

“Regional Support for Inclusive Education”

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REPORT from the 1st PolicyNet Study Visit to the Grande Region

“Region to region – exchange of educational experience”



Background

The project “*Regional Support for Inclusive Education*” promotes the concept of inclusive education in South East Europe (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "the former Yugoslav Republic of Macedonia" and Kosovo¹) as a reform principle that respects and caters for diversity amongst all learners, with a specific focus on those who are at a higher risk of marginalisation and exclusion.

The Project supports and facilitates a multi-level, cross-sectorial regional network (Inclusive PolicyNet) with a constant composition, representing a broad range of stakeholders (policymakers - from education, social protection and healthcare sectors, from the central and local level; practitioners – school principals, members of school boards, representatives of education inspectorates, researchers and teacher educators, civil society representatives, parents) to exchange experience and discuss inclusive education issues, as well as common challenges and promising policy approaches or examples of good practice from the European Union and the region. Within the project, The “Inclusive PolicyNet” will produce concrete policy recommendations at each education level (Primary Education, General Secondary Education and Vocational Education and Training).

As capacity building and policy learning activity the ***study visit to Greater Region*** was organized ***for seven (7) Inclusive PolicyNet members***.

The Greater Region is the area of Saarland, Lorraine, Luxembourg, Rhineland-Palatinate, Wallonia and the rest of the French Community of Belgium, and the German-speaking Community of Belgium. This region has a similar heritage but also rich diversity and was therefore an excellent partner for mutual learning and exchange of experience with similar yet diverse South East Europe. The illustration of a good example of successful regional cooperation in the area of inclusive education has been motivating and encouraging for participants from the SEE region.

Study visit summary

Considering the fact that joint EU/CoE project is a regional project covering activities in seven Beneficiaries in South East Europe it was crucial to identify partner organizations working closely on inclusiveness on a regional level.

Through the Council of Europe’s intergovernmental work on education and in particular its “Committee for Education Policy and Practice” (CDPPE), the project team approached one of the CDPPE members, Ms Sabine Rohmann, from the Pädagogisches Landesinstitut Rheinland-Pfalz and Chair of the Culture and Education Committee of the CoE Conference of INGOs. Through this initial contact with Ms Rohmann, the study visit was organized with the Project partners: ***Centre Européen Robert Schuman, Scy-Chazelles and Pädagogisches Landesinstitut Rheinland-Pfalz***. Both partners worked closely together and have implemented joint projects in the area of inclusive education in the Greater Region. All meetings were organized with high professionalism and both programmatic and logistical arrangements were carried out on the highest possible quality level.

A group of policy makers visited Robert Schuman House in Metz and had an opportunity to learn from and exchange information and experience between them and with the colleagues from Ministries of Education and Teacher Training institutions from Saarland, Lorraine, Rhineland-Palatinate and the German-speaking Community of Belgium. The knowledge and experience gained by the seven members of the Inclusive PolicyNet will be shared with colleagues in the PolicyNet and other inclusive education stakeholders in the SEE Region and will contribute to the strengthening

¹ This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ opinion on the Kosovo

capacities of policymakers for designing and implementing inclusive education reforms at school and system levels.

Participants from the pilot schools exchanged experiences with schools in different locations as well as the policy team on the first and last day of the visit. During the last day dedicated to sharing of experiences, pilot school representatives expressed great satisfaction with study visit content and organization and said they will start implementing knowledge they gained starting immediately.

Study visit participants and their impressions

- **Irida Sina**, Head of Department of Methodologies and Technology in Education, **Institute of Education Development, Albania**

“The study visit in the Greater Region was a very important exchange and learning event, which generated concrete recommendations for promoting inclusive policies and practices in education. The school members and the policy team member expressed great appreciation for the organization and the content of the study visit. The experience gained and exchange of views during this visit are very relevant for informing the process of designing some key guidelines that will be soon provided to schools in Albania.

Ministry of Education and Sports recently approved the standards for “Schools as Community Centres”² a national initiative which has five main field of action and inclusive education is one of them, not to say the most important one. This is an initiative in process so based on the outputs of the study visit, some recommendations will be suggested to the Ministry of Education and Sports for adoption.

1. The personalized approach to learning needs to be elaborated as part of official standards and guidelines to schools.
2. Encourage schools to implement out of school support circles or structures for inclusiveness.
3. Encourage construction and implementation of a new infrastructural model in the school, the multifunctional hall.”

- **Lejla Divović**, Expert Advisor for European Integration, Department for EU integrations and International Cooperation, **Ministry of Civil Affairs of Bosnia and Herzegovina** – Steering Board member

“The visit to the Grande Region is a valuable experience under many aspects. European values are rooted in every segment of life in countries of the region that we visited: France, Germany and Belgium, and they are truly lived by.

The experience of the trust established among countries, the wish for interregional cooperation, the wish for learning about different, but in a special way similar traditions, customs and cultures, are fascinating.

An unusual and probably the most impressive realisation during the stay in the Grande Region is certainly the fact that, although every Member State belongs to the Region and equally participates in all decisions important for the functioning of this area with a size of 65 000 km², every of them still keeps its specificity – its identity.

This is thus an example of a successful inter-state, interregional cooperation in all relevant fields, such as education, health, social protection, finance, labour and employment, security, etc., when

²Fromnow on, «Standards»

there is a willingness and wish to achieve it, if every form of specificity is deeply respected and appreciated.

The culture of dialogue, democratic societies that enable every individual to find his/her place under the sun of the Grande Region, in compliance with the principles of solidarity and equality, are not only indicators of European, but also civilizational values that should be the basis of fundamental human rights and democracy, and a reflection of a healthy society as a whole.”

- **Nada Jakir**, Head of Unit for Minorities and Students with Special Needs, **Ministry of Science, Education and Sports, Croatia** – Steering Board member

“Study visit was one of the best things I experienced in my work in years. I was particularly satisfied with the prepared program – being together but in small groups and travelling to different locations. All in all, it was a very useful learning experience.”

- **Vesna Vučurović**, Deputy Minister, **Ministry of Education, Montenegro** – Steering Board member

“My strongest impression is that the study visit to the Grande Region (Germany, France, Belgium and Luxembourg) was very well planned and completely purposeful.

The visit to the European Centre "Robert Schumann", including visits to schools and educational institutions in different countries of the Grande Region, was very useful in terms of opportunity to share the EU values and educational practices, particularly in the area of inclusive education.

All representatives having participated in discussions described comprehensively the functioning of the inclusive education system in their countries as well as challenges they face with in everyday work.

