

“Regional Support for Inclusive Education”

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“INCLUSIVE EDUCATION IN PRACTICE”

Patterns, tools and actions

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Session 4 „Inclusive Education in the region: the future“

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Panel discussion: Wednesday 29 October, from 14:30 to 15:30

Duration: 15 minutes

1. Current MoE activities Inclusive Education Strategy implementation

Parallel with this project MoE has ongoing activities which are oriented to the introduction of independent and autonomous school inclusive policy. This means that we want to promote idea when the school policy is inclusively oriented; teachers constructively work on achieving the developmental and educational results of the SEN children and the quality of inclusive teaching. Also our efforts are based on further advancement of orientation process. We create and distributed the information material on the inclusive principles, for parents and professionals. Then, we developed the guide for the uniform work of the commissions for orientation, including communication with paediatricians, centre for social welfare, carrying out training according to the needs. Also we are in final phase of the improvement of IDEP. It is modernized and oriented towards the measurable results in children’s development and planning of the future measures at all levels of education. Parallel with that we are working on the creation and implementation of ITP. The “individual transition plan” (ITP) is carried out in two phases: at the end of elementary school and at the end of secondary education. First, communication and exchange of information are established between elementary and secondary schools with the aim to identify the needs and abilities of children for their transition to the next level of education. In the second phase the ITP is focused on the preparation for the employment and skills for an independent life. A team for developing and applying the ITP is consists of: pupils, teachers, parents, the school’s professional service, the resource centre, employment services, the employer etc. In this moment we further working on Resource support to the regular schools... Professional staffs through the out rich activities in regular schools provide: interventions with children in a regular environment; instructions, support, and suggestions to teachers, professional services, and parents for working with children.

2. Benefits of regional approach in inclusive education

So experiences from this project would help as for the further policy development, to check some solutions, introduce some new ideas. Namely, we got needs assessment – regarding teachers education and professional development, schools’ atmosphere and specificities, how in schools has to be further introduced inclusive principles to respect every single pupil needs, what has to be

systematically answer on this. As first Project benefit is that schools are strengthened to better recognize needs of the children, teachers, parents, local community. Then, they get opportunity to create better inclusive school policy and atmosphere. Also, through this Project we improve communication with the schools and practitioners, even create better network between stakeholders, institutions that works in the area of social inclusion. Finally we got opportunity to share our best practices, to see different models in region, introduced with new ideas, got clearer pictures for the future social inclusion policy... This experience helping us to meet request that Montenegro has in the EU accession negotiation process: put more accent on the vocational education and training, work harder in the area of human rights and anti/discrimination, and Decrease drop/out, Improve teaching skills, Develop skills for everyday living and labour market.

3. How can MOE support the regional efforts in inclusive education

However, MOE wants to support the regional efforts in inclusive education and contribute in the following way: We can: Share our good practice, Give solutions for the improving of school inclusive policy, Offer model how we can use resources, Demonstrate how to make connection between primary and secondary schools, We can share new approach regarding secondary inclusive education (especially vocational).

4. What we want as follow up

In concordance with previous mentioned our recommendation for the follow up activities are oriented to the activities that would give us regional social inclusion baseline. However, our perception is that for us in regional perspective would be useful regional framework for the inclusive education school and social community standards and principles in order to strengthen schools' capacities for the inclusive policies. Create joint modules for the teacher education: suggestion is that every country could be responsible for the specific trainings, topics (in the area of Roma education, resource centers support, inclusive VET education etc). Also, we can define regional model of inclusive education professional as well as resource support to the inclusive education.