

STRATEGIJA INKLUZIVNOG OBRAZOVANJA U CRNOJ GORI

(2014-2018)



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STRATEGY OF INCLUSIVE EDUCATION IN MONTENEGRO



Crna Gora
Ministarstvo prosvjete

STRATEGIJA INKLUZIVNOG OBRAZOVANJA U CRNOJ GORI

(2014-2018)

Podgorica



Crna Gora
Ministarstvo prosvjete
Zavod za školstvo

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Tim angažovan na izradi Strategije inkluzivnog obrazovanja

Vesna Vučurović, pomoćnica ministra prosvjete, Tamara Milić, Ministarstvo prosvjete, Anita Marić, Zavod za školstvo, Vjera Mitrović-Radošević, Centar za stručno obrazovanje, dr Larisa Redžepagić, Ministarstvo zdravlja, Irma Kalač, Ministarstvo rada i socijalnog staranja, Anka Đurišić NVU Udruženje roditelja djece i omladine sa smetnjama u razvoju "Staze", Podgorica, Darko Kobetić, konsultant UNICEF-a.

Strategija inkluzivnog obrazovanja je razvijana kroz participativni proces svih relevantnih subjekata. Dokument je prošao javnu raspravu u kojoj su učestvovali predstavnici: sistema douniverzitetskog i univerzitetskog obrazovanja, ustanova zdravstvene i socijalne zaštite, lokalne samouprave, donatora, NVO-a i dr.

Podršku i doprinos u finalnoj fazi izrade ovog dokumenta pružila je Kancelarija UNICEF-a u Crnoj Gori.

1. PREDGOVOR

Strategija inkluzivnog obrazovanja (2014-2018) određuje ciljeve i pravce razvoja obrazovanja djece sa posebnim obrazovnim potrebama na osnovu analize realizacije mjera Strategije inkluzivnog obrazovanja koja je obuhvatila period od 2008. do 2013. godine. Strategija uključuje obrazovne paradigme, smjernice međunarodnih organizacija, institucija, tijela Evropske unije i tendencije školskih sistema evropskih zemalja.

Strategija inkluzivnog obrazovanja (2014-2018) teži da sistem vaspitanja i obrazovanja učini pravičnim i dostupnim kroz prilagođene, visokokvalitetne i sveobuhvatne usluge za razvoj potencijala djece do najveće moguće mjere. Roditelje/staratelje podržava za odgovorno roditeljstvo, a zaposlene u obrazovno-vaspitnim ustanovama za razvoj stimulativnog okruženja u kome će djeca ovladati kompetencijama za životno i profesionalno efikasno funkcionisanje. Svoj djeci omogućava da kroz iskustvo različitosti steknu osobine demokratskih ličnosti.

Cilj obrazovanja i vaspitanja je da uz sistem zdravstvene i socijalne zaštite, i u saradnji sa lokalnom zajednicom i civilnim sektorom, pruži usluge za zdrav, kvalitetan i siguran život djece.

Ovaj dokument teži da svi građani/građanke pruže pun doprinos ispunjenju prava ove djece što vodi i njihovom kvalitetnom životu i opštem razvoju države. Konačno, da omogući donosiocima odluka, nosiocima izvršne vlasti, u oblasti svih politika, ispunjenje cilja proklamovanog u odnosu na ostvarivanje jednakih šansi u obrazovanju koji državu čeka u procesu priključivanja Evropskoj uniji.

Slavoljub Stijepović, ministar prosvjete

2. VODEĆE NAČELO

Vodeće načelo Strategije inkluzivnog obrazovanja polazi od poštovanja prava i karakteristika djece s posebnim obrazovnim potrebama čije razvojne i edukativne mogućnosti treba ispuniti i zadovoljiti kroz kvalitetno vaspitanje i obrazovanje u cilju osposobljavanja za samostalni život.

3. UVOD

Razvoj inkluzivnog obrazovanja je jedan od postavljenih prioriteta reforme obrazovanja u Crnoj Gori. Shodno tome, usvojena je Strategija inkluzivnog obrazovanja (2008-2013) koja je postavila temelje i pravce razvoja sistema obrazovanja i vaspitanja za djecu sa posebnim obrazovnim potrebama. Zakon o vaspitanju i obrazovanju djece sa posebnim obrazovnim potrebama¹ mijenja i dopunjava Zakon iz 2004. godine, a Pravilnik o načinu, uslovima i postupku za usmjeravanje djece sa posebnim obrazovnim potrebama² prevazilazi tzv. medicinski pristup.

Politika inkluzivnog obrazovanja primjenjuje smjernice i principe niza međunarodnih dokumenata: Svijet po mjeri djeteta; Milenijumski razvojni ciljevi; Dakarska deklaracija; Salamanka dokument; Deklaracija „Obrazovanje za sve“; Konvencija o pravima djeteta, prati ratifikovanu Konvenciju o pravima osoba s invaliditetom čiji član 24. nalaže nediskriminaciju, jednakost sa drugima kroz inkluzivno obrazovanje na svim nivoima. Usaglašena je sa evropskim zakonodavstvom i Rezolucijom Savjeta ministara obrazovanja u smjeru integracije djece i mladih sa smetnjama u razvoju u redovan sistem školovanja. Stoga je tendencija da se postigne pravednost u obrazovanju i da ovi učenici, pored akademskih, steknu i životno potrebna znanja i vještine.

Terminologija u upotrebi u Crnoj Gori *djeca sa posebnim obrazovnim potrebama* je usaglašena sa onom koju predlaže Organizacija za ekonomsku saradnju i razvoj³ i koristi se u Evropskoj uniji⁴. Upotrebljava se na školskom nivou i obuhvata djecu: sa smetnjama⁵ i teškoćama u razvoju⁶.

1 “Sl. list CG”, br. 45/10

2 „Sl. list CG“, br. 57/11

3 OECD

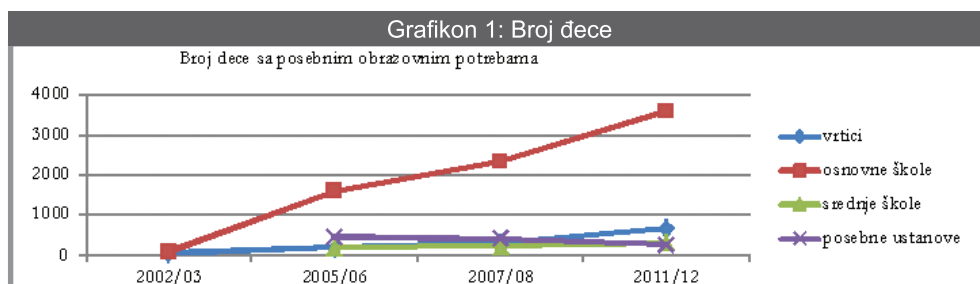
4 Istovjetan pojam se koristi u sljedećim zemljama: Albanija, Austrija, Belgija, Bosna i Hercegovina, Češka, Finska, Grčka, Irska, Italija, Kipar, Kosovo, Letonija, Makedonija, Njemačka, Poljska, Portugal, Slovačka, Slovenija, Španija, Velika Britanija.

