

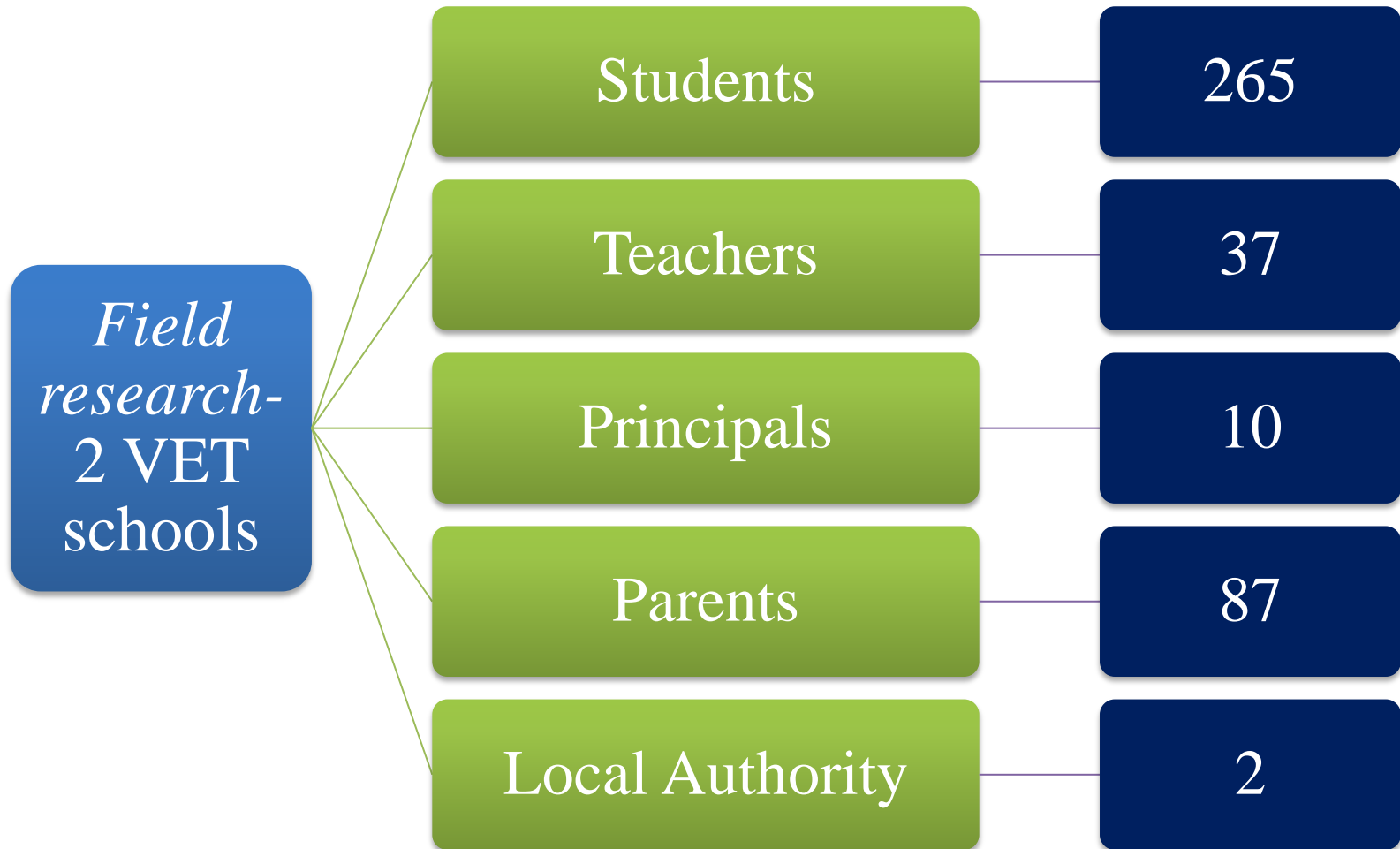
Regional Support for Inclusive Education

