

Communication is the key to be successful.



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Advocacy ?

Communication?

Is it possible to differ where starts and ends each of it?

Can we use Communication as a successful tool to reach the goal?

As NGO we passed through a lot of
“ups and down”.

4 domains we deal with:

- Parent Education
- Inclusive Education
- Social for Justice Education
- Quality Education



To have achievements and to move forward ideas communication is a crucial instrument.



How we used communication in one of 4 domains we work in – inclusive education

What is Communication

- Sharing information with
- Dialogue
- Process

The goal is –
the result.



As a process Communication has
no beginning and no end but is
lasting till mutual understanding

Expectations:

Knowledge
Relationships
Action and
Behavior



3 types of Communication:

Program – education, information, action, resources, service, advocacy and policy

Social mobilization - to mobilize population to reach definite goals

Social mobilization - to clarify needs in order to solve problems coordinating efforts



Training topics:

- Types of communication
- Structures and behavior



- Conditions to change
- Lessons to be learned

Beneficiars:

Parents, families, educators, decision-makers – the category of population that really interested to promote democratic values by making children active participants and have choice to become independent in future.



Learned the situation –

15 % of specialized
schools

34,2 % of preschools
are closed

27,5% have access
to specialized schools

2270 children
study at home



Observed the environment – mostly poorest part of population

Planned the strategy – how to use the human resources

Defined the needs, abilities and instruments we can use

Involved decision-makers, well-known educators, scientists, friends and mass-media



Steps:

Pilot school with inclusive education serve as a model – pilot project started in 2000 and finished in 2003

Training, workshops, meeting, consultations
Community is involved



Parents and families are partners
Mass-media tells stories on pages of local
newspapers and radio set
Publication of collaborative brochures
Success stories



Challenges:

A lack of human resources who is ready to work with us –professional teachers

A lack of volunteers

A little support of official organs

No funds

Community's prejudices

Illiterate population

Indifferent environment



Positive:

New imagination about inclusive education

Willingness of school administration to welcome disabled children

Community is ready to accept the difference of people



Healthy peers behavior is changed – they are glad to be helpful and useful

Parliament discussion of legislation

Point of inclusive education is included in new preschool standards curriculum discussions – its in the process



Communication makes possible to integrate disabled children to the society and develop potential alongside peers

Teachers and specialists are able to learn and teach as a team



Decision-makers lobby inclusion education in the parliament

37 classroom increased to 87 – local funds are used

450 disabled children develop together with healthy peers



There is a great difference of interests in the society :

rich and poor

more and more voices sound about building schools with special equipment and surrounding for talented students

a lot of educated professionals will leave the schools for new ones

Results:

Behavior changes

Community becomes flexible and tolerant to the needs

Social support increasing

Relationships and understanding comes to assist problem solving





- Regional training centres
- Model preschools
- Model primary classes
- Highered institutions

- ▲ Applied preschools
- ▲ Applied primary schools
- ▲ Teachers re-training institutes



Thank you!