5 Tjelesne, mentalne, senzorne i kombinovane.

6 Ponašanje, učenje, teška hronična i dugotrajna oboljenja, teškoće usljed emocionalne, socijalne, jezičke i kulturološke deprivacije.

4. KLJUČNA POSTIGNUĆA INKLUZIVNOG OBRAZOVANJA

U redovne škole je uključen veliki broj djece sa posebnim obrazovnim potrebama sa namjerom da se obrazuju u uslovima koji odgovaraju njihovim potrebama i mogućnostima. Kroz komunikaciju sa zaposlenima u vrtićima, osnovnim i srednjim školama, donosiocima odluka, NVO sektorom i donatorima zapaženo je da uvođenjem inkluzivnog obrazovanja djeca s posebnim obrazovnim potrebama postižu napredak na planu socijalizacije, emocionalne sigurnosti, samopoštovanja, samostalnosti, a vršnjaci se razvijaju kao ličnosti otvorene za mogućnosti drugoga.



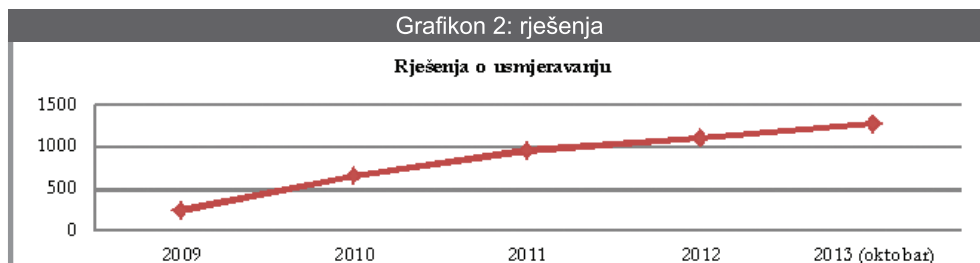
Strategija inkluzivnog obrazovanja je usvojena kao prvi dokument kojim se dugoročno promoviše inkluzivno obrazovanje u obrazovnom sistemu Crne Gore. Strateška dokumenta, po nivoima obrazovanja, dalje razrađuju inkluzivni model. Strategija ranog i predškolskog vaspitanja i obrazovanja akcentuje visokokvalitetne usluge rane intervencije u cilju socijalne inkluzije. Strategija razvoja osnovnog obrazovanja i vaspitanja insistira na inkluzivnoj orijentaciji škole: individualizovanim pristupima i izdiferenciranim uslugama. Strategija razvoja stručnog obrazovanja teži da se učenici sa posebnim obrazovnim potrebama osposobe za samostalan život i rad.

Na početku reforme sistema obrazovanja i vaspitanja organizovan je veliki broj obuka za podršku deci sa posebnim obrazovnim potrebama u predškolskim ustanovama i osnovnim školama. Zavod za školstvo organizovao je od 2009. do 2012. godine 16 seminara za 439 nastavnika na temu inkluzivnog obrazovanja, a realizovane su i obuke nevladinih organizacija. Katalog akreditovanih programa za obuku nastavnika nudi niz programa koji se odnose na inkluziju.

Na nivou lokalne zajednice formirane su komisije (18) za usmjeravanje djece s posebnim obrazovnim potrebama u obrazovno-vaspitni sistem⁷. Članovi

⁷ Predlažu program, dodatnu stručnu pomoć, kadrovske, prostorne, materijalne i druge uslove koji moraju biti obezbijeđeni.

komisija su završili obuke o: modelu nastajanja posebne obrazovne potrebe; instrumentima procjene i intervencije; primjeni Priručnika za rad; Pravilniku za usmjeravanje djece s posebnim obrazovnim potrebama i dobili su stručnu i savjetodavnu podršku.

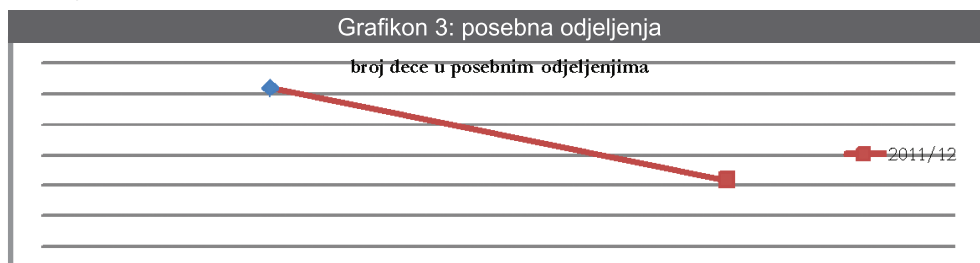


U obrazovno-vaspitnim ustanovama koristeći se preporukama komisije za usmjeravanje izrađuju se individualni razvojno-obrazovni programi (IROP) za svako dijete sa posebnim obrazovnim potrebama.

Zavod za školstvo organizuje mobilne službe radi pomoći u redovnom školovanju djece s posebnim obrazovnim potrebama. Stručni saradnik⁸ primjenjuje: individualni rad s djetetom u cilju realizacije IROP-a, pruža instrukcije nastavnicima i roditeljima za postizanje nastavnih ciljeva i drugo.

Posebne ustanove su transformisane u resursne centre⁹. U Crnoj Gori postoje: *JU „Resursni centar za sluh i govor“, Kotor*; 2) *JU Resursni centar za decu i osobe sa intelektualnim smetnjama i autizmom „1.jun“, Podgorica*; 3) *JU Resursni centar „Podgorica“ za tjelesne i smetnje vida*.

Đeca koja imaju umjerene i teže smetnje se uključuju u posebna odjeljenja pri sedam redovnih škola¹⁰. U cilju da se za njih realizuje zajednička nastava pojedinih predmeta sa vršnjacima u redovnim odjeljenjima, kao i da se istovremeno omogući podrška defektologa učenicima koji pohađaju nastavu po prilagođenom programu, za ove škole su urađene obuke, nabavljena specijalizovana didaktička sredstva.



⁸ defektolog, psiholog

⁹ Projekat „Servisi inkluzivnog obrazovanja“ – Program IPA 2010

¹⁰ Osnovne škole: “Olga Golović”, Nikšić; “Jugoslavija”, Bar; “Njegoš”, Kotor; “Ilija Kišić”, Herceg Novi; “Vuk Karadžić”, Berane; “Dušan Korać”, Bijelo Polje; “Boško Buha”, Pljevlja

Formirani su i edukovani timovi za obuku i podršku inkluzivnom obrazovanju u sedam stručnih škola, prilagođen prostor, nabavljena oprema. U fazi je usvajanja program obuke nastavnika stručnih škola o implementaciji inkluzije i priprema se prateći Priručnik. Centar za stručno obrazovanje razvija stručne kvalifikacije i modularizovane programe preko kojih se one postupno stižu.

