

Joint EU/CoE Project  
“Regional Support for Inclusive  
Education”



Policy Support Component  
Expert Meeting

***Policy Framework  
Montenegro***

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# Inclusive Education Policies - MNE

- *The Constitution of Montenegro* (guarantees the right to education for all children in equal conditions)
- *Strategy for Improving the Position of the RAE Population in Montenegro 2008-2012 and a Strategy for the Integration of People with Disabilities, 2007* (outline measures aimed at the inclusion of mentioned vulnerable groups in society and recognise the importance of education)
- *The Law on the Education of Children with Special Needs* (follows the reform decisions, recommendations and standards of European legislation in this area)
- *The Rulebook of Criteria for Determining Type and Degree of Deficiencies, Problems and Disorders in Children and Youth with Special Needs and Their Involvement in Educational Programmes* (based on Law on the Education of Children with Special Needs )
- *The Law on the Professional Rehabilitation and Employment of Persons With Disability* (measures and activities which promote appropriate work-related training for persons with disabilities)
- ***Strategy for Inclusive Education in Montenegro***, (Strategy was prepared within support program of Finish Government »Towards inclusive education« led by manager of the program Mr Arto Vaahtokari.), 2008 – 2012. (
- ***Strategy for improvement position of the Roma and Egyptian in Montenegro***, Ministry for Human and Minority Rights, Government of Montenegro, 2012-2016.

## Strategy for Inclusive Education in Montenegro

- Harmonization of normative acts with national and international documents;
- Systematic support for the professional development of staff;
- Provision of horizontal and vertical connections between educational institutions combining regular and special curricula;
- Organization of a network of support;
- Quality assurance and monitoring of the education system;
- Promotion of positive attitudes.

The Strategy introduces the term 'children with special education needs' encompassing children with disabilities (with physical, mental and sensory, or combined impairments) and children with development difficulties (with behavioral disorders, severe chronic diseases, long-term illnesses, learning and other difficulties caused by emotional, social, linguistic and cultural deprivation).

## Strategy for improvement position of the Roma and Egyptian in Montenegro, 2012-2016

- To increase number of preschool RAE children in kindergarten,
- To enroll more RAE children in the Primary schools,
- Improve quality of education of RAE children,
- Improve data base on RAE children,
- Improve participation of parents in education of the children,
- Provide sustainable engagement of RAE teaching assistants in Primary schools,
- Provide prevention mechanisms for dropping out.

## Strategies - implementation

- Strategies show initial results reflected in:
  - \*Designing following strategies: Strategy on early childhood education insisting on early intervention and social inclusion; Strategy for Primary Education recommending inclusive orientation – individualised learning; Strategy on Vocational Education aiming that SEN children are empowered to independent work and life,
  - \*An increasing number of children with SEN in schools, an acceptance of diversity in the student population,
  - \*Opportunities for parents to participate actively and support their children,
  - \*Teachers being trained for work in inclusion (seminars within the Professional Development of Teachers in School project) BES organised 16 seminars for 439 teachers from 2009-2012.

- \*Use of the Index for Inclusion to evaluate the inclusiveness of schools),
- \*establishing commission for direction (18) on local level with all the preparation and instruments,
- \*Establishing mobile services/teams,
- \*Transforming "special schools" into Resource Centres (3),
- \*Improved conditions for adequate physical access to schools in 89 educational institutions,
- \*Applications for licensing 4 daily care centres,
- \*Establishing centres for child support in 6 Health Centres,
- \*Bigger enrollment rate Roma children into Primary schools ,
- \*More reliable data base on Roma children in the education system and out of the system,
- \*Reducing of dropping out rate of Roma children in the Primary schools – implementation of Case management model in 8 Primary schools,

## ***Report on Millenium Developmental Goals 2010-2013 Montenegro***

- "Development of inclusive education also increases the coverage of children with disabilities and creates better conditions for their full inclusion in kindergartens and regular schools.
- Support for the children with special educational needs has improved: the concept of the emergence of a special educational need depends on how and to what extent the environmental factors facilitate or impede the functioning of a child; children work based on individual development and educational program; children from special classes are integrated into regular ones; specialized institutions have been transformed into three resource centres; new programs for children with disabilities have been prepared; teams have been formed for the training and support to inclusive education, and other significant activities have been completed.", page 19., Publisher: Government of Montenegro and UN System in Montenegro, 2013.