**Research Findings**  
**MONTENEGRO**

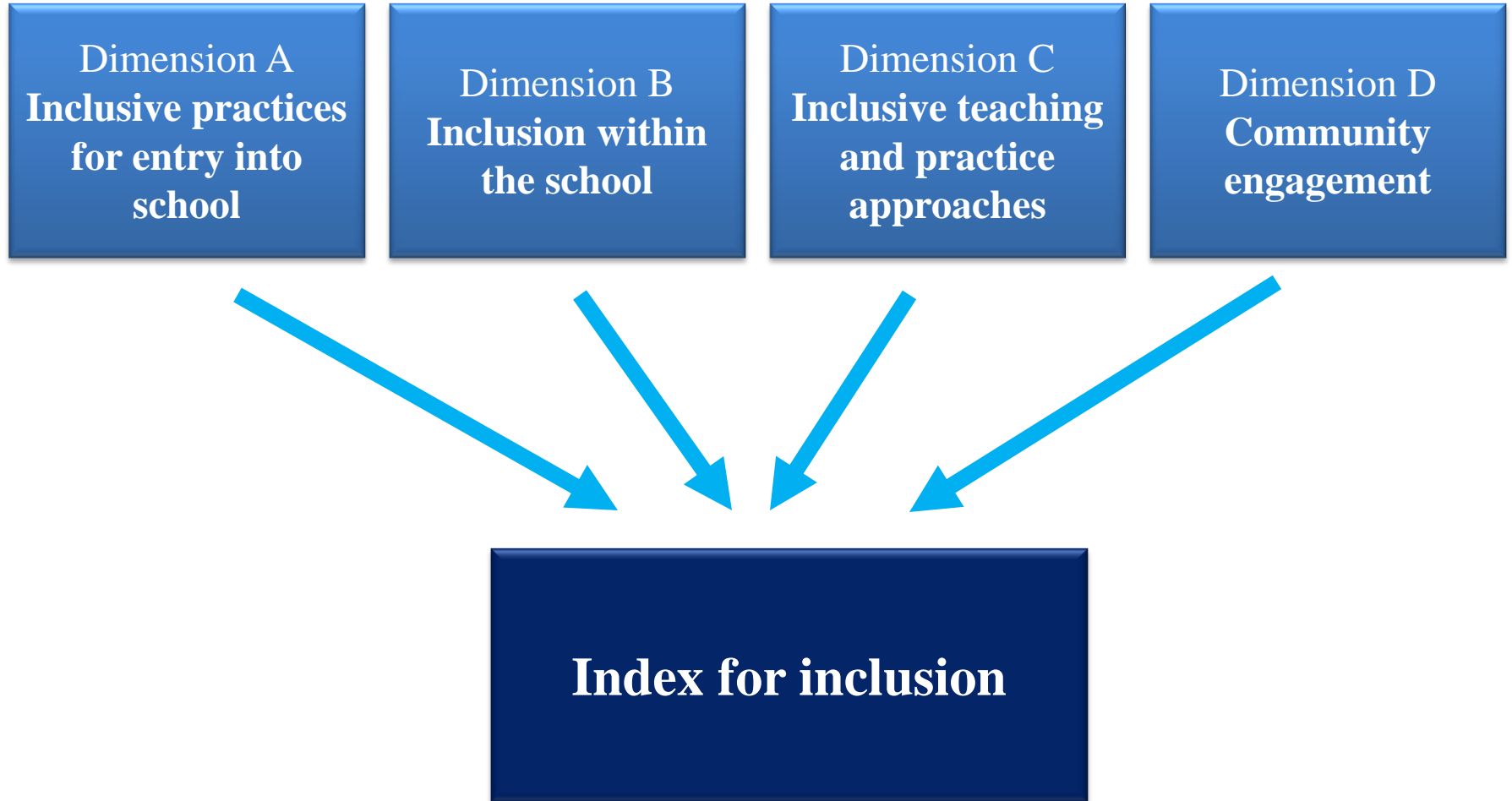
Milika Mirkovic

Turin, 17 June 2014

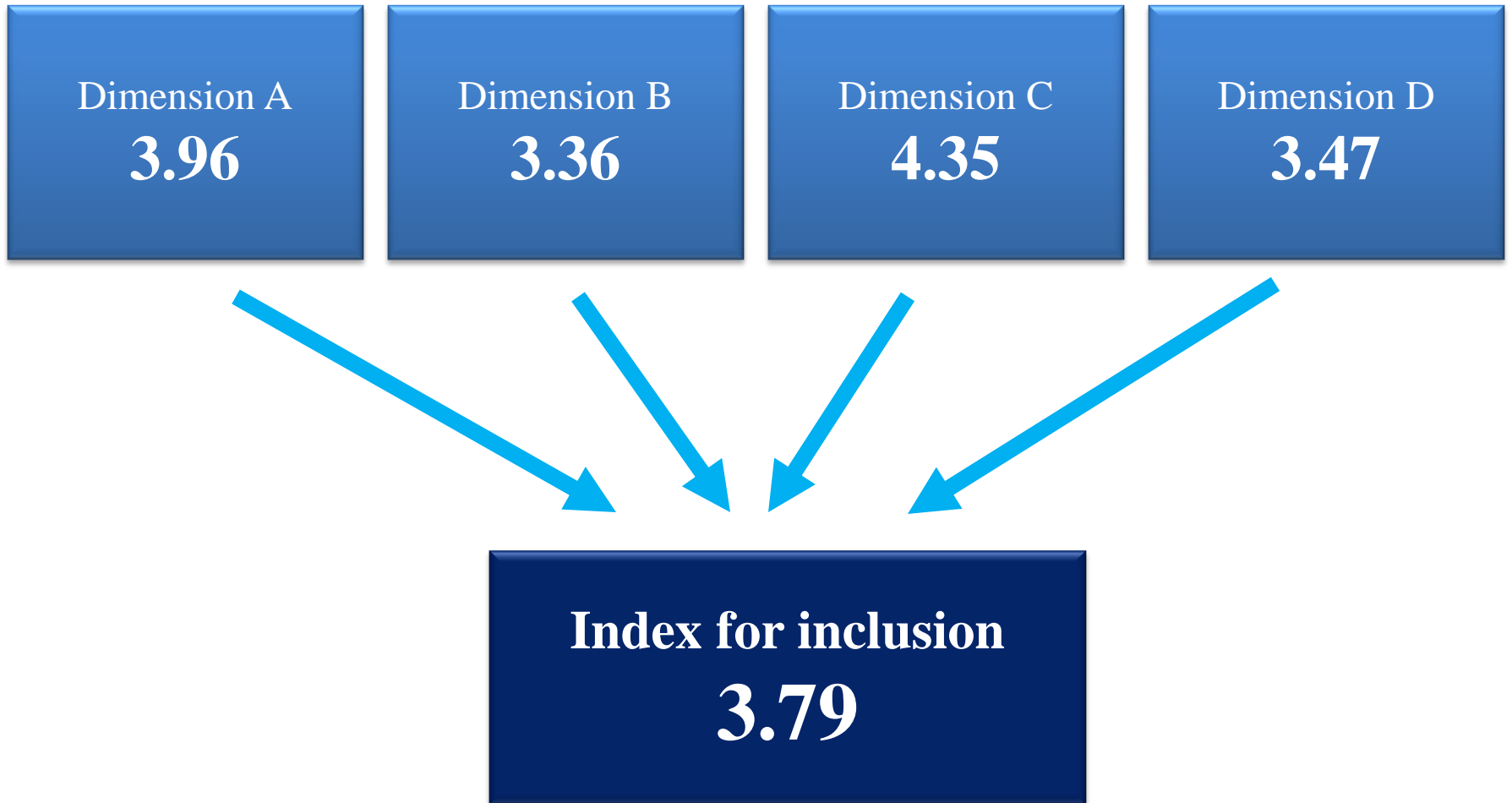