Representatives of the ministries, institutes and schools visited have been demonstrating profound understanding of our study visit purposes and our group have had a lot of opportunities to share views, best practices and challenges faced by education systems in different countries.

We also have had the opportunity to obtain “first hand” information from educational policy makers working in ministries of education in different regions and to learn many new things, especially how to support the process of integration of children whose mother tongues are different from teaching language.”

- **Snežana Vuković**, Head of Department, Department for Strategy and Development, **Ministry of Education, Science and Technological Development, Serbia** – Steering Board member

“Studying has to become enjoyment. This journey in the heart of the European Union, had all the elements of studying and enjoying together. Beautiful places, motivated people, different cultures, but similar needs. Grand region is a model which produces ideas which indicate that our systems of education can have common (together) final exam. This opens possibilities for a common labor market. I am thankful to the European Union and Council of Europe for support on our path to inclusive society.”

- **Nataša Janevska**, State adviser, Cabinet of Minister, Ministry of Education and Science, “the former Yugoslav Republic of Macedonia” – Steering Board member

“The trip was an opportunity to see in practice the inclusion of children with special educational needs in schools in other countries and enrich our experience with new ideas on how to enhance inclusive education policies and practices for our respective Beneficiaries. In my country, we will start to think about reducing the number of students in class and immediately start training for teachers and parents on how to work with children with special educational needs.”

Annex 1

“Regional Support for Inclusive Education”

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STUDY VISIT TO THE GRANDE REGION

**“Region to region – exchange of
educational experience”**



Sunday, 16 March 2014		Metz, France
Afternoon	Arrival of participants in Metz - from Frankfurt airport <i>(bus transfers organised from Frankfurt to hotels in Metz: Hotel Ibis Styles and Hotel Ibis Gare Centrale)</i>	
19h	Cultural program in Metz Welcome dinner – restaurant Le Flo <i>(welcome dinner provided for all participants as well as transfers to the restaurant) (overnight in Metz, France, of all participants)</i>	
Monday, 17 March 2014		Metz, France
9h	<i>(bus transfers organised from hotels to the meeting venue)</i> Reception in the Robert Schuman House by the a representative of the General Council of the Department of la Moselle (Conseil Général de la Moselle, France)	
9h30	The process of the European integration & discussion (Richard STOCK, director of the European Centre „Robert Schuman“)	
10h30	Coffee break	
10h45	The different school systems of the Grande Region and the common approach in education & discussion (Sabine ROHMANN, Pädagogisches Landesinstitut of Rheinland Pfalz, Germany)	
11h30	Photo Presentation of the place Meeting with the press	
12h	Lunch break <i>(lunch break and transfer to the restaurant is organised for all participants – but participants are paying themselves)</i>	
14h	Meeting with responsible for inclusive education of Lorraine (representative from the Rectorate of Nancy-Metz)	
17h	Free evening in Metz <i>(overnight in Metz, France)</i>	
Tuesday, 18 March 2014		Saarbrücken & Mainz, Germany
8h30	Departure to Saarbrücken (Saarland, Germany) <i>(bus transfer organised)</i>	
9h30	Visit of the Teacher-in-service training Institute of the Saarland (LPM)	
11h	Visit of the Teacher trainer Institute of the Saarland	
12h	Visit of the Ministry of education and culture of the Saarland	
13h	Lunch break	
14h	Departure to Mainz (Rheinland Pfalz, Germany)	

16h	<i>(bus transfer organised)</i> Visit of the Ministry of Education, Sciences, Training and Culture of Rheinland Pfalz
17h30	Visit of the city of Mainz
19h	Free evening <i>(overnight in Hotel Konigshof in Mainz, Germany)</i>
Wednesday, 19 March 2014 Eupen, Belgium	
8h	Departure to Eupen (German speaking Community of Belgium) <i>(bus transfer organised)</i>
10h30	Reception in the Ministry of Education
11h	Visiting a school
12h30	Lunch break
13h30	Visit of the ministry of Education
16h	Departure to Trier, Germany <i>(bus transfer organised to hotel "Robert Schuman in Trier)</i> <i>(overnight in Trier, Germany)</i>
Thursday, 20 March 2014 Trier, Germany	
9h	Preparation of the final presentation in the teams
10h	Presentation of the results of the school visits
11h30	Evaluation of the study visit
12h00	Agreements about a possible further cooperation
12h30	Lunch break <i>(lunch provided for all participants in the restaurant of hotel „Robert Schuman“)</i>
14h00	The common policy in the Grande Region (Sabine KRATZ, State Chancellery of Rhineland-Palatinate in the Grande Region)
15h00	Meeting with the press
15h30	Cultural program in Trier
19h30	Farewell dinner <i>(farewell dinner and bus transfer provided for all participants to restaurant Blesius Garten)</i>
Friday, 21 March 2014	
morning / afternoon	Bus transfers of all participants to Frankfurt airport <i>(2 bus transfers provided – time to be confirmed)</i>

Organisation of the visit:

European Centre « Robert Schuman », Scy-Chazelles, France
Pädagogisches Landesinstitut, Rheinland-Pfalz, Germany

Co-organisation:

Steering group of the teacher-in-service training in the Grande Region

The group will be accompanied by **Ms Sabine SEYBOLD-LEONHARD** (Pädagogisches Landesinstitut Rheinland-Pfalz)

VISITS TO HOSTING SCHOOLS:

Albania Gymnasium "Muharrem Çollaku" (Pogradec)	Visiting a school in Belgium (City of Malmedy)	Albania / French (Saverina Pasho)
Bosnia and Herzegovina Primary school "Mustafa Ejubovic – Sejh Jujo" (Mostar)	Visiting a school in Germany (City of Perl)	Serbo-Croatian / German (Ivana Antić)
Croatia Primary school „Vladimir Nazor“ (Ploče)	Visiting a school in Luxembourg (City of Mersch)	Serbo-Croatian / German (Slobodan Popović)
Montenegro Primary school "Mustafa Pećanin" (Rožaje)	Visiting a school in France (City of Thionville)	Serbo-Croatian / French (Vesna Končar Nikolić)
Serbia Primary school „Aleksa Dejović“ (Sevojno)	Visiting a school in France (City of Metz)	Serbo-Croatian / French (Vladimir Pavlović)
“the former Yugoslav Republic of Macedonia” VET school „Moša Pijade“ (Tetovo, Preljubište)	Visiting a school in Germany (City of Pirmasens)	Macedonian / German (Elena Mišić) (Emilija Bojkovska)
Kosovo Primary school "Bedri Gjinaj" (Mitrovice)	Visiting a school in Germany (City of Pirmasens)	Albanian / German (Ilda Themeli)

· This designation is without prejudice to positions on status and is in line with UNSC 1244 and the ICJ opinion on the Kosovo Declaration of Independence.

