning and participation in the educational process created and implemented by teachers, parents, students, and the local community.

The organized trainings helped strengthen the capacities of the local community representatives to create the conditions for better quality of education, according to the needs and abilities of the students. However, it is necessary to work on establishing the more effective cooperation between the institutions of local self-government and elementary schools in order to make the practice of

inclusive education sustainable within the elementary education system. It is crucial to provide the teachers with guidance and examples for the involvement of local communities and parents in school life.

With regards to the long-term planning of measures for improvement of inclusive policies, it was confirmed that the municipalities of Brod, Prnjavor, Osmaci, Jezero, and Višegrad will incorporate the school development plans in their existing development strategies and will adjust the budget for elementary education accordingly.

In order to monitor the progress of the inclusion development upon completion of the project, institutions responsible for the improvement should provide an integrated evaluation system and establish the exchange of information and experiences with the schools regarding the monitoring of further functioning and activities of the teams, as established in the development plans.

It is also necessary to ensure the participation of other school staff in education based on the Index on Inclusion and Education for Social Justice methodology, and to provide continuous education and training focused on practical work and applicable experiences in the inclusion development for school staff who have already attended trainings. Additionally, it is necessary to monitor the involvement of all schoolteachers in the implementation of activities.

Finally, it is necessary to implement a systematic transfer of knowledge and exchange of experiences among schools regarding the issue of the Index methodology implementation, in order to obtain the information necessary for the practical work, as well as to improve the existing situation.

Institutions

Participants in focus groups/interviews during the process of project evaluation

Pedagogical Institute of Republika Srpska

Nina Ninković, Head of the Department for pre-school elementary, and general education

Elementary school "Sveti Sava", Brod

School principal: Zora Gluvak

Coordination team:

Dijana Radić, classroom teacher

Ivana Brković, professor of English language

Bogdana Dobrnjac, school counselor

Daliborka Rijić, English language teacher

Marija Kokić Prečanica, professor of geography

Danica Časić, Serbian language teacher

Radovanović Snježana, *Parent Council representative*

Ariana Tomičević, *Student Council representative*

Municipality of Brod

Head of the Department for Administration and Social Activities: Džehva Ahmetović

Coordination team:

Stojanka Bardak, administrator for social activities

Gordana Brkojević, lawyer, Medical Center, Brod

Daliborka Milošević, lawyer, Center for Social Work, Brod

Suzana Grabovac, Elementary school

"Liješće", Brod

Slađana Kušić, Elementary school "Sveti Sava", Brod

Nada Bosić, school counselor, Elementary school "Liješće", Brod

Zora Gluvak, principal of the Elementary school "Sveti Sava", Brod

Elementary school "Sveti Sava", Dobo

School principal: Rajko Grabovac

Coordination team:

Milja Kovačević, principal's assistant

Radenko Pijanović, teacher

Jelena Jović Nešković, teacher

Milica Vidaković, teacher

Bokana Mišković, teacher

Sanja Topić, teacher

Milena Vuklić, school counselor

Nerma Hodžić, *Parent Council representative*

Jelena Mitrović, *Student Council representative*

Elementary school "Milan Rakić", Rudanka, Dobo

School principal: Marko Kuzmić

Coordination team

Ružica Nakić, teacher

Zenaida Lišinović, teacher

Ljiljana Bosić, teacher

Dragan Segdar, teacher

Željana Nikolić, teacher

Slobodan Jotić, teacher

Aleksandar Zoranović, teacher

Zoran Antić, teacher

Sanja Miletić, teacher

Stefan Vidaković, *Student Council representative*

Municipality of Dobo

Head of the Department for Social Activities:

Tanja Čakarević-Jeftić

Elementary school "Branko Čopić", Prnjavor

School Principal: Rajko Aleksić

Coordination team

Aleksandra Novarlić, school counselor

Jelena Radivojević Stupar, psychologist

Amel Dedić, *Student Council representative*

Municipality of Prnjavor

Head of the Department for Local Economy

Development and Social Activities: Žana Pekić

Elementary school "Vuk Karadžić", Bratunac

School principal: Andrija Mladenović

Coordination team

Radimir Trodanović, teacher

Dragana Nikolić, professor of classroom teaching

Mirjana Jokić, school counselor

Bojana Jakovljević, psychologist

Slobodanka Balmazović, teacher

Mirjana Kovačević, *Parent Council*

representative

Anđela Dragić, *Student Council representative*

Snežana Milovanović, *student representative*

Municipality of Bratunac

Head of the Department for Social Activities:

Olja Čučić

Elementary school "Aleksa Šantić", Osmaci

School principal: Božo Bašić

Coordination team

Snežana Vidović, school counselor

Snježana Stević, teacher

Danijela Stojanović, *Student Council representative*

Municipality of Osmaci

Head of the Department for Economy, Finances,

and Social Activities: Dalimirka Gordeljević

Independent Associate for Development

Management and Development Projects:

Miladin Vukićević

Elementary school "Vuk Karadžić", Jezero

School principal: Radomir Nikolčić

Đana Kulenović, teacher

Gorana Marić, *Student Council representative*

Elementary school "Vuk Karadžić", Višegrad

School principal: Momir Radojčić

Coordination team

Danka Petković, professor of classroom teaching

Jadranka Tasić, professor of classroom teaching

Snežana Jevdić, English language professor

Olivera Milisavljević, professor of classroom teaching

Damjana Joksimović, professor of classroom teaching

Tanja Jevtić Racković, English language professor

Drašković Miroslav, *Parent Council*

representative

Marija Lakić, *Student Council representative*

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Appendix I

Project Evaluation „Inclusive Education in Republika Srpska“

Guidelines for focus groups

QUEST. I: THE SCHOOL & COMMUNITY COORDINATION TEAM

School/ Municipality:

No. of focus group participants:

Beginning:

End:

Part 1: Introduction

- Please introduce yourself individually. State your name and your professional role in the school (community)?
- While discussing inclusive development of the community and the school, what does inclusive education mean to you?

Part 2: Training on the Index for Inclusion methodology

- Most of you attended the training on the Index for Inclusion and Education for Social Justice methodology. Can you recall how the training went?
- How did the training assist you in better understanding the application of the Index for Inclusion and Education for Social Justice methodology?
- What was especially significant to you during this training?
- Following the training, how well were you prepared for the understanding and application of the Index in your system/curriculum/community?

Part 3: Establishing the coordination teams

- How did the process of establishing the coordination teams go (mutual cooperation, dynamics, division of roles and tasks)?
- How many meetings did you have? How many members of the coordination team were there?
- How were the certain responsibilities shared within the team? Did all members have the opportunity to actively participate in the dialogue and to state their opinions and attitudes about the school (or the local community)?
- How was the Index promoted and advocated at the school with other teachers and school staff, parents, and students (and with other actors in the local community)?

Part 4: The process of identification of priorities and school development plans

- How did the process of testing and analyzing the priorities for the preparation of school development plans occur?
- What was the flow of the process of gathering information from the students, parents, school staff, and members of the school administration in the phase of the identification of priorities for the school planning?
- What priorities did you identify and what is the content of the plan?
- The coordination team should become a team for school development planning. Did you divide the responsibility for the creation of the school development plan?
- To which extent was the Index useful for the school development plan? To which extent did the indicators and questions in the Index assist in the identification of school priorities, which might have been overlooked earlier?
- Which difficulties did you observe during the creation of the

development plans based on the Index for Inclusion and Education for Social Justice?

- The coordination team evaluates the approach to the municipal and school development plans and integrates the Index with the existing organization. How did this process develop in your case?
- What kind of support did you receive from the Ministry (trainers) at this stage?

Part 5 : The importance of the application of the Index for Inclusion Methodology

- What was the biggest challenge (or hardest part) in understanding the content or application of the Index for Inclusion methodology?
- What is the advantage of this methodology for you and your work? (Perhaps by comparing the period before and after the training; strengthening professional competencies for inclusion; the opportunities for interaction with families and the community; opportunities for critical thinking ... can you provide an example?)
- Did working on the Index change your knowledge and attitudes regarding the inclusiveness in education? If so, how? If not, please explain why not.
- How do the methodology and concepts of the Index for Inclusion and Education for Social Justice differ from the "standard" educational policies?
- Do you apply the principles of this methodology in everyday teaching and, if so, in what way? Please provide an example.

Part 6: Identified changes

- What changes do you notice in the classroom/school/local community since the Index methodology has been implemented? Has there been any change regarding the commitment toward a more inclusive education in the school?
- Can you provide an example of how the cooperation with students, parents, or the community changed since the methodology has been implemented?
- How did this help you to ensure greater understanding of the specific needs of your students and how to respond to them?
- Did this methodology encourage a dialogue between the local community, schools, students, parents? Please explain.
- How did the cooperation between the local community and your school evolve?
- Being that the project stipulates that the school's development plan will provide support in the process of implementation of this project, which were the results you presented and proposals you submitted for the open call for project proposals?
- How are the developmental changes sustained and how can this be improved?