# Methodology



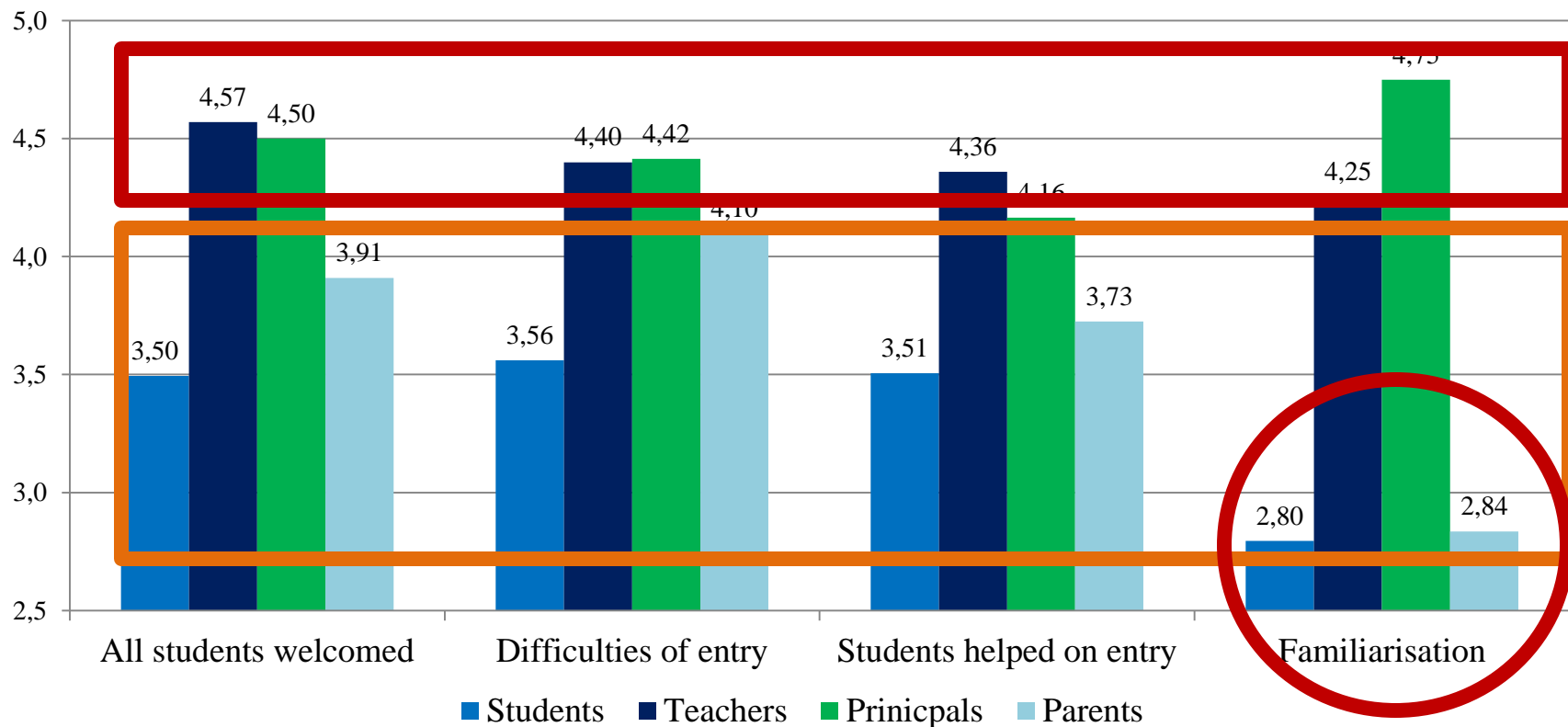
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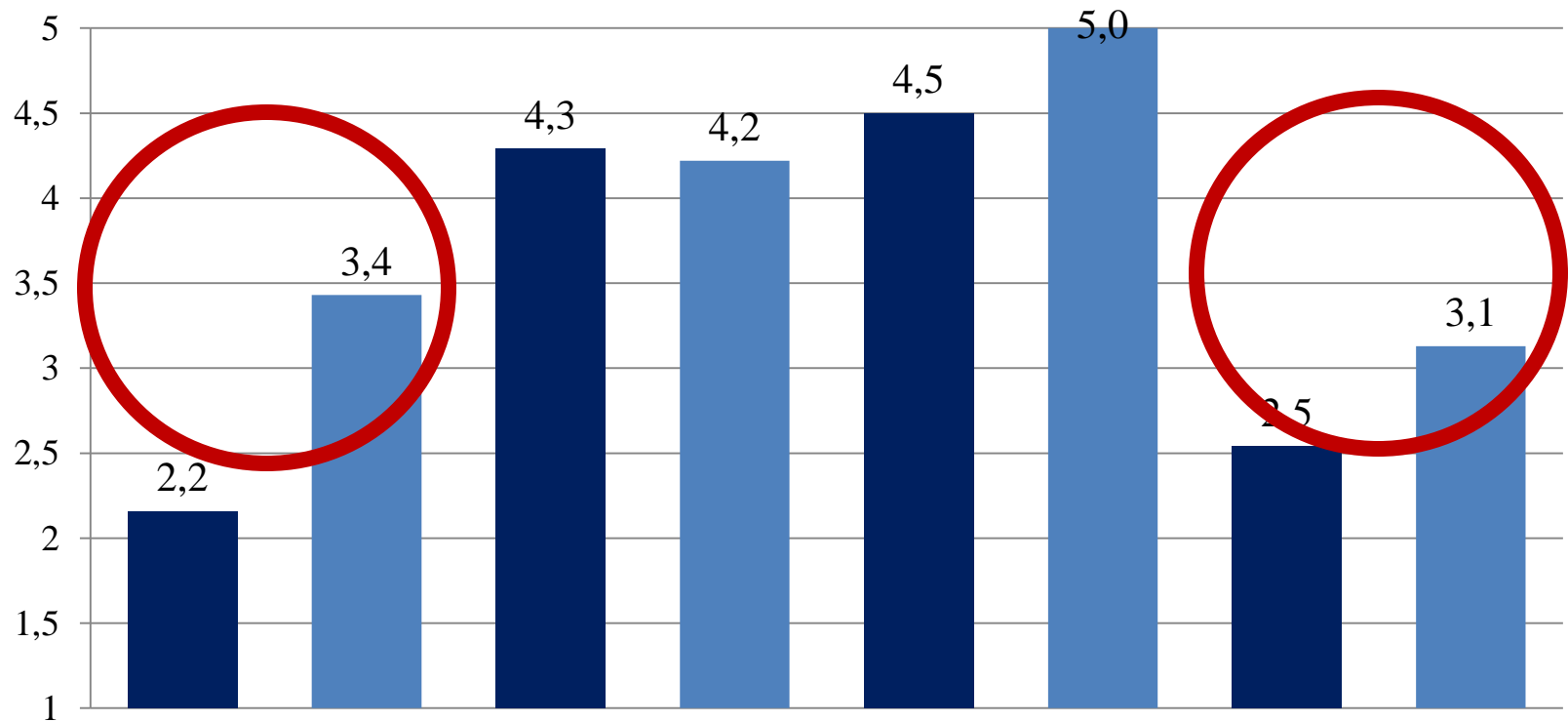
# Dimension A: Inclusive practices for entry into school