Učeniku sa posebnim obrazovnim potrebama škola može obezbijediti asistenta u nastavi, koji obavlja tehničku pomoć, shodno rješenju o usmjeravanju i IROP-u. Trenutno se podrška asistenta u nastavi projektno realizuje kroz Program javnih radova Zavoda za zapošljavanje (pomoć u kući, personalna asistencija, asistenti u nastavi), najčešće od strane NVO koji za njih organizuju obuke da bi odgovorili na potrebe učenika.

U Crnoj Gori se prilagođava eksterna provjera znanja za decu sa posebnim obrazovnim potrebama. Urađena su uputstva za prilagođavanje eksternih ispita i obezbijeđena je specijalizovana oprema potrebna pri polaganju eksternih ispita koju sprovodi Ispitni centar.

U Resursnom centru „Podgorica“ pripremljeni su udžbenici na Brajevom pismu za osnovnu školu. U saradnji s UNICEF-om i Zavodom za udžbenike i nastavna sredstva udžbenici se prenose na audio zapis – CD. Sprovode se obuke za primjenu Brajevog pisma. Pri Resursnom centru za sluh i govor napravljen je teorijski osnov, daktilologija (jednoručni i dvoručni znakovi za dva nova slova crnogorskog jezika), Rječnik osnova znakovnog jezika u Crnoj Gori (po oblastima), plan i program obuke za znakovni jezik.

Shodno važećoj zakonskoj regulativi škole imaju obavezu da ispoštuju standarde pristupačnosti. U 89 obrazovno-vaspitnih ustanova je prilagođen pristup, toaleti su prilagođeni u 57, u 9 postoji lift¹¹, a u jednoj platforma. Za osobe sa smetnjama vida objekti su prilagođeni u manjoj mjeri.

Zavod za udžbenike i nastavna sredstva je pripremio niz specijalizovanih i tematskih priručnika¹² za rad s decom sa posebnim obrazovnim potrebama.

Na Filozofskom fakultetu u Nikšiću u toku je TEMPUS projekat koji za cilj ima uspostavljanje Master studija inkluzivnog obrazovanja u Crnoj Gori.

11 Uglavnom novosagrađeni objekti, uz napomenu da je značajan broj škola, naročito manjih, prizemnog karaktera

12 „Pristup inkluzivnoj praksi u vaspitanju i obrazovanju“, „Inkluzivno vaspitanje i obrazovanje u osnovnoj školi“, Individualni razvojno-obrazovni program, Priručnik za vaspitače, nastavnike i druge profesionalce; Poteškoće u čitanju i pisanju, Priručnik za rad s decom u procesu opismenjavanja; Ovladavanje matematičkim pojmovima bez muke, Priručnik za I ciklus. U pripremi je Priručnik za rad sa decom s autizmom.

U oblasti dječije i socijalne zaštite za vrijeme trajanja vaspitanja i obrazovanja deca sa smetnjama u razvoju u redovnom sistemu imaju pravo na besplatan prevoz, odnosno na troškove smještaja u ustanovu (po potrebi ovo pravo ima i pratilac). Novi Zakon o socijalnoj i dječijoj zaštiti podstiče uvođenje usluga i uključivanje različitih aktera koji ih pružaju u zajednici. Dnevni centar¹³ je ustanova dječje i socijalne zaštite koja pruža usluge dnevnog boravka deci sa smetnjama u razvoju, u okviru koga oni stiču vještine realizovanja bazičnih potreba.

U Crnoj Gori postoji šest centara za podršku deci sa posebnim potrebama¹⁴ čiji je opis posla: rano otkrivanje, praćenje, tretman dece i kreiranje programa za „inkluziju u obrazovno-vaspitne ustanove“. U njima radi tim stručnjaka: pedijatar, psiholog, fizioterapeut, defektolog i/ili logoped. Strategija za očuvanje i unapređivanje reproduktivnog i seksualnog zdravlja akcentuje kvalitetnu i dostupnu prijevorođajnu zaštitu, siguran porođaj i sveobuhvatnu poslijeporođajnu zaštitu.

5. KRITIČKI OSVRT I ZAKLJUČCI

Ciljevi Strategije inkluzivnog obrazovanja (2008-2013) su u većini ispunjeni u shodno mogućnostima i raspoloživim finansijskim sredstvima. Zapažene su oblasti na koje treba ukazati da bi primjenom mjera novog dokumenta deca sa posebnim obrazovnim potrebama ostvarila pravo na puno učešće u obrazovanju i društvu.

Intersektorska saradnja je nedovoljno razvijena da bi eliminisala i neutralisala sekundarne izvore uskraćenosti i stvorila jednake šanse za svako dijete (rana dijagnoza, intervencija, psihosocijalna podrška porodici, stabilan socioekonomski status i dr). Nedovoljan je broj centara za decu sa posebnim potrebama i specijalizovanih stručnjaka; tretmani su rijetki jer je normiran veliki broj dece prema pojedinim stručnim profilima. Neadekvatna je saradnja i razmjena informacija sa vrtićima, osnovnim školama, resursnim centrima u cilju napredovanja dece. Problematika autizma postavlja se kao novo polje izazova jer u savremenoj praksi postoji niz novih pristupa ovoj deci.

U Ministarstvu prosvjete se ažurira Baza podataka o deci sa posebnim obrazovnim potrebama na osnovu rješenja o usmjeravanju. Istovremeno, ICT

13 7 tzv. dnevnih centara: Bijelo Polje, Nikšić, Herceg Novi, Pljevlja, Plav, Cetinje i Ulcinj.

14 Podgorica (pruža usluge deci sa smetnjama iz opština Podgorica, Danilovgrad i Cetinje); Bijelo Polje (jedinica u Pljevljima); Berane (jedinica u Rožajama); Nikšić; Herceg Novi i Bar.

sektor prikuplja podatke kroz MEIS aplikaciju¹⁵ po osnovu nekoliko kriterijuma: smetnja/teškoća u razvoju, izrada IROP-a, rješenje o usmjeravanju i sl. Poređenje podataka ukazuje da jedan broj dece nije prošao kroz proceduru usmjeravanja. Potencijalni razlozi su nedovoljan protok informacija od nivoa rane detekcije i intervencije do sistema obrazovanja i vaspitanja, neobaviještenost i otpor roditelja, nepostojanje adekvatnog evidentiranja u školama i podsticanja roditelja na proceduru usmjeravanja kao važne za ispunjenje interesa deteta.

Pojedini nastavnici kao imperativ doživljavaju ispunjenje postavljenih standarda i očekivanih ishoda znanja. Nemaju dovoljno sigurnosti i samopouzdanja kod kreiranja i implementacije IROP-a, a koji predstavlja okosnicu rada s decom s posebnim obrazovnim potrebama. Doživljavaju ga kao administrativnu obavezu bez razumijevanja da im pruža autonomiju da se prilagode sposobnostima i potrebama dece. Da bi se kompetentno odgovorilo na potrebe ove dece potreban je bolji timski rad na nivou škole, prije svega nastavnika i stručne službe (psiholog, pedagog, defektolog). Neophodno je da se nastavnici obučavaju za specifičnija znanja o pojedinim smetnjama u razvoju. Postoji veliki broj programa profesionalnog razvoja nastavnika, ali se bilježi mali broj realizovanih obuka u proteklom periodu.