Übersichtskarte Großregion SaarLorLux



Karte: Saarland, Ministerium für Inneres und Europaangelegenheiten

Annex 2

REPORTS and RECOMMENDATIONS FROM THE STUDY VISIT PARTICIPANTS

1. Albania
2. Bosnia and Herzegovina
3. Montenegro
4. Serbia

1. Albania

School “Muharem Çollaku” Pogradec

Ms. Irida Sina, member of policy net

The study visit in the Greater Region was a very important exchange and learning event, which generated concrete recommendations for promoting inclusive policies and practices in education. The school members and the policy team member expressed great appreciation for the organization and the content of the study visit. The experience gained and exchange of views during this visit are very relevant for informing the process of designing some key guidelines that will be soon provided to schools in Albania.

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1. The personalized approach to learning needs to be elaborated as part of official standards and guidelines to schools.

Role of the Ministry with regard to this recommendation:

Revise accordingly emphasizing this approach under Part I.5/1 Standards developed by the Ministry of Education and Sport for Schools as Community Centre. The following need to be included under Standard 1: a) development of individual education plan; b) development of the personal student portfolio; and c) development of personalized assessment scheme.

a) Support schools in the effective implementation of reinforcement classes as well as differentiated support classes such as teaching in small groups; summer courses for children to catch up with the learning objectives.

b) Consider increasing flexibility in implementation of curricula/syllabus from the teacher and school which means more freedom to select and implement topics during the reinforcement classes in

³From now on, «Standards»

respect to students' needs of transforming the rigid control or school inspection with constructive cooperation on achieving teaching and learning objectives.

2. Encourage schools to implement out of school support circles or structures for inclusiveness.

The support circles could be composed of: teachers trained in inclusiveness, student teachers who can carry out their university professional practice in the schools, professionals and practitioners of social work, psychology, counselling, health, child protection, community work etc. (Scheme 1.6 at the "Standards" needs to be revised accordingly)

Role of the Ministry with regard to this recommendation:

Ministry will share some practices based on the study visit learning are:

- Partnerships with the teacher education universities: student teachers can carry out their professional practice as assistant teachers for special needs children in the schools;
- Partnerships with health practitioners higher education institutions: student nurses can carry out their professional practice in schools;
- Invite experts from various disciplines who can support teachers and the school in providing specialized assistance to children;
- Development of professional debates, feedback, peer reflection and peer support in the school and among schools, to share practices, experiences and models in inclusiveness.
- Collaboration with schools of special needs children with the aim of encouraging integration of these children in mainstream schools.
- Collaboration with parents: the study visit exposed the participants to some very good models of parents' participation which can be applicable in Albania (such as involving parents as volunteers to pick up after school children of other families; encouraging parents to use the multi-language library for kids by reading books at home).

3. Encourage construction and implementation of a new infrastructural model in the school, the multifunctional hall.

Role of the Ministry with regard to this recommendation:

Emphasize the recommendation in Part I.5/2 of the "Standards" with the rationale that the multifunctional hall would serve for some purposes: first of all, as a safe place for students to spend their free time in between classes, socializing with each-other; and secondly as a useful environment for organizing group and cultural activities.

Tirana, 7 april 2014

2. Bosnia and Herzegovina

**REPORT FROM A BUSINESS TRIP
STUDY VISIT TO THE GRANDE REGION AS PART OF THE JOINT PROJECT OF
THE EUROPEAN UNION AND THE COUNCIL OF EUROPE
„REGIONAL SUPPORT FOR INCLUSIVE EDUCATION“
From 16th to 23th March, 2014**

The joint project of the European Union and the Council of Europe “**Regional Support for Inclusive Education**” was initiated in January 2013 with a period of implementation of 35 months. The project is implemented in 7 countries (Albania, BiH, Croatia, Kosovo, Montenegro, Macedonia and Serbia) with the total budget of 5,165,650,00 Euros (90% is financed by the European Union and 10% by the Council of Europe). The project partners include: ministries of education and local authorities, teachers, school professional staff, media, parents and the European Training Foundation (ETF).

The main objective of the project is to enhance social inclusion and social cohesion in the region by promoting inclusive education and training. The project is comprised of five main components: participation of pilot inclusive schools; media campaign; providing support to inclusive education in the context of education policies; teacher support; and cooperation and coordination. The project will increase understanding of the benefits of inclusive education through support and inclusion of 49 pilot schools (7 per beneficiary country: 3 primary schools, 2 general secondary schools and 2 vocational secondary schools.)

The first study visit for the members of the Steering Board as well as the members of the PolicyNet network and one selected school from each of the Project beneficiary countries was organized from March 16th to March 21, 2014 in the Grande Region.

In addition to the Project Steering Committee members from Bosnia and Herzegovina, representatives of the primary school “Mustafa Ejubović – Šejh-Jujo” from Mostar also took part in the study visit.

During the first day of the visit, all participants had the opportunity to get introduced to the activities of the Robert Schuman House in Metz within the Lorraine region in France. High officials of the Lorraine District held the introductory speeches:

Bernhard Herzog, deputy Prime Minister of the District: The Moselle department, is well-known for metallurgy and coal but is now routed towards culture and tourism due to the poor conditions in the above areas. The Robert Schuman (Founder of the European Union) Museum is a place for exchanging ideas and is part of his house. Robert Schuman learned that politics is important but that personal connections are also very significant. Europe’s message is a pledge for peace. Our countries use it to exchange experiences and education is a great pledge for peace. Brigitte Beson is tasked for continuous education of teachers and disseminators as well as development of didactical tools for the teachers

Welcoming addresses: Philip Alessandro, Inspector, Veronika Šešer, Literature Inspector for children who do not speak French, Žan Mil Šaršal and Sabina Rohmann, tasked for continuous development of teachers for the European education. At the end of her address she stated that she wished everyone enough strength to fight for an inclusive, democratic society.

What is Europe? How many are there? European integration? How many Europes are there?

The oldest modern European organization is the Council of Europe from 1947 while an even older organization dates back to 1815 – The Central Commission for the Navigation of Rhine. After the Second World War the unification process began and the Council of Europe now has 47 members. The second Europe is the European Union, created upon the initiative of Robert Schuman. There is a clear will for the countries of the region from former Yugoslavia to be integrated into the Union once they fulfil the economic, political and legal pre-conditions. The issue of Turkey as a European country is very complex.