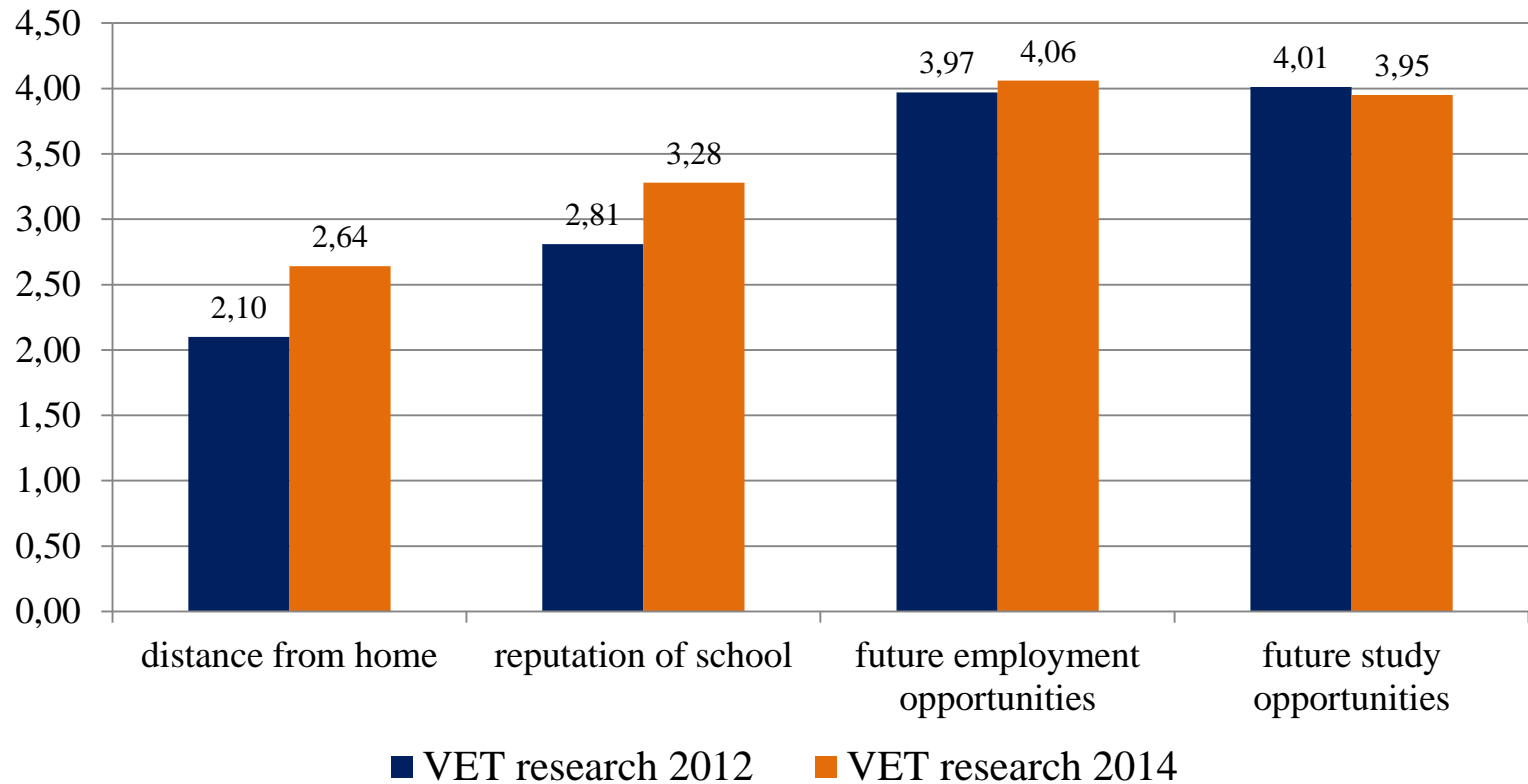
Average score of Dimension A is **3.96**