Škole u nedovoljnoj mjeri pokazuju inicijativu, autonomnost u primjeni inkluzivne školske politike. Arhitektonske barijere i druga prilagođavanja u pogledu pristupačnosti najčešće nijesu prevaziđene.

Važno je unapređivati kapacitete škola sa posebnim odjeljenjima. Resursni centri treba da su stručna i savjetodavna podrška i sprovode obuku zaposlenih u školama. Usluga mobilnih timova školama treba biti obuhvatnija, preciznije definisana, uz evidenciju rada, vrste podrške koja se pruža detetu i nastavnicima.

Nastavnicima u srednjim školama su potrebna dodatna znanja (prioritetno onima praktične nastave) i podrška u radu. Neophodno je operacionalizovati saradnju osnovnih sa srednjim školama, srednjih škola i tržišta rada, u cilju kontinuiranog praćenja učenika sa posebnim obrazovnim potrebama i njegove profesionalne orijentacije. Nema dovoljno razvijenih kvalifikacija koje bi zadovoljile potrebe ovih učenika, nastavnicima nijesu jasni moduli (paketi znanja, vještina i kompetencija), način skraćivanja programa (koji se predmeti mogu redukovati, isključiti), prilagođavanje praktične nastave, ocjenjivanje i verifikacija.

15 Montenegrin Education Information System – Informacioni sistem obrazovanja Crne Gore

U postupku eksterne provjere znanja učenika izostaje adekvatna komunikacija na relaciji škola, Zavod za školstvo, Ispitni centar. Zapažen je nesklad očekivanog broja dece s posebnim obrazovnim potrebama za provjeru znanja i prijava poslatih od strane škola, kao i da u jednom broju slučajeva IROP ne prati rješenje o usmjeravanju što je prepreka prilagođavanju i individualizaciji provjere znanja.

Podrška učeniku u vidu asistencije u nastavi nije u potpunosti definisana i standardizovana, potrebna je aktivnija uloga škola u organizaciji i praćenju izvođenja ove podrške, i održiv model finansiranja.

I dalje je prisutan institucionalni smještaj sa produženim trajanjem i treba raditi na alternativnim uslugama čiji je cilj dijete u primarnoj porodici. Sistem socijalne i dječije zaštite treba da stimuliše školovanje dece sa posebnim obrazovnim potrebama u okviru redovnog sistema.

U okviru napora da se podigne svijest javnosti i utiče na mijenjanje stavova i prakse kad je riječ o inkluziji dece sa smetnjama u razvoju u društvo sprovedena je sveobuhvatna kampanja „Govorimo o mogućnostima“. Kampanja „Stvarno“ (2009) imala je za cilj povećanje pristupa inkluzivnom obrazovanju za svu decu uz poruku: „Da sva deca idu u školu“. Na polju socijalne inkluzije kontinuirano treba izgrađivati građansku zrelost društva, koje nediskriminišućim ponašanjem kreira nerestriktivno okruženje za ovu decu.

6. PREPORUKE

- Razvijati intersektorsku saradnju, poboljšati protok informacija.
- Podržati ranu dijagnostiku, tretman i razvoj dece sa smetnjama u razvoju.
- Osigurati psihosocijalnu i socioekonomsku podršku porodici.
- Unaprijediti Bazu podataka o deci sa posebnim obrazovnim potrebama.
- Poboljšati proceduru usmjeravanja i osnaživati roditelje da je sagledaju u funkciji podrške detetu.
- Podržati samostalnu primjenu inkluzivne politike škole, saradnju s roditeljima, učešće dece i mladih u donošenju odluka.
- Omogućiti nastavnicima: pomoć i podršku, specifična znanja o smetnjama u razvoju, priručnike za rad, ovladavanje IROP-om.
- Osavremeniti IROP i orijentisati ka mjerljivim rezultatima obrazovnog i razvojnog napretka djeteta i planiranju budućih mjera.
- Obezbijediti podršku resursnih centara za inkluzivnu praksu.
- Jačati kapacitete i rad škola sa posebnim odjeljenjima.

- Razviti i realizovati program profesionalne orijentacije i „individualni tranzicioni plan“ kojim se operacionalizuje saradnja sa srednjim školama.
- Učiniti obuhvatnijom i preciznije definisati podršku mobilnih timova.
- Inkluzivno obrazovanje definisati kao jednu od prioriternih oblasti profesionalnog razvoja nastavnika, reakreditovati programe na osnovu jasnih kriterijuma vrednovanja i selekcije, povećati broj obuka.
- Dodatno definisati i strukturisati indikatore praćenja i vrednovanja inkluzije.
- Razviti optimalan i održiv model asistencije učeniku u nastavi.
- Raditi na deinstitucionalizaciji i alternativnim uslugama.
- Učiniti škole pristupačnim u skladu sa postojećom regulativom.
- Pojačati inkluziju u srednjim školama; Stručne programe bazirati na standardima različitog nivoa (drugom, trećem i četvrtom), prilagođavati nastavu kroz obuke za dio programa.
- Postaviti eksternu provjeru znanja u najboljem interesu deteta uz poboljšanu komunikaciju u tom procesu.
- Sprovoditi aktivnosti na podizanju svijesti javnog mnjenja.

7. PRAVCI RAZVOJA INKLUZIVNOG OBRAZOVANJA

Vodeće načelo Strategije inkluzivnog obrazovanja polazi od poštovanja prava i karakteristika dece s posebnim obrazovnim potrebama čije razvojne i edukativne mogućnosti treba ispuniti i zadovoljiti kroz kvalitetno vaspitanje i obrazovanje u cilju osposobljavanja za samostalni život.

7.1. Opšti cilj Strategije inkluzivnog obrazovanja

Đeci s posebnim obrazovnim potrebama je važno omogućiti pristup obrazovanju, racionalno i operativno obezbijediti postizanje razvojnih i obrazovnih postignuća kroz individualizovanu, dodatnu podršku.

7.2. Osnovni zadaci Strategije inkluzivnog obrazovanja

Cilj Strategije inkluzivnog obrazovanja se operacionalizuje kroz zadatke.

Zadatak 1: Sprovesti ranu detekciju, intervenciju, učenje, razvoj i psihosocijalnu podršku deci i njihovim roditeljima.

Zadatak 2: Deci s posebnim obrazovnim potrebama omogućiti pristup, kontinuitet kvalitetnog obrazovanja koje će ih osposobiti za samostalan život i rad.

Zadatak 3: Obezbijediti podršku za proces nastave i učenja na svim nivoima.

Zadatak 4: Unaprijediti bazično obrazovanje, specijalističko osposobljavanje i profesionalno usavršavanje nastavnog i stručnog kadra.

