

“Regional Support for Inclusive Education”

2nd Annual Conference in South East Europe

“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

Main principles and tools in Based on the Law on the Foundations of the System of Education (Official Gazette of RS, No. 72/2009, 52/2011 and 55/2013) : Introduction and affirmation of the inclusive approach; Equal opportunities for all children; Anti-discrimination, Anti-segregation, tolerance and interest of the child.

Educational system in Serbia recognizes: enrolment of all children, individual approach and IEP, adjusted standards, inclusive teams in everyone school, pedagogical assistants, parent's involvement and cooperation with the local community. We concluded that system of education must ensure, accessing education without discrimination based on gender, social, cultural, ethnic, religious differences, place of living, financial or health conditions, disabilities or difficulties in mental or physical development for all children, students and adults equal rights.

By the Law, migrants who live in collective centers have equal rights to education as others citizens. Foreign citizens, their children and stateless persons enroll in educational system under the same conditions as Serbian citizens, regardless of the Serbian language knowledge level, they have the right to enroll in primary school and in some period they have support in achievement language or other skills. While resided in the Republic of Serbia, children of foreign citizens have right to attend classes of the mother tongue language, free of charge under the condition of reciprocity; or charged to parents in premises determined by local government authority .

Inter-sector Strategy for reintegration of returnees brings following recommendations in the field of education: To implement programs that will help the children to learn Serbian before and during continuation of their schooling; To implement programs that will make easier transition during the period of learning Serbian in the first year of their return and to develop and implement programs that will ensure for children to actively use the foreign language they know.

In Serbia there are 26 National Minorities - **3 models** of education are provided:

- Teaching in **mother tongue language** (currently in Albanian, Bosnian, Bulgarian, Hungarian, Romanian, Ruthenian, Slovak and Croatian); Teaching in the **Serbian language**, while classes in elective mother tongue with elements of national culture are being provided as well; **Bilingual** education - the mother and Serbian language (currently in Albanian and Serbian, Hungarian and Serbian, Romanian, Serbian, Slovak and Serbian and Croatian and Serbian);

During academic 2013/2014 in some of these models there are **32,165** students were embraced with education in minority language. By the Conclusion of the Government of the

Republic of Serbia during last 5 years **Government implements** the project that provides free of charge **textbooks** and workbooks for all students. Individuals belonging to the **national minorities** have received textbook **packages free** of charge for I-IV class of elementary school, and all the other pupils have received only new workbooks and the old schoolbooks from the previous generation. **Strategy for the Improvement of the Roma status and national action plan for education in 2012-2014** - Government adopted laws fostering Roma inclusion.

Pupil with disabilities

Based on the Law on the Foundations of the System of Education: Article 10 – a pupil with disabilities acquires primary education in an elementary school with all the other pupils. When it's in best pupil's interest he/she can enroll in a special school in accordance with a Law. A pupils with disabilities have the right for individual educational plan in accordance with a Law.

Social Inclusion and Poverty Reduction Unit in the Republic of Serbia: Framework for Inclusive Education in Serbia" developed as to support the Ministry of Education, Science and Technological Development and the Institute for Evaluation of Quality in Education in objective monitoring of progress in the area of inclusive education with a view to continued implementation and improvement of inclusive education in Serbia based on the data collected. <http://socijalnoukljucivanje.gov.rs/en/download-monitoring-framework-for-inclusive-education-in-serbia/> The document includes the Monitoring Framework for Inclusive Education in Serbia, broken down to three levels (national, municipal and schools level), the defined indicators and, wherever possible, the present and/or expected values of indicators. It also includes guidelines for development of instruments with examples of several developed instruments for registration of a series of indicators

We have formed national **Network for support of inclusive education** : 120 experts and practitioners and 25 schools (www.mrezainkluzija.org) in cooperation with UNICEF

Now **exist** 4538 Individual educational plan I and **2500 individual educational plan II**

The key elements for transforming a legal framework into practice

Quality of teaching and learning: Horizontal learning (14 schools became models of excellence and 15 schools became school of Good Practice), **Autonomy/innovations and creativity of school; Developing and spread the resources for support to inclusive policy, culture and practice ; Political objectives and policies are close in Serbia; The parliament has a Committee for education, but the Committee for the Rights of the Child. They organized a public hearing for questions about inclusion in Education**

What are the benefits of regional approach in inclusive education ?

Common understanding of inclusive education, exchanging of good and bad practices in order to not replicate some mistakes, insight in other policies and practices and drawing the best ways in implementation of inclusive education, Moving focus from the support of disadvantages to other sensitive and marginalized groups and Learning from each other

How can Ministry support the regional efforts in inclusive education?

We could offer the next:

- Our policy of inclusive education (our laws are assessed as very inclusive)
- Our models of education of national minorities, our language policy, for example

- Model of development of bilingual schools
- Development of school development plan and model of self-evaluation and external evaluation of quality
- Ministry established the Network for inclusive education and we could offer our experiences related to its structure, functioning, sustainability, etc.
- Ministry of Education developed some trainings for the teachers and could offer to other beneficiaries;
- Manuals and guidelines for teachers are produced and could be used by other beneficiaries
- Monitoring and evaluation framework
- Ministry is open for visit of other representatives from Region to our schools, Regional departments of the Ministry (School administrations) and the Ministry of Education, Science and Technological Development including other relevant institutions (Institute for Evaluation of Quality Education, Institute for Improvement of Education)