Is Europe a continent? The oldest concept dates back to the old ages and the separation of Turkey from the old continent. Europe is a continent of wars starting from the Thirty Years War in the 17th century until the Napoleon wars and World War II. Europe is a political continent that has divided other continents as colonies. Every one of us in Europe lost due to the absence of peace. New boundaries are constantly being created and there is constant tension and conflicts.

The European integration originated as an idea from the French minister who was arrested in World War II (18 months). He asked for peace to be prepared so that part of the sovereignty would be conceded to others while the energy from steel and coal should be under the supranational control. Robert Schuman said to Jean Monnet: *"I take over the political responsibility for it."* He told his German colleague that they need to make a union between France and Germany which will be used as basis for building new democracy. The European boundaries were not defined but rather all democratic, rule of law countries may enter.

Trans-national model: The people elect the national parliament and decide/ appoint ministers in the EU Council of Ministers and each country has the right to veto. Each citizen entrusts a representative who will make decisions in Brussels. The other model is the direct citizen participation – a communicative model where the Council of Ministers is elected.

The European Union is a social and economic market controlled by the public power. All European countries were co-managed in the 1950's (50% by the capital owner and 50% by the workers). Free movement of goods, people, services and capital alongside social standards.

One of the European Union foundations and the principle of the Grande Region is the **"solidarity"** which means that the rich give and the poor take and when they become richer they return what they received. One example is Ireland which developed due to the principle of solidarity. This is a necessity and it must be like peace.

There are 4 principles of European governance:

1. The European right is superior over all forms of national law. 80,000 pages of legislation needs to be applied;
2. Subsidiarity (decisions are taken as closely as possible to the citizen) that needs to be managed;
3. Monopoly initiative: member states cannot propose legislation but rather an executive body of the Commission in order to comply with the European general interest over the national interest.
4. Principle of majority (qualified majority principle).

Sabina Rohmann: The Grande Region is comprised of Luxemburg, the border area of Germany (city of Treves), Rhineland-Palatinate, Saarland, German speaking community of Belgium and Wallonia region (Belgium).

Human capital: decreasing number of children and a growing number of elderly people. For this reason attention should be paid to life-long learning. Unemployment is a great problem notably the unemployment of youth. The Lorraine and the Wallonia region (Belgium) have the biggest problems. Between 10% to 20% of the people leave schools without getting a diploma and they need to be included ("education is like a big tanker and it is difficult to change its course of navigation."). The individuality of each person needs to be promoted. Those with a university degree are employed at positions for secondary school education. They need to have good diplomas and later a continuous development.

A lot of people work in Luxemburg but there is still a high unemployment rate in the Grande Region. Luxemburg as a national state. Lorraine as a region (local self-governance) of France. Wallonia is a territorial region of Belgium. There is diversity in structures in all parts of the region. However, there is a vision: the politics will tell us what kind of economic policy we want and this should be known to the schools. The youth should be educated above the national policies and it is very important to learn languages. Active employment policy. Education is not direct.

Education system in Lorraine: pre-school and primary school institutions up to 10 years of age followed by secondary school which is attended by all the students. In Luxemburg the children remain together until age 11. In Germany: pedagogical educational politics for 16 länders + German school all over the world (17th länders)

It is important to take into consideration the needs of the students but also to pay attention to the accomplishments of all the students. **A Salamanca Declaration** was adopted at the World Conference in 1994 whose main objective was EDUCATION FOR ALL. It promoted an integrative approach notably for children with special needs. A law promoting inclusion was adopted in Lorraine in 2013. The persons with disabilities got their first law in 1995. Firstly, there was the **exclusion** from the national system and later in the 1980's classes were made in primary schools for specialized training. Later in the 1990's, activities

were launched on **integrating** the children with disability into the educational sector. **The integration** implies that the child makes efforts to be integrated into the educational system. **The inclusion** implies that the school and curriculum organization are adapted to the youth. A law treating this area was adopted only in 2013. The school is the first national priority. Public education is turned towards inclusion of all children without difference. The determination and willingness for inclusion was expressed through legislation. This allows other students to get a positive insight into the differences.

Allophone children who have arrived in France have a different mother tongue (non-Francophone children). One of the general rules is that there are no differences. One of the best conditions for the allophone children is the support which they get in entering schools, integration and inclusion of these children aged 6 to 16.

Special attention is devoted to children who have gained early intellectual maturity. There is 2-3% of such children and more than 1/3 of them have poor results. They get special attention by being given an adapted pedagogical framework. The most numerous group are children with disability and in this case we come to the fundamental right - the child's right to access the closest school. From 2005 until today, the number of these children has doubled. This does not mean that all problems have been solved. There are still 15,000 young people whose families are encumbered because they go to specialised schools under the competence of the Ministry of Health and Social Issues. They have to have access to universities and comprehensive schools.

Accessibility: access to everything for everyone, make public building accessible and provide material support. There are still some buildings which are not accessible to persons with disabilities. Personalised project of *scholarization*: a team monitors the development: school physician, school psychologist, teachers, principal, physiotherapist...etc. For example, provide a computer with Braille alphabet for a blind student together with specific didactical material which will be available until the end of his/her secondary school education. Each assistant has several children which he monitors during their education.

School assistants are contingent staff, they have 60 hours of training and if they are 6 years in this job they can get a contract on indeterminate period.

Robert Schuman Lyceum

Students come from different countries. There are four persons working in this service. When they come, there is an evaluation of their competencies. Different specialist departments: specific departments where they have 16 hours of French language. Some learn French for education (terminology of the subject which they learn) and some learn it as an elective course. When they turn 11 years old they begin learning a second language – English. Once it is established, on the basis of the teacher's assessment that a child knows French (which he has been learning for longer than a year) well enough, they will be included into a regular department. There is a total of 400,000 students in 4 regions of which 9,000 are children with special needs. They do not go to school on Wednesday but all other days they work from 8 a.m. to 5 p.m.

If there are foreign children, their parents are obliged to come to school and learn about French values. Continuous teacher development is one of the priorities. Certification (licensing) of teachers is mandatory and is conducted by the instructors. Of the 9,000 children with difficulties, 140 have graduated and all of them have continued with university education on vocational study programs.

There is no separation of highly-talented children from regular departments. This is a policy decision. They have specialised programs but they spend little time working on them. This is a problem for the teachers and a big mistake. If the teacher does not work with the child on his studies and critical thinking, this is a big problem for the child.