Zadatak 5: Poboljšati praćenje i evaluaciju obrazovnih i razvojnih postignuća djece.

7.3. Razrada smjernica Strategije inkluzivnog obrazovanja

7.3.1. Zadatak 1: Sprovesti: ranu detekciju, intervenciju, učenje, razvoj i psihosocijalnu podršku djece i njihovim roditeljima

Radi pravovremenog odgovora na karakteristike i potrebe djece nužno je obučiti pedijatre i druge stručnjake koji s njima dolaze u rani profesionalni kontakt za primjenu instrumenata namijenjenih: skriningu, ranom utvrđivanju smetnji i koncipiranju mjera rane intervencije i podrške: za djecu i njihove roditelje. Neophodno je organizovati i kompletirati timove u svim lokalnim zajednicama.

Profesionalce u zdravstvu treba ojačati za komunikaciju s roditeljima djece sa smetnjama u razvoju. Posebno treba raditi sa izabranim pedijatrima (otkrivanje i saopštavanje smetnje u razvoju kod djeteta) i poboljšati kapacitete (brojnost i edukovanost) kadra za psihosocijalnu podršku da bi ovladali terapijskim tehnikama usmjerenim na porodične i sistemske intervencije. Roditelje treba psihološki osnažiti, podržati u adekvatnom prihvatanju razvojne smetnje i voditi ka uspješnoj roditeljskoj ulozi. Zdravstvene ustanove treba da razmjenjuju informacije s predškolskim ustanovama, nadalje školama u cilju dosljednog učenja i razvoja djece. Rana podrška treba da uključi intenzivan, fokusiran, specijalizovan rad s djetetom koji prati podrška u predškolskim ustanovama, saradnja sa resursnim centrima. Neophodno je pratiti zastupljenost smetnji u razvoju i biti u toku sa savremenim pristupima ovom problemu. Važno je pripremati i distribuirati razvojne edukativne materijale.

U centrima za socijalni rad voditelj slučaja pruža socijalnu zaštitu i psihosocijalnu podršku. Roditelje upoznaje sa pravima i uslugama koje se nude u sistemu socijalne, zdravstvene zaštite i obrazovanja, sarađuje sa ustanovama koje te usluge pružaju i prati da li se djetetove potrebe zadovoljavaju.

Neophodna je koordinacija između pružaoca usluga i stalna razmjena informacija između i unutar sektora. Promotivnim aktivnostima podržati razvoj afirmativnih stavova i inkluzivne prakse.

7.3.2. Zadatak 2: Đeci s posebnim obrazovnim potrebama omogućiti pristup i kontinuitet kvalitetnog obrazovanja koje će ih osposobiti za samostalan život i rad.

U okviru MEIS aplikacije treba prikupljati sveobuhvatne podatke o deci sa posebnim obrazovnim potrebama. Shodno tome, potrebno je ciljano i tematsko savjetovanje u vezi sa vođenjem tzv. elektronskih dnevnika. Podaci koje škole dostavljaju izražavaju se sumarno i nije moguće narušiti djetetovo pravo na privatnost i zaštitu podataka. Treba ih unositi na odgovoran način bez obzira na to da li je dijete usmjereno u školu ili ne, da li roditelji prihvataju postojanje smetnje i teškoće u razvoju ili ne.

Radi uključivanja sve dece u obrazovno-vaspitni proces treba staviti u funkciju neophodne mjere iz nadležnosti. Izabrani pedijatar nakon obavljenog periodičnog pregleda pred upis u školu o konačnom spisku dece sa smetnjama u razvoju obavještava pripadajuću školu. Škole kontaktiraju porodice, po upisu upoređuju spiskove i utvrđuju koja деца izostaju. Sa ciljem da se ona, u što skorijem roku, uključe u nastavni proces škole obavještavaju odgovorne ustanove radi preuzimanja mjera iz nadležnosti. Slijedeći navedeno, zdravstvene ustanove treba upoznati sa inkluzivnim principima, da bi unaprijedile protok informacija, upućivale na proceduru usmjeravanja. Nužno je podići svijest roditelja da je usmjeravanje u interesu djeteta, a ne "etiketirajuće", posebno kada se kod dece teškoće otkrivaju tokom nastavnog procesa. Potreban je ujednačen pristup komisija za usmjeravanje, da njihovi članovi stečena znanja primjenjuju podjednako u procesu usmjeravanja i svakodnevnim poslovima.

Ishodi nastave za decu s posebnim obrazovnim treba da su obrazovni i razvojni. IROP treba osavremeniti i orijentisati ka mjerljivim rezultatima u napredovanju djeteta i planiranju budućih mjera na svim nivoima obrazovanja i vaspitanja. On je kompilacija djetetovih osobina, potreba, ciljeva kurikuluma za određeni nastavni predmet. Treba definisati i operacionalizovati vještine i temeljne procese kojima деца treba da ovladaju, obrazovni standard u skladu sa individualnim karakteristikama. Nastavni proces metodički prilagoditi, odrediti nivo konkretizacije, način provjere, ocjenjivanja znanja i postignuća.

Ranim učenjem деца se najprimjerenije socijalizuju, navikavaju na saradnju, emocionalno prilagođavaju i grade ponašanje. Stoga je neophodno obezbijediti olakšice za uključivanje ove dece u proces predškolskog vaspitanja i obrazovanja.

U osnovnom obrazovanju dodatno podsticati razvoj interpersonalnih odnosa, nezavisnost, sticanje umijeća obavljanja korisnih poslova. Nastava treba da teži primjenjivim znanjima i vještinama, zasniva se na međupredmetnoj

korelaciji u cilju samostalnog ponašanja u realnom kontekstu, kao i da više nivoa znanja odredi u skladu sa mogućnostima djeteta. Podrška je deci neophodna u razvojnim periodima koje karakterišu psihofizičke promjene, kao i pojačana uloga i podrška vršnjaka.

U daljem procesu obrazovanja i vaspitanja treba se orijentisati ka profesionalnom osposobljavanju¹⁶. Potrebno je razviti nove kvalifikacije¹⁷ bazirane na standardima različitog nivoa stručnog obrazovanja. Individualizacija se postiže kroz modularizovane programe: karakteristike djeteta povezati s predmetnim programom, propisanim standardima znanja, nacionalnim stručnim kvalifikacijama. Za učenika sa smetnjama u razvoju (na bazi potreba i standarda zanimanja) preporučuje se da li da obavlja cjelinu nekog zanimanja ili određene grupe poslova. Preko IROP-a se radno osposobljava: operacionalizuju se prilagođavanje, redukcija praktične nastave, standardi i ocjenjivanje. Učenik stiče potvrdu o završenom dijelu programa (izdaje je škola), odnosno sertifikat stručne kvalifikacije (izdaje ga Ministarstvo rada i socijalnog staranja).