*(VET school in Plav 4.16 and VET school in Podgorica 3.76)*

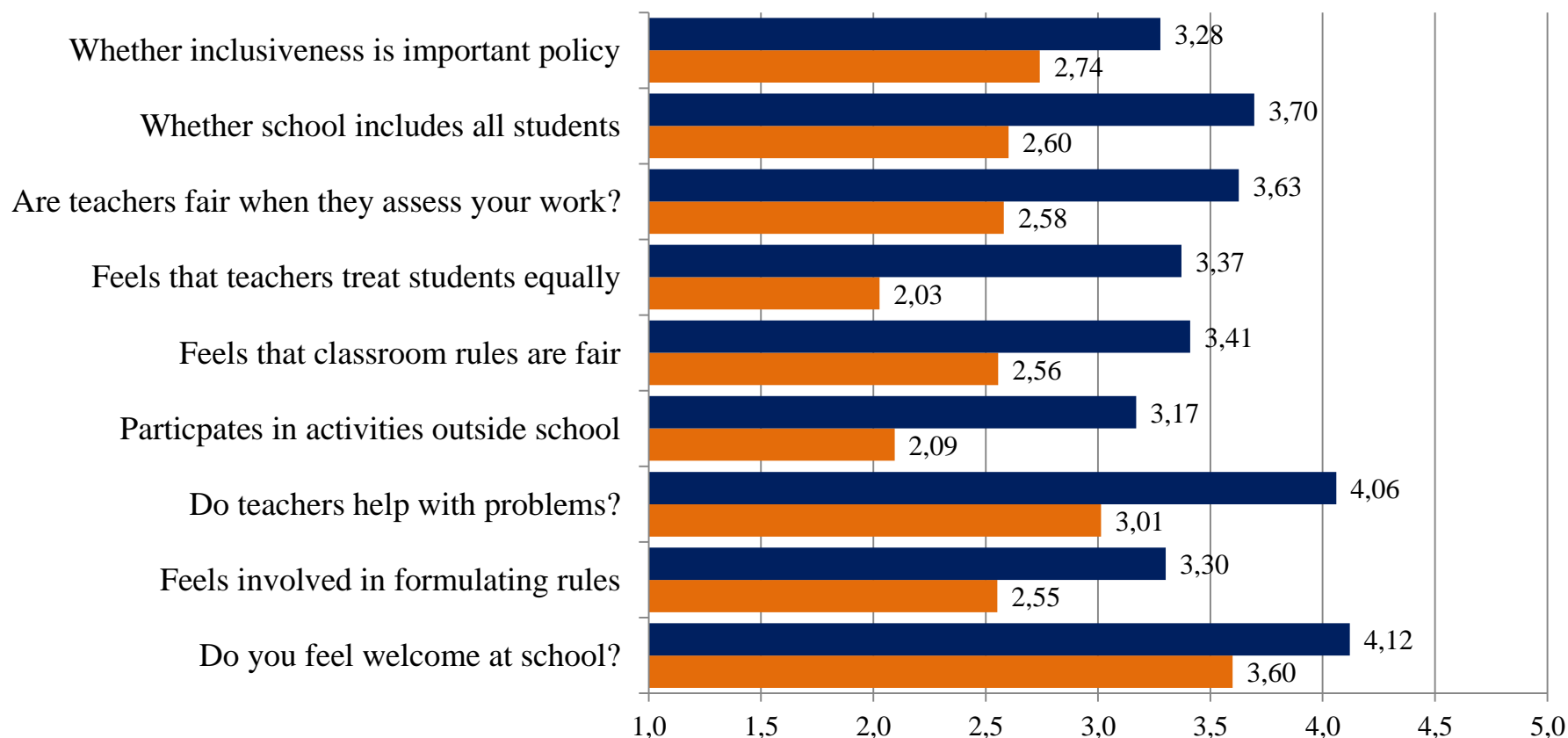
# Familiarisation: differences among schools



# Reasons for choosing this VET school



## Dimension B: Inclusion within the school

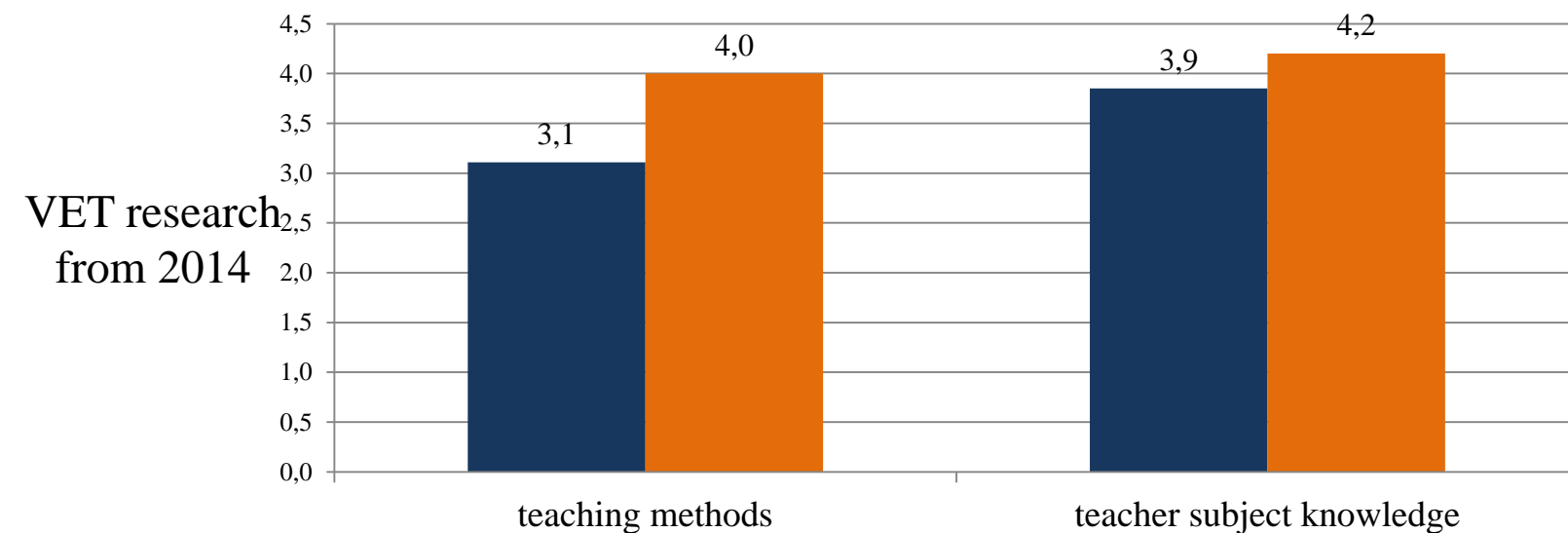
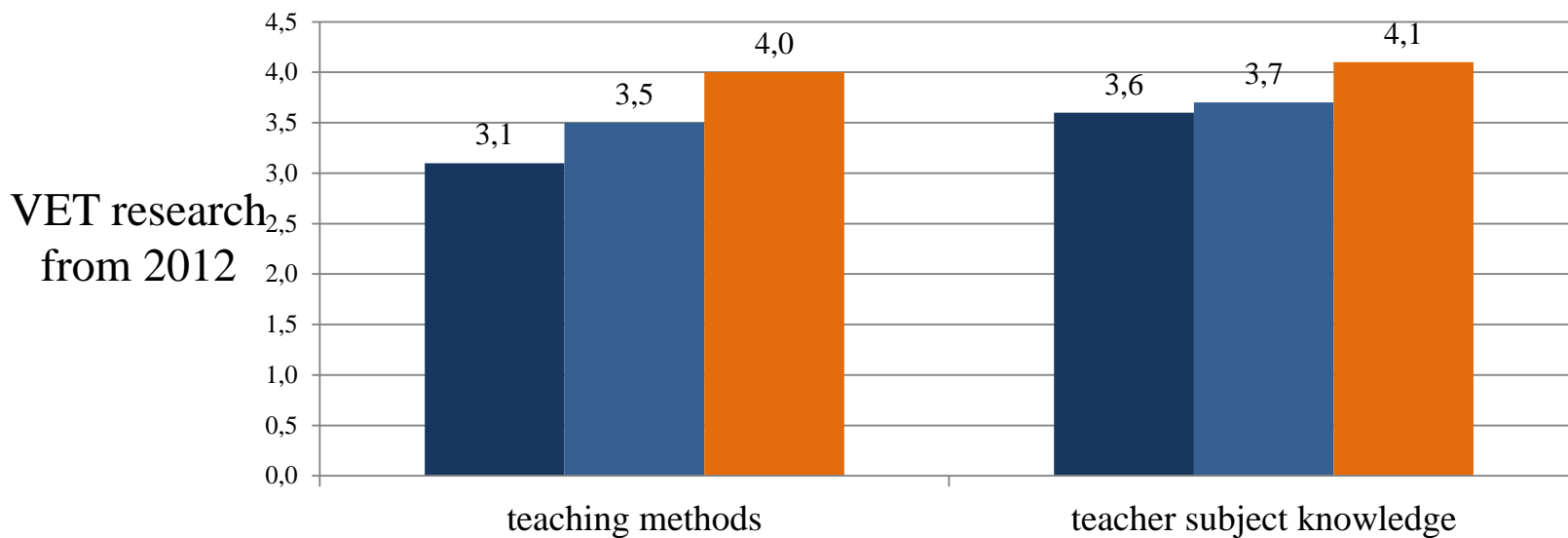