On the second day, the representatives of the PolicyNet network and members of the Project Steering Committee had organized meetings in the Institute – Agency for Teacher Education and Ministry of Education and Culture of Saarland – Germany and Ministry of Education, Science, Training and Culture of the Rheinland-Pfalz region in Germany.

The Teacher Education Institute Saarland is a teacher training centre which gives practical courses and acts as a state centre for policy education. The competencies of the Institute include, among others, the systematic education of teachers which implies that trained Institute experts go to the schools for all-day workshops with the teaching staff on various issues. A great number of projects is

implemented within the state centre for policy education with one of the most significant being “School without racism.” In general, the Institute works on educating teachers for a sustainable development. The Institute trains teachers in general and vocational secondary education and holds trainings directed at school development notably education and training of school principals. The Institute also organizes trainings upon the request of the teaching staff. The current priority is defining the needs of the teachers for specific types and areas of training.

Upon the completion of the training, the teachers receive a certificate issued by the Institute. Trainings are not mandatory but are preferable.

A large number of activities are directed towards development, correction and improvement of the curriculum notably after receiving the PISA research results.

6 departments within the Institute cooperate on the issue of teacher training in the field of inclusion. An interesting fact is that all primary schools in Saarland need to introduce inclusion of disabled children into the regular schooling system as of next school year. The aim is to boost inclusion and principles of inclusion into regular education. In view of this, it is important to establish a legal framework that will serve as the basis for all further actions.

The concept of school principal training is part of the training relating to the school development segment. There are three types of training which should provide answers to the questions: what to expect (what are the problems, threats and opportunities), how (how to manage, how to be involved in school development and how to change the management) and how to actually organize the training. The aim is to educate and train the school management to make positive, development-oriented changes. Principal training lasts 5 days, each day 2 sessions of training lasting 2 hours each which amounts to a total of 20 hours of training.

The Institute has established *A Department for Education Technologies* which rests on 5 pillars aimed at creating “the world’s best development environment.” They use “Moodle” as their operational platform which offers training in 80 languages. This is an open, free software program used by more than 100 schools in Saarland. Methods of teaching via this software programme include mobile learning – learning aided by tablets, interactive boards and there are virtual classrooms which significantly contribute to a more modern means of learning and teaching. By using the program, the students receive their study material online, they do all their tasks in an electronic form and they and they have online tutorials with their teachers. The Department for Educational Technologies has developed a special course which shows how the use of the Moodle platform has brought about changes on the means and methods of teaching, what are the concrete benefits or the lack of progress achieved after applying this method of work.

Examples of interregional cooperation in the field of education between the Lorraine and Saarland region was presented in the Saarland Ministry of Education and Culture. These are two border regions which have a historical basis for cooperation since most of the population in the Lorraine region speaks German while in the Saarland they speak French. The SaarLorLux region is comprised of parts of Luxembourg, Saarland and Lorraine which was formally established on October 16, 1980 by the Formal Funding Act between the governments of the Republic of France, Germany and Luxemburg. This Act is the legal basis for border cooperation between the administrations and institutions with the aim of promoting economic, cultural, touristic and social development of the region. When it comes to the historical and contractual basis for cooperation, this region in essence has common roots, joint periods of “hostilities and wars” and a joint contract from the Elysee from 1963. Furthermore, the region was extended to Wallonia, part of Belgium – German speaking region and Palatine (German part of Rhineland).

Apart from the cooperation in the social and economic context, there is special emphasis placed on cooperation in the field of education by promoting exchange of students and teaching staff. The results of this cooperation are the following: about 180 different partnerships were established, partnership in the field of pre-school education; binational and bicultural schools such as the Deutsch-Französisches Gymnasium-Lyceé Franco-Allemand language school in Saarbrücken.

The exchange of teaching staff in primary education is organized each year by the German-French Youth Office. The exchange of teachers in secondary education is partially organized by the schools (when it is the case of special teaching areas/lessons); the exchanges are rarely organized for a longer period. The different cultures and methods of teaching between Germany and France present a great challenge to

the teachers in the exchange program. There are significant examples of their joint development of the didactic material for learning and studying. These include the design of CDs and videos with students as main actors. There is regular intercultural cooperation in the area of German and French culture and sport.

Interregional, individual exchange of students is organized within the scope of the Robert Schuman program. The objects of this program include: significant increase of interregional student mobility; providing greater opportunity for participation in the exchange program lasting 2 to 4 weeks; intensifying intercultural and linguistic cooperation and learning; aiding schools and teachers to find partner educational institutions to exchange students in centralised programs.

The Program's practice is for the interregional committee to review the exchange programs which are used to develop instruments and resources for participation and implementation of the exchange, the students' families make decisions on where the students wish to go – which city and which school – and after the exchange, the students receive a certificate of attending a partner school.

The main benefits of the Robert Schuman program are: motivation of students and teaching staff, clearly defined common objectives, friendly atmosphere, partnership trust and efficient informal communication and specifically the political support for the program implementation.

In addition to the aforementioned project, they also have the COMENIUS REGIO program (ILIS project). The order of the education sector in Germany was presented in the Ministry of Education, Science, Training and Culture of the Rheinland-Pfalz region in Germany. It was stated that the country is divided into 16 lenders of which each lender, based on the Constitution, has its own Ministry of Education which is directly responsible for the education segment. In view of the fact that Germany is a Federal state, the participation of lenders in the fields of significance for the functioning of the state are achieved through federal councils and state secretary committees.

Although this region of Germany- the Rhine region, had begun preparing policy papers on inclusion in 2001, activities undergoing at the moment are directed towards reforming the legal framework which would include this issue. They have provided individual curricula for the children with special needs and have established centres throughout the region to provide support for this group of students. They implement a great number of projects relating to the issue of inclusion. These include:

1. A project involving the federal levels in Germany initiated in 2013. The aim of the project is develop and improve language competencies from pre-school to secondary education levels. In addition, the aim is to improve language skills for everyday life. In view of the fact that 94% of the students in some schools are of migrant origin, the issue of language competencies is very important. To facilitate learning for these students, special forms of day care where organized in the schools where children are supported in their completion of homework, development of oral communication...etc. The migrant children are obliged to have at least 42 lessons of their mother tongue because it is considered that if they do not know their mother tongue, they will not be able to learn a new language. The wish is to include as many inclusive schools as possible in the project. The idea for the project preparation originated from the research conducted by professor Kamamaya.
2. Project for primary education focused on reading and understanding. The first phase of the project will focus on improving reading and writing skills while the second phase will place an emphasis on the vocabulary.

Both projects were launched in 2013 and are intended to finish in 2015.