Navedeno zahtijeva čvrstu povezanost, timski rad i koordinaciju koja će se postići kroz profesionalnu orijentaciju i „individualni tranzicioni plan“ (u daljem tekstu ITP). Sprovodi se u dvije faze: na kraju osnovne škole i na kraju srednjoškolskog obrazovanja. Prvo se uspostavlja komunikacija i razmjena informacija između osnovnih i srednjih škola usmjerena na identifikaciji potreba i sposobnosti djeteta sa ciljem prelaska na sljedeći nivo obrazovanja. U drugoj fazi ITP se fokusira na pripremu za zapošljavanje i vještine za nezavisan život. Tim za izradu i primjenu ITP čine: učenik, roditelji, nastavnici, stručni saradnici škola, resursnog centra, službe zapošljavanja i dr. Škola sarađuje s pružaocima usluga procjene sposobnosti i rehabilitacije, službama zapošljavanja, poslodavcima i dr.

Potrebno je podići nivo svijesti o značaju dostupnosti ustanova. Na osnovu procjene potreba, principom razumne adaptacije, raditi na pristupačnosti: prevazići arhitektonske barijere, prilagoditi toalete, omogućiti kretanje slijepih i slabovidnih lica, specijalizovanu opremu, pomagala, alternativne i savremene tehnologije.

Sistem obrazovanja i vaspitanja treba da je povezan sa uslugama u zajednici, a neophodne su i stalne aktivnosti na jačanju stavova prema socijalnoj inkluziji.

16 Standard zanimanja predstavlja popis poslova koje zanimanje treba da obavlja, kao i vještine i znanja koje su potrebne kako bi se stekle stručne kompetencije određenog profila.

17 Dijete završetkom određenog broja modula može steći: 1) kvalifikaciju pomoćnika (drugi stepen), 3) sa još nekoliko modula kvalifikaciju zanatlije (treći stepen), 4) a sa još nekoliko modula kvalifikaciju tehničara (četvrti stepen).

7.3.3. Zadatak 3: Obezbijediti podršku za proces nastave i učenja na svim nivoima

Kada je politika škole inkluzivno orijentisana nastavnici konstruktivno rade u cilju postizanja razvojnih i obrazovnih rezultata dece sa posebnim obrazovnom potrebama i kvaliteta inkluzivne nastave. Potrebno je organizovati dodatne kadrovske potencijale, primijeniti nove didaktičko-metodičke pristupe i tehnologije u procesu nastave i učenja koje treba da koristi kako stručni tako i nastavni kadar.

U vezi sa tim, *uprava škole* rukovodi inkluzivan proces; formira tim za izradu IROP-a i praćenje deteta, vodi računa o organizaciji nastave, prilagođavanju, pritupačnosti, poštovanju pedagoških normativa i edukaciji kadra, nabavci didaktičkih sredstava, pomagala i sl.; sarađuje s roditeljima, institucijama, civilnim sektorom, radi ispunjenja principa inkluzije, upućuje na usmjeravanje kada tokom nastavnog procesa otkrije teškoće u razvoju i dr.

Stručna služba (pedagog, psiholog) učestvuje u izradi IROP-a i ITP-a; upoznaje odjeljsko vijeće sa detetom i vrstom smetnje; pruža methodske i didaktičke preporuke; realizuje neposredan rad, planira podršku i prati napredovanje deteta; savjetuje nastavnike i roditelje; pomaže u izradi radnih i nastavnih listova, testova za provjeru znanja; osmišljava i priprema didaktička sredstva u saradnji sa nastavnicima; određuje i prati rad asistenata; i sl. Procjenjuje potrebe za obukama i učestvuje u izvođenju ili organizovanju istih (učenici/nastavnici); realizuje profesionalnu orijentaciju; sarađuje i razmjenjuje informacije s roditeljima, Zavodom za školstvo, Centrom za stručno obrazovanje, Ispitnim centrom, resursnim centrom, ustanovama koje pružaju usluge intervencije i podrške detetu; vodi evidenciju¹⁸ i koordinira unos podataka za ovu decu u MEIS.

Defektolog (stručni saradnik, voditelj posebnog odjeljenja): učestvuje u izradi i praćenju sprovođenja IROP-a i ITP-a; neposredno radi s učenicima (stručno i pedagoški); pruža konsultacije i savjete nastavnicima, stručnoj službi, roditeljima; posećuje nastavu, realizuje radionice za učenike, osoblje škole i roditelje; u saradnji s nastavnicima i stručnom službom osmišljava i priprema didaktička sredstva i testove za provjeru znanja; učestvuje u procesu profesionalne orijentacije; određuje i prati rad asistenata; sarađuje i razmjenjuje informacije s roditeljima, Zavodom za školstvo, Centrom za stručno obrazovanje, Ispitnim centrom, resursnim centrom, drugim stručnim ustanovama; pomaže u vođenju evidencije i podataka kroz MEIS.

Nastavnici: učestvuju u izradi i sprovode IROP i ITP-a; sarađuju sa roditeljima

¹⁸ Vrsta/napredovanje/oblasti posebne podrške, interakcija u učionici, saradnja

u cilju zadovoljenja interesa, potreba i sposobnosti djeteta; pripremaju individualizovani radni materijal za rad u školi i kod kuće; prate postignuća djeteta, vode portfolio, daju instrukcije i materijal za rad asistentu, organizuju dopunsku nastavu, vršnjačku podršku, vannastavne aktivnosti; na osnovu IROP-a sastavljaju prilagođene testove i zadatke, predlažu formu testa za interno-eksternu evaluaciju, sarađuje sa stručnom službom u procesu profesionalne orijentacije.

Podršku *mobilnih timova* treba precizno definisati u odnosu na nastavni proces: evidencije poseta, načina i vrste podrške djetetu i nastavnicima (preporuke u vezi sa metodikom rada, prilagođavanjem, korišćenjem pomagala).

U podršci za razvoj dece, prema tipovima smetnji, značajnu ulogu imaju *resursni centri*. Oni sprovode obrazovno-vaspitni proces za decu čiji je to jedini i najbolji interes, ali i programe rane intervencije, rehabilitacije i habilitacije. Zavod za školstvo posreduje u organizovanju podrške koju resursni centri pružaju školama u skladu sa procjenama potreba. Stručni kadar odlazeći u redovne škole primjenjuje: intervencije sa decom u redovnom okruženju; pruža instrukcije za rad nastavnicima, preporuke stručnim službama, uputstva roditeljima za rad s djetetom. Preko akreditovanih programa, koje koordinira Zavod za školstvo, edukuju se školski kadar. Nude se servisi podrške, informisanja, stručnog i radnog ospobljavanja, samostalnog stanovanja, posredovanja pri zapošljavanju. Promovišu se aktivnosti i nova obrazovna paradigma, saradnja sa drugim ustanovama (posebno male grupne kuće i specijalizovano hraniteljstvo).