## Implementation gaps?

- **Low level of intersectoral cooperation** (early diagnoses, intervention, support and services to families, stable socio economic status). Poor information exchange with kindergartens, schools, Resource centres.
- **Insufficiently trained staff, still insufficiently equipped schools, architectural barriers** and the prejudices of some parents and children (Education Policies for Students at Risk and Those With Disabilities (OECD, 2007b)
- **Teachers with poor knowledge** of the basic principles of **social inclusion** and without motivation to advance understanding of social inclusion.
- **Teachers** understand that inclusion is necessary, but their actual professional behaviour shows only declarative but **not genuine practical acceptance**, because they **lack sufficient knowledge** to work with SEN students



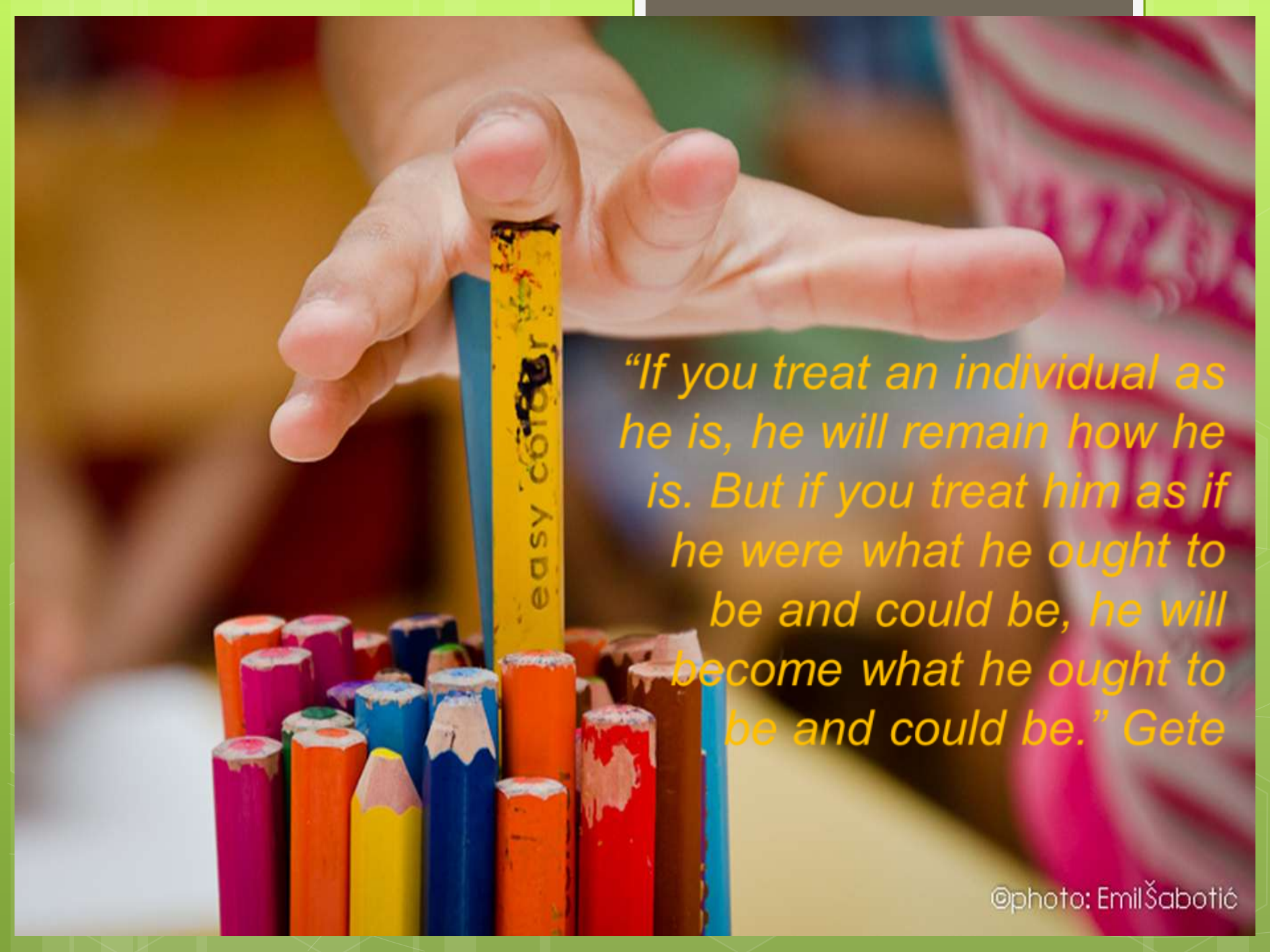
- Students with disabilities into the regular system benefits from the promotion of inclusive education principles. The risk in promoting inclusive education is the belief that inclusive education is merely a cover for the integration of children with special needs, with less time and attention being paid to students with behavioural problems and with learning and other difficulties caused by emotional, social, economic, linguistic and cultural deprivation.