In view of the fact that individualised programs are being designed for the children with special needs, which also includes talented children, the German educational system enables talented children to complete two grades in one school year. The teachers organize special classes for the talented children and in some comprehensive schools there are special departments for talented students.

The third day of the visit included a visit to the school in Eupen – German-speaking community in Belgium. The school has pre-school and primary school children. There is a total of 160 students and the classes begin at 8:30 a.m. and finish at 3:30 p.m. Children as early as pre-school begin studying French

while the regular classes are held in German. It is interesting that the groups of pre-school students are small – up to 10 children per group with two pre-school teachers for each group. The parents do not pay for this kindergarten but rather the local community bears all the costs of institution maintenance, the state pays for the teachers while the parents pay 1.5 Euros per day for their child's food. The same concept is applied in the primary education with the only difference being that the parents pay 2.5 Euros per day for food. Pre-school education (for children aged 3-6 years) is not mandatory. There are also assistants engaged to help in the work with children – students of medical profession. The school which we visited had only one department in each grade. There was a relaxing, friendly atmosphere in the class, the children freely enter and leave the classrooms, the halls have bookshelves with books for children to read but also to be informed of different areas/subjects.

In this part of Belgium, 66% of students go to comprehensive school while 15% of students opt for vocational secondary education.

During the visit to Eupen, we visited the Ministry for a German speaking community in Belgium. This Ministry is very active regarding various issues of importance for the German speaking community which has around 8000 people. The activities in the field of education are focused on the work with disabled children and significant attention is paid to the application of new pedagogical methods.

There are three basic, guiding aims:

- Each child must have an opportunity to finish his education in order to be able to work;
- Provide support to teachers to aid the students on daily basis and
- Include the parents and integrate them into the whole process so that they would be able to help their children and facilitate them in mastering their school tasks but also to become part of the community as a whole.

There are three steps that need to be undertaken to achieve these aims:

- Going to school and working together with the school management and the teachers in establishing/defining the needs of the child;
- Comparing activities – examples of best practices in Germany, France and Switzerland; and
- Creating personal/individualised curriculum.

It is very important that the educational institutions have professional staff which can provide support both to students and their families. The teachers need additional training in the context of intercultural communication with the aim of establishing multi-lingual and multicultural schools.

On the fourth day of the visit, the representatives of pilot schools from seven Project beneficiary countries presented their experiences from visiting schools in the Grande region.

Representatives of the school from Albania: they visited two schools in Belgium. The school infrastructure is adapted to children with special needs. They have established a multifunctional centre which helps in the implementation of the inclusion. An individual curriculum is designed for each student as well as an individual plan of expectations. The curriculum includes 11 compulsory and 2 elective subjects. Activities are currently being undertaken on integrating students with special needs from special to regular schools.

Representatives of the school from Bosnia and Herzegovina: they visited a primary school (from grade 1 to 4) in Perl. A school team comprised of a physician, teacher and parent send a request for the enrolment of a child with special needs into a regular school together with a request for the engagement of an assistant. The assistant will work 2-3 hours a week with the child. The schools get a special expert trained to develop individualised curricula for the students with special needs.

Representatives of the school from Kosovo: they visited two schools of which one was the integrated school Robert Schuman. The inclusion has been applied since 2003. There is significant cooperation between the school and the local community. Various teaching methods are applied in teaching students with special needs and these include internal differentiation of classes by the level of difficulty.

Representatives of a school from Croatia: they visited educational institutions in Luxemburg: an institute which is similar to the Education and Teacher Training Agency in Croatia; a primary and

secondary school. The educational system in Luxembourg is designed to make education mandatory for children aged 4 to 16 who will go to primary schools organized in 4 cycles of which each cycle lasts two years. At the end of each cycle, there is a test and if the child does not pass the test from a certain subject he will be retained on this cycle until he gains the necessary knowledge. There are two years of mandatory education in the secondary school. An interesting fact is that 40% of children in Luxembourg speak Luxembourgish while 60% of the children speak other languages. In the primary school the classes begin at 8:00 a.m. and finish at 12:00 a.m., the school does not have a principal and there are 8 teachers who make up the Committee. The school mission is the *“Learn together, live together, learn together through life.”* There are 12 students in the classes (classrooms which do not have doors) with two teachers assigned per class. In secondary schools, children with behavioural problems are placed in special departments where professional people work with them with a tendency to put them back into regular classes. The secondary school works closely with the employers in order to find/secure a job for the children with special needs. Team work, practical work and the local community dominate in schools.

Representatives of a school from Montenegro: they visited three schools in France. There is a so-called service established in the school which means an appointed coordinator who coordinates between schools, the local community and the institution for aiding children with special needs. Namely, this is specialised teacher who cooperates with the state and NGOs which provide funds for the children with special needs. The school has a room for the children to rest, a room for children with motor difficulties, a table for physical therapy and for the school life assistants. The school motto is **that the child does not need to adapt to the school but rather the school needs to adapt to the children.**

Representatives of a school from Serbia: they visited three primary schools and one secondary school in Germany. There is an established system with teachers working on integration who are continuously spending time and aiding children with special needs. The teachers’ engagement is financed by the municipality and they are included in the work upon the request of the parents. The primary schools get the information on the children with special needs from kindergartens. All activities during the schooling are as much as possible directed towards making the children with special needs more independent. The final aim or the system ideal is to make children with special needs lose the status of a person with a special type of need. In order to achieve this aim, it is important to ensure adequate teaching materials, adequate space and to give the teachers freedom to model and design classes by themselves which will bring about maximum development of potential for each individual child. The teachers are aided by pedagogues in designing individualised curricula. The leading principle behind such an approach is life-long learning.

Representatives of a school from Serbia: they visited three schools in France. After two school hours (each school hour lasts 55 minutes), the students have a 15-minute break and after the next two hours they have an hour-and-a-half break and the lessons then continue in the afternoon. Each student in the class has a personal curriculum. There are three types of programs in the schools in France: a regular program, a special program (for children with special needs) and an adapted program (for children with intellectual difficulties who are being prepared for secondary schools). The method of teaching is for the children to pose questions during the lessons and to learn from the teacher’s answer.

The study visit was concluded by the presentation of Mrs. Sabine Kratz , the state Chancellor of the Rhineland-Palatine Grande Region. Mrs. Kratz’s role is to represent the Prime Minister of the Grande Region comprised of Wallonia, Saar, Lorraine and Luxembourg. The size of Grande Region is 65,000 km² with a population of over 11 million. The main cooperation in the region is focused on the joint labour market (every day, 200,000 people commute to work with Luxembourg being the most attractive due to its tax reliefs.)