Average score of Dimension B is **3.36**

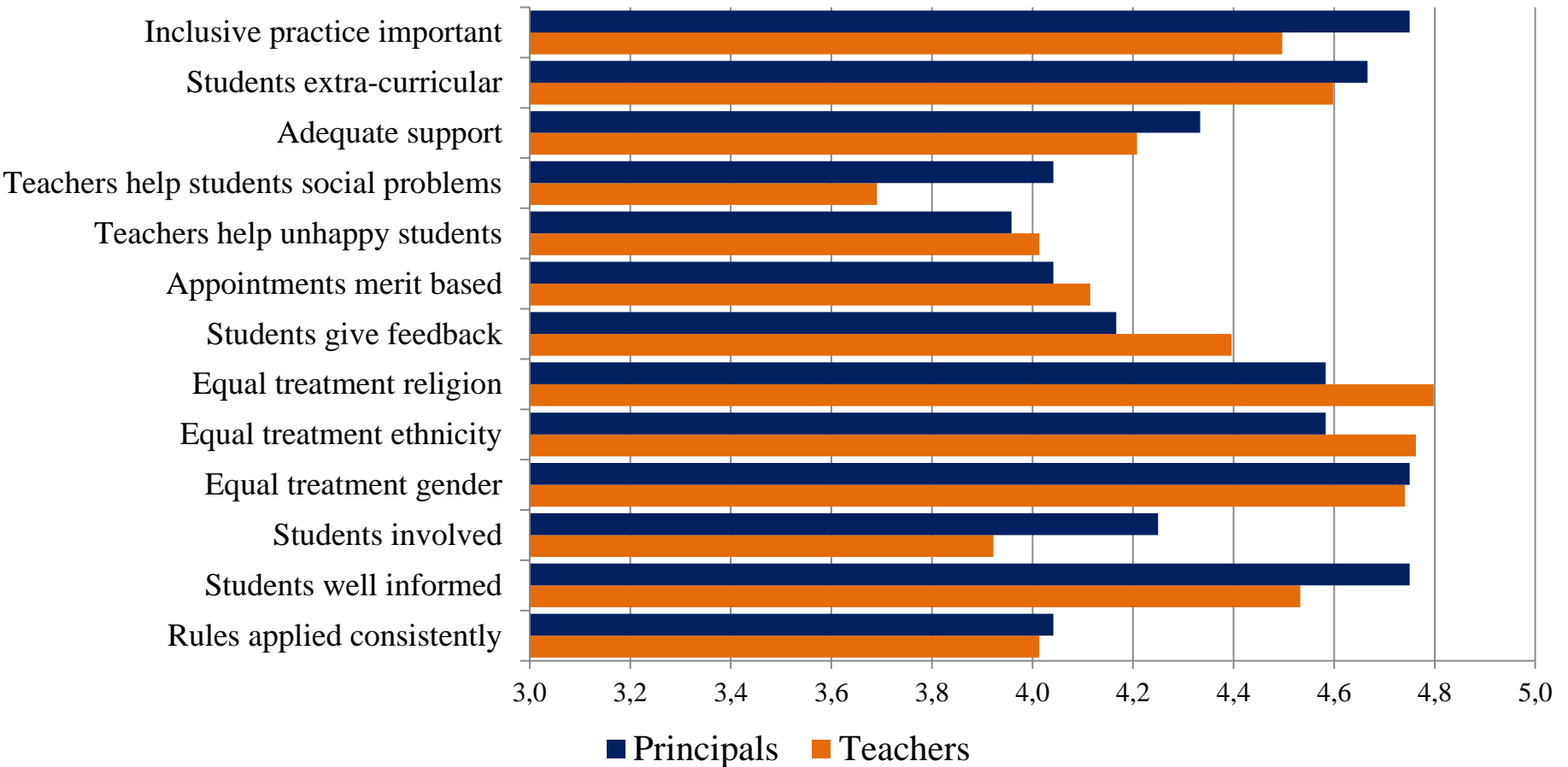
*(VET school in Plav 3.67 and VET school in Podgorica 3.05)*