Škole koje imaju posebna odjeljenja treba dalje da razviju i primijene „djelimičnu inkluziju“, kao i podršku defektologa učenicima koji pohađaju nastavu po prilagođenom programu. Nadalje, po jedna škola u centralnom, južnom i sjevernom dijelu će postati regionalna ekspozitura jednog od tri resursna centra. U tu svrhu treba formirati regionalne timove (predstavници resursnih centara i škola sa posebnim odjeljenjima), uraditi opis posla, zaduženja, operativni model saradnje, pravno-normativno ih definisati.

U cilju podrške učenicima sa smetnjama u razvoju u sistemu obrazovanja za *asistenta u nastavi* treba definisati: uslove, obim, koordinaciju obavljanja usluge koja se ogleda u podršci djetetu s posebnim obrazovnim potrebama, nastavniku i drugim učenicima u odjeljenju. Standardi treba da predvide i da: stručni tim škole¹⁹ određuje i nadgleda obim rada asistenta, koordinira ga nastavnik, a prati uprava škole i organizator usluge²⁰. Ministarstvo prosvjete i Zavod za zapošljavanje zajedno vrše procjenu potreba da bi se asistenti

¹⁹ na osnovu rješenja o usmjeravanju i IROP-a

²⁰ Ako je asistent na ovaj način angažovan.

u nastavi i dalje obezbijedili kroz Program javnih radova²¹. Pravilnikom o grant šemama²² omogućiti da škole i organizatori usluga (saglasno analizi potreba Ministarstva prosvjete i pravnom regulativom) konkurišu za sredstva iz Fonda za profesionalnu rehabilitaciju i zapošljavanje lica sa invaliditetom²³ za angažman asistenata u nastavi.

Kroz *dnevne boravke* pružiti dodatnu stručnu podršku, podstaći vještine samozbrinjavanja i u tu svrhu definisati usluge, međusobne obaveze, odgovornosti.

Stalna je saradnja sa NVO sektorom u podršci sistemu.

7.3.4. Zadatak 4: Unaprijediti bazično obrazovanje, specijalističko osposobljavanje i profesionalno usavršavanje nastavnog i stručnog kadra

Mjere pedagoške prirode koje treba preduzeti podrazumijevaju obuku nastavnika, stručnih saradnika i profesionalaca. One se odnose na bazično obrazovanje, specijalističko osposobljavanje i kontinuirano profesionalno usavršavanje (sa akcentom na metodici i savremenim pristupima rada sa decom sa posebnim obrazovnim potrebama).

Na osnovnim studijama svih fakulteta koji nude obrazovanje nastavnika²⁴ i stručnih saradnika kao obavezni uvesti predmet „Metodika rada s decom s posebnim obrazovnim potrebama“ i kroz ECTS obavezati na praktično iskustvo. Preporučuju se master studije koje treba da obezbijede inkluzivne praktično-metodičke kompetencije koje će, takođe, kroz ECTS uključiti praktičnu obuku.

Profesionalnim razvojem unaprijediti kompetencije kadra u cilju unapređivanja kvaliteta inkluzivne nastave, obrazovnih i razvojnih postignuća dece. Plan za profesionalni razvoj nastavnika unutar škole treba da sadrži oblast inkluzije da bi se obezbijedila konkretna znanja o smetnjama u razvoju, specijalizovanim metodičkim pristupima koji vode primjeni novih praksi u učionici, podsticalo inoviranje nastavnog materijala, dodatni rad i priprema. Inkluzivno obrazovanje definisati kao jednu od prioriternih oblasti profesionalnog razvoja nastavnika. Zavod za školstvo i Centar za stručno obrazovanje, preko jasnih pokazatelja za izbor, ocjenjivanje i reakreditaciju, predlažu programe profesionalnog razvoja. U tom cilju unaprijediti razmjenu informacija, koordinaciju i

21 Usluga se realizuje projektno preko škola i nevladinih organizacija koje konkurišu na javni poziv kod Zavoda za zapošljavanje.

22 Za izradu zaduženo Ministarstvo rada i socijalnog staranja.

23 Zakon o profesionalnoj rehabilitaciji i zapošljavanju lica sa invaliditetom, “Sl. list Crne Gore”, br. 49/08, 73/10, 39/11.

24 predškolsko vaspitanje i obrazovanje, razredna i predmetna nastava

zajedničko planiranje Odsjeka za kontinuirani profesionalni razvoj i Odsjeka za utvrđivanje kvaliteta Zavoda za školstvo, komunikaciju na relaciji škola – Zavod za školstvo – realizator programa. Centar za stručno obrazovanje koordinira profesionalni razvoj nastavnika stručnih predmeta i praktične nastave u ovoj oblasti. Kod licenciranja nastavnika jedan od uslova treba da bude kompetencija u oblasti inkluzije.

7.3.5. Zadatak 5: Poboljšati praćenje i evaluaciju obrazovnih i razvojnih postignuća dece

Potrebno je da se unaprijede instrumenti za praćenje razvoja i evaluaciju programskih ciljeva i ishoda koji se realizuju tokom čitave godine. Nalazi služe da se unaprijede uslovi, revidiraju ciljevi, predlože inovacije u najboljem interesu dece.

Zavod za školstvo utvrđuje kvalitet rada škola, pruža stručnu podršku za unapređivanje rada, odnosno u Centru za stručno obrazovanje utvrđuje se kvalitet realizacije stručne i praktične nastave preko definisanih indikatora, posebno u oblasti “podrška učenicima”. Treba pospješivati samoevaluaciju jer je važno preko čega i kako škola mjeri sopstvenu inkluzivnost. Evaluira se ispunjavanje ishoda, nivo razvojnog napretka, ovladanih znanja i vještina postavljenih IROP-om. Utvrđuje se da li se primjenjuju pristupi usmjereni na razvoj socijalizacije, samostalnosti, životnih vještina. Indikatori se postavljaju kao operacionalizovani vodiči za ujednačeno evidentiranje i vrednovanje ispunjenja djetetovih potreba i očekivanih ishoda. Definišu se u odnosu na sljedeće oblasti: a) IROP odgovara potrebama djeteta i ciljevima predmetnog kurikulumu; b) Tim za praćenje (služba škole i spoljni saradnici) kontinuirano radi; c) Stručni rad sa decom i nastavnicima je stalan; d) Spoljni saradnici podržavaju dijete, kadar u školi i roditelje, e) učešće dece u donošenju odluka, f) roditelji su aktivno uključeni u cio proces.

Članovi školskog tima, nastavnici i roditelji, podržani od strane resursnih centara i škola s posebnim odjeljenjima, zajednički prepoznaju ciljeve i zadatke rada s djetetom. Svi akteri rade po jasno definisanim i opisanim procedurama i dodatno su ojačani i obučeni za ova očekivanja. Shodno procjeni trenutnog nivoa postignuća djeteta saradnici daju prijedloge koje su osnov plana evaluacije.

Stručni saradnici škole su spona između nastavnika i specijalizovanih profesionalca i roditelja djeteta. Nastavnik planira intervencije na temelju preporuka za učenika. Obavezno se vodi portfolio u skladu sa IROP-om (polazišta su potrebe djeteta i ciljevi predmetnog kurikulumu) koji služi za planiranje učenikovih aktivnosti i optimizaciju napredovanja.