The functioning of the Grande Region began a long time ago, first on a bilateral basis between Germany and France with the current composition being established in the 1990’s. There is a rotation in the presiding of the region and currently the Rheinland-Pfalz region presides. The cooperation in the region takes place on the following levels:

- Political level – cooperation between the state presidents and government prime ministers;
- Level of Province secretaries (who meet every four weeks);

- Level of implementation – working group level with 30 representatives of ministries and various institutions which act as a platform for exchanging ideas, opinions...etc.

The establishment of the Committee for Social and Economic Issues is also very significant. An accent is placed on cross-border spatial development since there is a large number of small metropolises in the region and by unification they wish to make them bigger in order to expand and strengthen the joint market.

Considering all the organized visits and meetings held, we can conclude that the dominating factor and an important segment in the field of education in the Grande Region is continuous professional development of the teaching staff and that great attention is paid to interregional cooperation in the context of exchange programs for students and teachers. Inclusion is widely conceptualised in the Grande Region with a special accent placed on the allophone children (children who speak their mother tongue but not the language of the community in which they live). The understanding of inclusion rests on the planning of the overall schooling system from the pre-school level upwards and networking the education sector with health, social protection and labour sector. Apart from social inclusion, the social cohesion also requires special attention in view of the fact that a large number of migrants live in the Grande Region. Although financial investments are of great help for the implementation of the inclusion, they are not crucial and even with small investment but with well-designed programs, adequate rooms and notably trained teaching staff, it is possible to achieve exceptional results.

Report prepared by

Lejla Divović

3. Montenegro

Report on the study visit to the GRANDE REGION (March, 17- 20. 2014) within the project "Regional Support for Inclusive Education", Council of Europe and EU

My strongest impression is that the study visit to the Grande Region (Germany, France, Belgium and Luxembourg) was very well planned and completely purposeful.

The visit to the European Centre "Robert Schumann", including visits to schools and educational institutions in different countries of the Grande Region, were very useful in terms of opportunity to share the EU values and educational practices, particularly in the area of inclusive education.

All representatives having participated in discussions described comprehensively the functioning of the inclusive education system in their countries as well as challenges they face with in everyday work. Representatives of the ministries, institutes and schools visited have been demonstrating profound understanding of our study visit purposes and our group have had a lot of opportunities to share views, best practices and challenges faced by education systems in different countries.

We also have had the opportunity to obtain "first hand" information from educational policy makers working in ministries of education in different regions and to learn many new things, especially how to support the process of integration of children whose mother tongues are different from teaching language.

Suggestion for next steps:

- to continue sharing of good practices, particularly at schools' level,
- to organize visits of schools' representatives from the GR to our schools,
- to make network of schools from our region ("schools community") at the level of SEE,
- representatives of schools participated in the study visit to share knowledge and impressions with other schools in the country,
- to continue CPD of teachers at all levels,
- to provide program for learning teaching language to children whose mother tongues are different,
- to offer additional trainings for teams dealing with modularization of curricula in vocational schools in order to enable children with disabilities to acquire competences necessary for performing profession autonomously,
- sharing programs enabling local communities to participate in successful trainings of children with disabilities.

Podgorica, 1 April 2014

Vesna Vučurović
Deputy Minister
Ministry of Education Montenegro

4. Serbia

"Regional Support for Inclusive Education"

STUDY VISIT TO THE GRANDE REGION

"Region to region – exchange of educational experience"

1. DAY

During the first working day, all study tour participants had the opportunity to learn about the work of the Robert Schuman Museum/Institute in the City of Metz in France. High officials from the Lorraine District held introductory speeches.

Bernar Hercog, Deputy Prime Minister of the District:

The Mosel Region is well known for metallurgy and coal sectors, but the focus of the region shifted towards culture and tourism due to the poor situation in these sectors. The Robert Schuman Museum, dedicated to the founder of the EU, is a place for the exchange of ideas and also part of his house. The message of Europe is a promise of peace. Our countries benefit from the exchange of experiences, and education is a great promise of peace.

Brižit Beson, continuous education of teachers and multipliers and production of didactic materials for teachers. Robert Schuman has taught us that politics is important, but that personal relations are even more important.

Introductory speeches: Filip Alesandro, inspector, Veronika Šešer (inspector for literature and non-French speaking children), Žan Mil Šaršal

Sabina Roman, continuous training of teachers for European training (Pedagogical Institute)

We wish you all the strength to fight for an inclusive democratic society.

Karmen Šarnbren, Luxembourg

What is Europe? How many Europes are there? European integration?

The oldest modern European organization is the Council of Europe, which dates back to 1947, and an even older organization is the Central Commission for the Navigation of the Rhine, which dates back to 1815. The unification started after the Second World War and the Council of Europe now consists of 47 members. The war between Georgia and Russia, which are part of the Council of Europe is unacceptable and constitutes a misbalance (that needs to be continuously corrected).

Another Europe is the EU, the initiative of Robert Schuman. There is also a clear willingness for the countries of our region to integrate. Upon having met the economic, political, but also legal criteria. The issue of Turkey as a European country...

Is Europe a continent? The oldest concept is the division of Turkey from the old continent in the old ages, so that it was considered that the river between Poland, Ukraine and Belorussia

Europe is a continent of wars, starting with the Thirty Years War in the 17th century, over Napoleonic Wars, to the Second World War.

Europe is a political continent that divided other continents into colonies. We have all lost in Europe due to the lack of peace. This is followed by World War II. New borders are continuously being drawn, and there are always tensions and conflicts.

The European integration was the idea of this French Minister who was arrested in World War II (18 months). He asked for peace, believed that part of sovereignty should be assigned to others, that steel and coal energy should be under supranational control. Robert Schuman told Žan Moneu: *I am taking the political responsibility for that.*

He told his German colleague that there should be a union between France and Germany, which should be the basis for a new democracy. Europe is not just Western Europe. The Rome Agreement from 1957. The borders of Europe have not been defined. All democratic countries may access. The inter-state model: A people elect the national parliament and appoint a minister to the EU Council of Ministers and everyone has veto power. Every citizen places trust in the representative who will make decisions in Brussels. Another model, the communication model, implies a direct participation of citizens, when the EU Council of Ministers is elected. In history, the border of the Roman Empire constituted a division between Romans and barbarians. Our collective mission is not the same. A French company has a chairman of the steering committee, who is also the CEO, and in Germany a company has a collegium and supervisory board. These are the differences. There are differences between Roman and Orthodox Catholics. Our region is at the crossroads of four cultural traditions with great differences that collide. Our wish is for the collisions to be peaceful. The Council of Europe has sent a letter to the Queen of England and pointed out that the UK legislation was not in compliance with human rights and that it needed to be amended. The EU is a socio-economic market controlled by foreign public forces. All European companies were managed in the 1950s (50% by capital owners and 50% by workers). The freedom of movement of goods, people, services and capital with social standards. The 1961 Economic Charter presented certain difficulties, so that the 2000 European Convention of Human Rights constituted a completion the 1950 Convention in terms of social aspects. Solidarity: The rich give away, and the poor receive. When they become wealthier, they give it back. The example of Ireland that developed itself thanks to the principle of solidarity. Now there is a decline. That is a necessity and it has to be like peace. A qualified majority vote, when we have 55% of members or if they represent 65% of the European population (330 million inhabitants), so that not only the small or only the big states decide.