“The new Law places the education of children with special needs exclusively under the Ministry of Education (MoE). SEN means both gifted and children with developmental disorders. Montenegro also recognises **at risk** (all children with some risk factor that needs special attention, e.g. a genetic problem or a social problem). All children are equal in exercising their right to education and it is the school that must adapt to their needs. **At risk, however, is also interpreted negatively** (National Program of Prevention of Unacceptable Behaviour), Education Policies for Students at Risk and those with Disabilities in South Eastern Europe, Findings from the Follow-Up Visits, October 2006-January 2007

- BES did not provide **indicators** well defined and structured, so they implement just formal supervision of inclusion.
- **Poor support and supervision support to teachers** in the school as well in broader system, ex. BES should provide qualitative education also through professional development,
- **Assistance in teaching is not designed and based as a permanent and sustainable**, without standards and continuous financing. In practice one can meet different services provided (support at home, personal assistance, teaching assistant).
- Still present model in which children stay and educate **in institutions**.
- **Teachers** are still not given the best deal in the inclusive education process and therefore a series of **resistances appear**, primarily because they are **not adequately trained and supported**. The best-educated are first grade teachers. Subject teachers do not have similar possibilities: they studied content, not method. Preparation and adjustment of individual education plans are troublesome because teachers expect uniform principles, a universal model which would apply to all children,
- **Teachers fail to apply new educational models**, they have not been introduced so often to innovations in approaches to teaching, hardly can deal with the challenges of modern concepts of education.

## References:

- Final Report of the Project "Inclusive Education Services", EU-Montenegro, December 2011-March 2013.
- EDUCATION POLICIES FOR STUDENTS AT RISK AND THOSE WITH DISABILITIES IN SOUTH EASTERN EUROPE, Organisation for Economic Co-operation and Development, 11-May-2007
- MAPPING POLICIES AND PRACTICES FOR THE PREPARATION OF TEACHERS FOR INCLUSIVE EDUCATION IN CONTEXTS OF SOCIAL AND CULTURAL DIVERSITY, ETF, 2010.
- Report on Millennium Developmental Goals 2010-2013 Montenegro,
- Interview with Tamara Milić, Senior Advisor for SEN, MoE Montenegro.

A close-up photograph of a hand holding a yellow pencil vertically. The pencil has the words "easy color" printed on it. Below the hand is a container filled with many other colored pencils in various colors like red, blue, green, and purple. The background is blurred, showing a person wearing a pink and white striped shirt.

*“If you treat an individual as he is, he will remain how he is. But if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be.” Gete*



***Thanks for  
attention***

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