End of discussion

- Summary of the discussion and conclusions
- Completion of discussion/focus group

Appendix II

Project evaluation „Inclusive education in Republika Srpska“

Guidelines for structured interviews

QUEST. 2: STUDENT Representative in the coordination team

Student's name: _____

School/municipality: _____

Beginning of the interview: _____

End of the interview _____

Part 1: Introduction

- How old are you and what grade are you currently in?
- Tell us something about your class: the number of students, boys and girls? Number of school subjects?
- What do you like at your school? What do you dislike and why?
- How is the Student Council organized? (Student initiative activities)
- Does the school organize additional activities to keep students informed about their rights, obligations and opportunities for participation?
- What does inclusive education mean to you?

Part 2: Participation in the coordinating team

- How did you prepare for understanding the methodology of the Index for Inclusion and Training for Social Justice? Did you attend any previous trainings?
- What was your role as the representative of the Students Council in the coordinating team?
- How were the Index for Inclusion and the Education for Social Justice promoted and advocated among other students who are not members of the Council?
- Has the coordination team seriously consider the proposals, suggestions, and comments from the Students Council during their work on the implementation of the Index for Inclusion?
- How were the priorities for the development of school planning identified? What was your role in that process?
- Do you know the general content of the created development plan?
- How were the other students at the school informed of the content of the development plan?
- What was particularly significant to you during the creation of the school development plan?
- As the representative of the Students Council, in what way did you contribute to the successful implementation of the Index for Inclusion and the work of the coordinating team?

Part 3: Identified changes in practice

- Based on your experience, how can this methodology improve the participation of students in the school?
- Has the teachers' attitude towards students change in any way? (Has the implementation of activities improved the inclusion of students with special educational needs or students from ethnic minority groups)? Please provide an example.
- What changes do you notice in the classroom/school/local community since the methodology of the Index has been implemented, compared to the previous period?
- In what way did you participate in the preparation of the project proposal which the school submitted to the Ministry?
- When you think about your teachers, what would you like to improve in the classroom/school?
- Do you believe that teachers are now well prepared for the work on quality inclusive education (with vulnerable groups of students)?

Appendix III

Questionnaire on school statistics (students' status assessment)

The Ministry of Education and Culture of Republika Srpska in collaboration with Save the Children International have been implementing the project "Inclusive Education in RS." In order to evaluate the project, we would like to assess the level of participation of students with diverse needs in your school. In terms of this, it is necessary to analyze the students in your school based on the categories listed below. Obtained statistical data, sorted by sex and the mentioned categories of students, should be provided in the empty field to the right of the questionnaire. If there are no students under a specific category in your school, please enter 0. Completed questionnaire with obtained statistics should be returned to the Ministry of Education and Culture of RS no later than **November 06, 2012**.

Thank you in advance for your understanding and cooperation.

School and municipality:

Status of students		No. of girls	No. of boys
1.	Students with special educational needs: a) Students with mental (intellectual) insufficiency that are not classified (e.g. mental retardation) b) Students who are classified as children with developmental difficulties. c) Students with physical disabilities d) Students with mental health problems (outpatient treatment at the Center for Mental Health) e) Students with multiple developmental difficulties f) Students with visual impairments g) Students with hearing impairments		
2.	Students of Roma nationality		
3.	Students from other national minorities		
4.	Students with learning difficulties (e.g. dyslexia, language difficulties, or difficulties in developing pre-reading skills)		
5.	Students with chronic illnesses (e.g. epilepsy, diabetes, etc)		
6.	Students from families with four or more children		
7.	Students in conflict with the law (juvenile offenders)		
8.	Students without adequate parental care (living in extended families or foster care)		
9.	Victims of criminal offenses against children and minors (e.g. sexual violence against children, abuse and neglect)		
10.	Students with excellent grades achieved (school year 2011/2012)		

Appendix IV

**Project "Inclusive Education in Republika Srpska"
Ministry of Education and Culture of Republika Srpska**

Questionnaire for teachers

Required for all teachers in the school

In front of you is a questionnaire designed to assess the teachers' opinions about the practical aspects of inclusive educational practices. The answers will be used to evaluate the project "Inclusive Education in Republika Srpska", which has been implemented in elementary schools throughout Republika Srpska by the Ministry of Education and Culture of Republika Srpska, in cooperation with Save the Children. All completed questionnaires should be returned no later than November 06, 2012.

Instructions: The questionnaire consists of 13 separate statements. Please read them carefully and state the degree of your agreement or disagreement with each of the following statements by selecting the appropriate field. There are no "correct" and "incorrect" answers. The survey is anonymous and all data will be kept strictly confidential. It will be used only for the purpose of evaluation of the project and will not be used for any other purpose.

Thank you for your cooperation and understanding!

School / municipality	Sex a) F b) M	No. of years of experience in teaching	Have you attended the trainings on the Index for Inclusion and Education for Social Justice? a) Yes b) No
<p>Statements</p>			
1			
2			
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