There are 4 principles of rule in Europe:

1. European law is superior to national law. There are 80,000 pages of legislation to be applied.
2. Subsidiarity (decisions are made as close as possible to citizens) to be managed.
3. Initiative monopoly: Member States cannot propose European law, but rather the Commission as an executive body in order for it to be in the general interest of Europe, rather than in the interest of Member States.
4. Qualified majority

Every federal state (Germany, Austria, Belgium) has its own constitution. The question is whether we want unitary, centralized states or federal states? France wants Europe as a force, others want it to be a commercial force.

Sabina Roman: The Grande Region consists of Luxembourg, the border region of Germany (the City of Trev), Rhineland-Palatinate, Lorraine, Saarland region, German federal states, Wallonia region (Belgium), etc.

Human capital: There is a decreasing number of children and a rising number of elderly persons, so that it is important to pay attention to lifelong learning. Unemployment is a great problem, especially youth unemployment. The most difficult regions are Lorraine and Wallonia (Belgium). Persons leaving school without a certificate amount to 10-20% and need to be included. Education may be compared to a large tanker and it is difficult to change its navigation course. The individuality of every person needs to be promoted. Persons with university degrees have medium employability. They have to have high quality degrees and later on continuous trainings. Many people work in Luxembourg, but the unemployment rate in the Grande Region is still high. Luxembourg as a national state, Lorraine as a region (local self-administration) of France, Wallonia as a territorial region of Belgium. There are differences in the structure of all parts of the region. However, there is still a vision. The politics will tell us what economic policy we want, what schools need to include. Young people need to be educated above national policies, and language learning is particularly important. An active employment policy, education is not direct. The educational system: in Lorraine: the primary school and pre-school until 10 years of age, and after that the secondary school that is attended by all children. Luxembourg: Children stay together for 11 years. Germany:

pedagogic and educational policies for 16 federal states + German schools in the whole world (17th federal state).

The educational needs of students need to be considered, and attention needs to be paid to successfulness of everyone. The 1994 International Conference resulted in the **Salamanca Declaration**, which is part of the goal EDUCATION FOR ALL. The promotion of an integrative approach, especially in relation to children with special needs. The Lorraine law was adopted in 2013. Handicapped persons were considered for the first time in a law that was adopted in 1995. At first, there was **exclusion** from the national system, and later on primary schools included teaching classes in the 1980s. In the 1990s, efforts were made to **integrate** children with disabilities. Integration implies that a child makes efforts to integrate in the educational system. Inclusion means that the organization of a school and curricula are adapted to young persons. A law regulating this was adopted only in July 2013. School is the first national priority. Public education is oriented towards the inclusion of all children without any differences. The will and wish of legislators to ensure inclusion. That enables other students to have a positive insight into diversity. **Non-French speaking** children, who come from travelling families in France have a different mother tongue. It is important that there are no differences and that it is part of general law. The best conditions for non-French speaking children – assistance with the enrolment, integration and inclusion of these children aged 6 to 16.

Particular attention is devoted to children that are too mature as compared to others. There are 3% of such children, and more than 1/3 of them have poor grades, so that particular attention is devoted to providing them with an adapted pedagogical framework. The most numerous group are disabled students, so that a fundamental right is applied – the right of a child to attend the geographically nearest school. The number of children has doubled between 2005 and today. This does not mean that everything has been resolved. There are still 15 000 young persons who are financed by their families, because they attend special schools within the competence of the Ministry of Health and Social Issues. They have to have access to universities and grammar schools. Assumption of obligations. The inability of students has been medically diagnosed, and as of 2005 it is not diagnosed what they cannot do, but rather what they can do as persons that have to participate in the society.

Accessibility: access for everyone to everything, making public buildings accessible and provide also material assistance. There are still buildings that are not accessible for disabled persons. A personalized *school* project: a team monitors the development: a school doctor, school psychologist, teachers, headmaster, physiotherapists, etc. For example, in case of a blind student, a computer with Braille letters and specific didactic material until the end of secondary education. Almost half of the children have an assistant for their school life. Schools adapt the premises to children – a child takes a math test for 4-5 hours, and takes a disability test (which had been overlooked earlier during their schooling). Every assistant has several children that he/she monitors during their education process. The school assistants are temporary employees, they have 60 hours of training and after six years of experience, they may become permanent employees.

Robert Schuman Grammar School

Students come from different countries. Four persons are employed at this service. When they come, there is an evaluation of their competences. There are different special classes: special classes where they have 16 French lessons. Some learn French as their language of education (terminology of subjects they study), and others learn it as an elective. When they are 11 years old, they start learning a second language – English. When a teacher is of the opinion that a student knows French, he/she is included in a regular class. They do not spend more than a year within the class. They can have 3-4 lessons per week. The four regions have 1000 students, and the data of this school vary, because there is a high fluctuation of students. There are a total of 400,000 students in four regions, and 9000 children with special needs. They do not attend school on Wednesdays, but they work from eight to five every day. In cases of children of foreigners, parents are obliged to come to school and learn French values. Continuous teacher training. Teachers must be certified by the Inspectorate. Out of 9000 children with disabilities, 140 received a secondary school diploma and

continued their education by enrolling into specialised university studies. Professors have not been trained to conduct monitoring. Over the past years, there have been no trainings for professors, they have only a day of training. Highly talented persons are not excluded from regular classes, which is a political decision. They have specialised programmes, but they work little on them. That is a problem for teachers and a great omission. If a teacher fails to teach a child to think in a critical way, it is a problem for the child.

All participants were very satisfied with the warm welcome at the institution and information that is valuable for our way of introducing democracy in all segments of the society and regional cooperation.

Prepared by Snežana Vuković