# Inclusion within the school

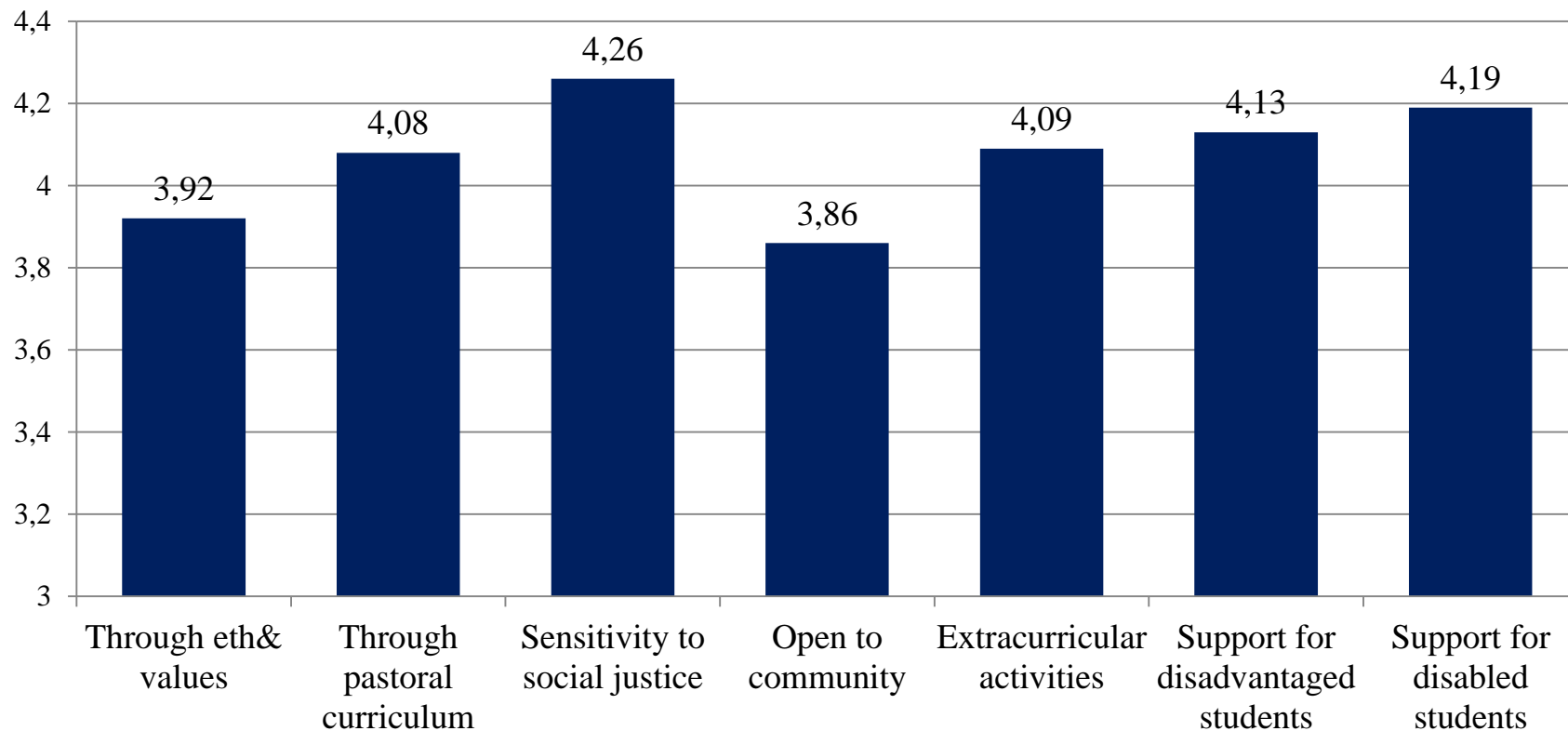


# Dimension C: Inclusive teaching and practice approaches



Average score of Dimension C is **4.35**

# Promotion of social inclusion in schools



*Teacher questionnaire (VET research 2012)*

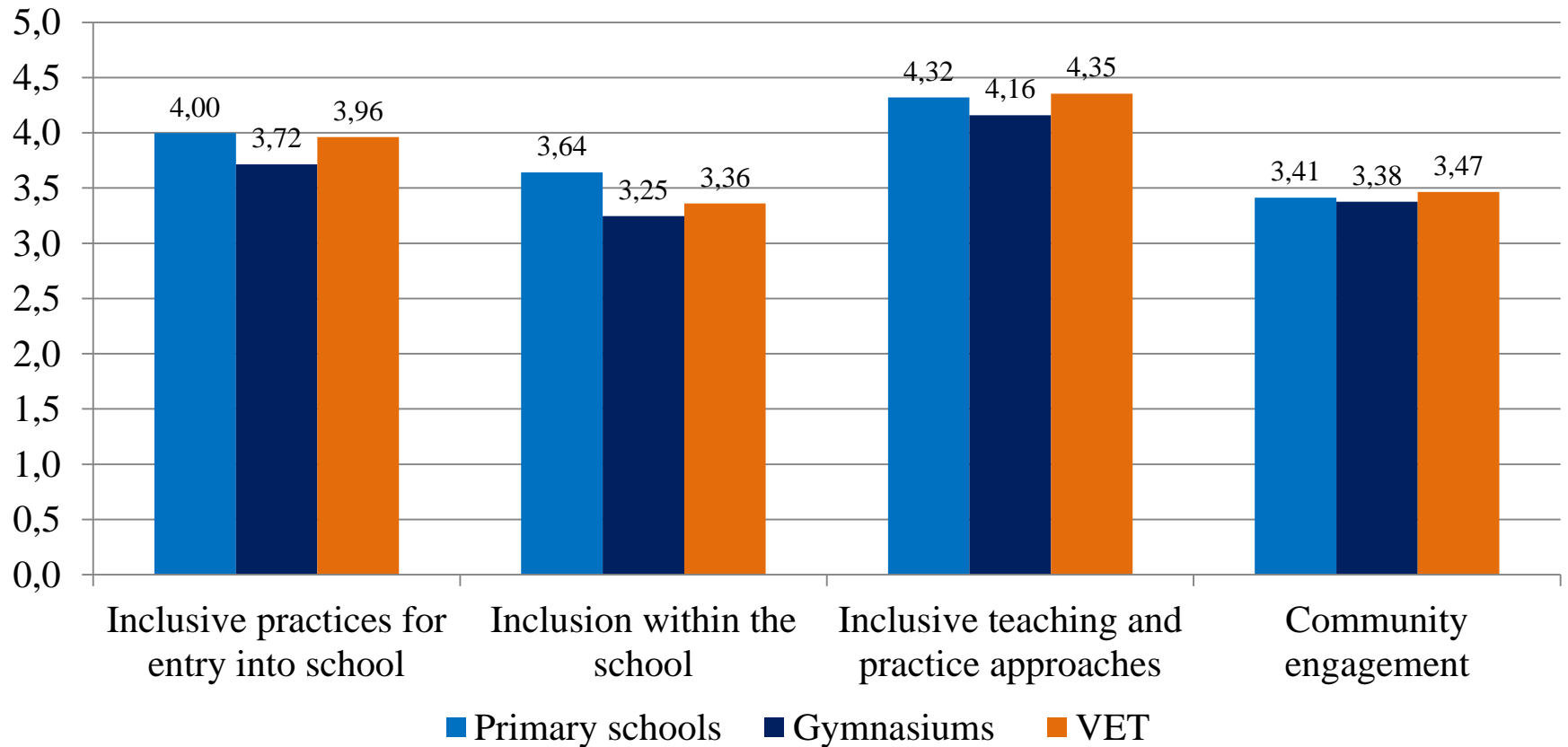
Average score – **4.08**

## Dimension D: Community engagement

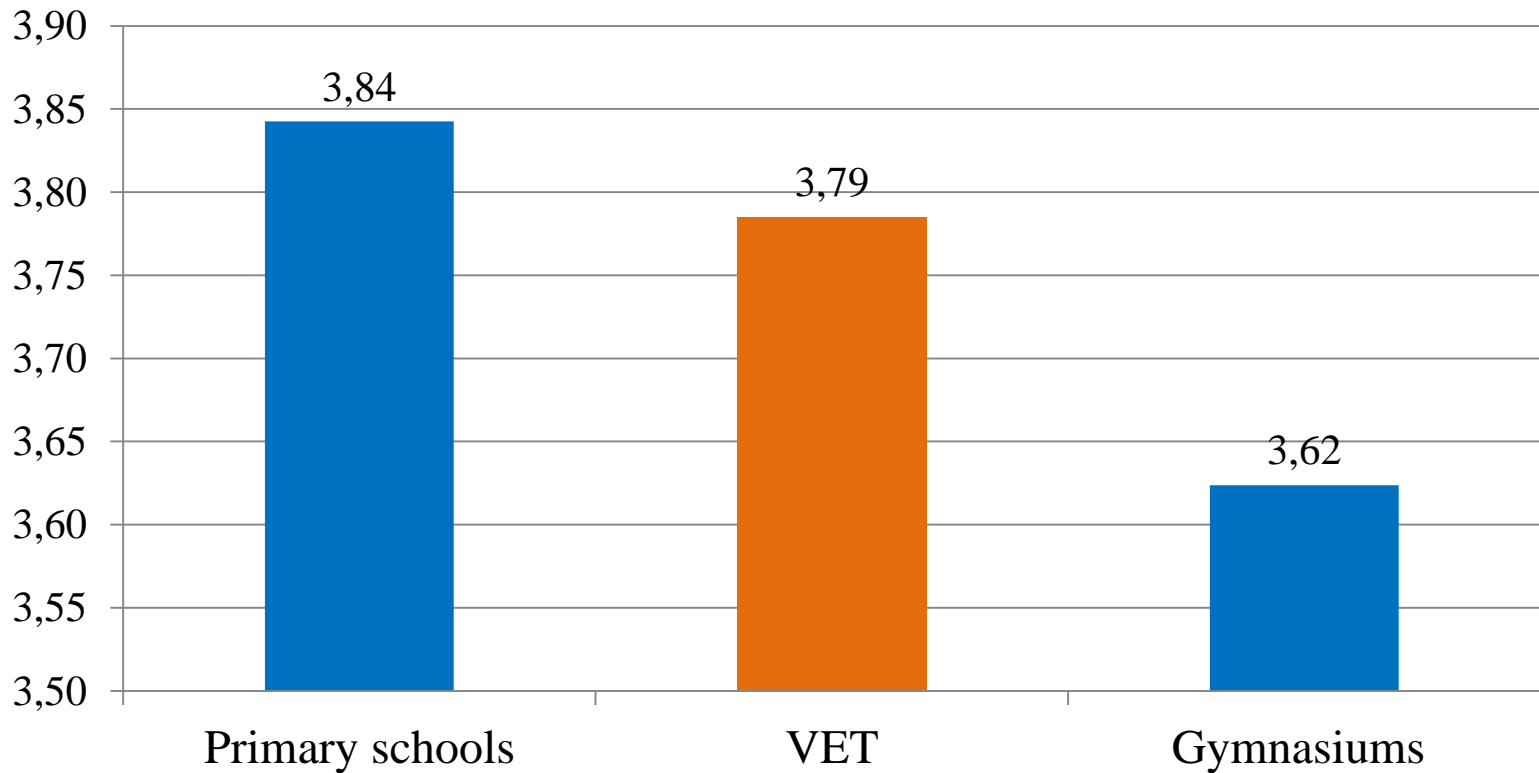
	Teachers	Principals	Parents	Local authority	Average
Parents are involved	2.5	3.2	1.9	3.0	2.6
Coordinate with municipality	3.8	3.9	3.0	3.0	3.4
Out of hours activities	3.8	4.0	3.0	3.0	3.6
Rooms for public activities	3.7	3.9	2.8	3.0	3.3
Collaboration	4.1	4.0	3.3	3.0	3.7
Awareness of resources	4.1	4.4	3.2	3.0	3.7
Local authority encourages	3.3	3.8	2.7	3.0	3.2
Students maintain links	3.5	3.8	2.5	3.0	3.2
Other schools engage	3.8	3.8	3.2	3.0	3.4
Mission to engage	4.2	4.1	3.4	3.0	3.7
Equal treatment	4.6	4.5	3.9	3.0	4.0
Good relations with parents	3.8	4.2	3.5	3.0	3.6
<b>Average</b>	<b>3.8</b>	<b>4.1</b>	<b>3.0</b>	<b>3.0</b>	<b>3.47</b>

Average score of Dimension D is **3.47**

# Comparison: Primary schools, Gymnasiums and VET schools



# Comparison: VET and Primary and Gymnasiums: Index for inclusion



# Conclusions

The institutional framework for vocational education in Montenegro offers a good basis for social inclusion at all stages of students' educational experience.

Differences among schools: inclusion is higher in primary schools

Differences among stakeholders: need for continuous research in order to catch the real picture of the situation

- Development of the national system of selection of school directors
- Higher involvement of local authorities and parents
- Higher engagement of schools in order to familiarise students and their parents with the school prior to their enrolment
- Improve communication between schools and former students (e.g. establishment of various associations of former students; alumni networks)



Thank you for your attention!

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