U postupku eksterne provjere znanja učenika precizira se procedura komunikacije na relaciji škola, Zavod za školstvo, Centar za stručno obrazovanje, Ispitni centar. Škole su u obavezi da u propisanom roku prijave za provjeru znanja decu s posebnim obrazovnim potrebama. Tim škole sa navedenim ustanovama sastavlja formu testa na osnovu IROP-a koji prati rješenje o usmjeravanju i omogućava prilagođavanje i individualizaciju interno-eksterne provjere znanja.

8. AKCIONI PLAN REALIZACIJE STRATEGIJE INKLUZIVNOG OBRAZOVANJA ZA PERIOD 2014-2015

Strategija inkluzivnog obrazovanja je definisana za period od 2014. do 2018. godine. Prpratni Akcioni plan je postavljen za period od dvije godine, sa namjerom da se, u skladu sa analizom dinamike realizacije mjera i procjenom potreba korisnika, donosi novi za svako sljedeće dvogodište. U Akcionom planu za svaki zadatak je dat niz mjera, razrađene su aktivnosti, indikatori postignutog, predviđeni nosioci i potrebni budžet za implementaciju u periodu 2014-2015. godina.

Crna Gora je zemlja kandidat za članstvo u Evropskoj uniji i u cilju ispunjenja zahtjeva za pristup su dostupni programi podrške. Stoga, Ministarstvo prosvjete će pozvati međunarodne organizacije i fondove, domaće i strane NVO, radi učešća u realizaciji dijela planiranih aktivnosti.

Opšti cilj Strategije inkluzivnog obrazovanja: *Deci s posebnim obrazovnim potrebama je važno omogućiti pristup obrazovanju, racionalno i operativno obezbijediti postizanje razvojnih i obrazovnih postignuća kroz individualizovanu, dodatnu podršku.*

Zadatak 1: Sprovesti: ranu detekciju, intervenciju, učenje, razvoj i psihosocijalnu podršku deci i njihovim roditeljima

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
1.	Poboljšati usluge rane dijagnostike, intervencije i podrške: brojnost i edukovanost kadra u zdravstvenim ustanovama	Analiza potreba za ranom intervencijom i podrškom dece sa smetnjama u razvoju i njihovih roditelja.	Analiza urađena, osmišljen Akcioni plan poboljšanja usluga rane dijagnostike, intervencije i podrške.	Ministarstvo zdravlja, NVO, međunarodne organizacije Vrijeme: 2014. Budžet: 5.000 eura
		Obuka pedijataru i stručnih saradnika za primjenu instrumenata za rano utvrđivanje smetnji i koncipiranje mjera intervencije i podrške deci i njihovim roditeljima.	Broj i vrsta obuka i učesnika.	Ministarstvo zdravlja, domovi zdravlja, međunarodne organizacije Vrijeme: 2014-2015. Budžet: 50.000 eura
		Angažovanje profesionalaca za pružanje usluga rane intervencije i podrške u skladu s potrebama.	Broj pružalaca usluga, zaposlenog kadra, broj obuhvaćene dece i porodica.	Ministarstvo zdravlja, domovi zdravlja, resursni centri Vrijeme: 2015. Budžet: redovna aktivnost
2.	Unaprijediti rano učenje dece	Priprema i distribucija razvojno-edukativnih materijala za rano učenje.	Broj podijeljenog edukativnog materijala.	Ministarstvo prosvjete, Zavod za školstvo, predškolske ustanove, resursni centri, međunarodne organizacije Vrijeme: 2014. Budžet: 5.000 eura
		Obuka kadra u predškolskim ustanovama za podršku u ranom učenju i razvoju.	Broj obuka; broj obučanih nastavnika.	Ministarstvo prosvjete, Zavod za školstvo, Ministarstvo zdravlja, predškolske ustanove, resursni centri, centri za decu s posebnim potrebama, NVO, međunarodne organizacije Vrijeme: 2015. Budžet: 25.000 eura

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
3.	Razviti i unaprijediti ranu podršku u sistemu socijalne zaštite	Uspostavljanje i sprovođenje saradnje voditelja slučaja, s obrazovno-vaspitnim ustanovama, definisanje načina i nivoa podrške.	Broj voditelja slučaja; Broj ustanova sa kojima se realizuje saradnja, broj i vrste usluga; izvještaji o radu.	Ministarstvo rada i socijalnog staranja, centri za socijalni rad, Ministarstvo prosvjete, međunarodne organizacije, NVO Vrijeme: 2014–2015. Budžet: redovna aktivnost
		Obuka kadra centara za socijalni rad za socijalnu inkluziju.	Broj obuka i obučanih, izvještaji.	Ministarstvo rada i socijalnog staranja, centri za socijalni rad, međunarodne organizacije, NVO Vrijeme: 2014 – 2015 Budžet: 25.000 eura
4.	Razviti efikasnu i efektivnu razmjenu informacija	Uspostavljanje i primjena Protokola o saradnji i razmjeni informacija između i unutar sektora.	Protokol osmišljen i potpisan, stavljen u funkciju. Razmjena informacije se odvija stalno između i unutar sektora.	Ministarstvo zdravlja, Ministarstvo prosvjete, Ministarstvo rada i socijalnog staranja, Zavod za školstvo, Centar za stručno obrazovanje, domovi zdravlja, centri za socijalni rad, obrazovno-vaspitne ustanove, resursni centri Vrijeme: 2014–2015. Budžet: redovna aktivnost

Zadatak 2: Đeci s posebnim obrazovnim potrebama omogućiti pristup i kontinuitet kvalitetnog obrazovanja koje će ih osposobiti za samostalan život i rad

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
1.	Povećati uključenost djece	Nastavak uključivanja djece u predškolske ustanove pod povlaštenim uslovima.	Broj djece u predškolskim ustanovama.	Ministarstvo prosvjete, Ministarstvo rada i socijalnog staranja, centri za socijalni rad. Vrijeme: 2014–2015. Budžet: redovna aktivnost
		Unapređivanje mehanizma prikupljanja podataka o djeći sa posebnim obrazovnim potrebama i informisanje kadra.	Broj djece sa posebnim obrazovnim potrebama u Bazi podataka; broj obuka i obučenog kadra u školama.	Ministarstvo prosvjete Vrijeme: 2014. Budžet: 5.000 eura
		Razvoj i primjena procedure otkrivanja djece koja nijesu obuhvaćena vaspitno-obrazovnim procesom.	Razvijena i u funkciji procedura otkrivanja djece; broj djece uključene u sistem.	Ministarstvo zdravlja, Ministarstvo prosvjete, Ministarstvo rada i socijalnog staranja, domovi zdravlja, obrazovno-vaspitne ustanove, centri za socijalni rad, NVO, međunarodne organizacije. Vrijeme: 2014–2015. Budžet: 25.000 eura
		Kreiranje i distribuiranje informativnog materijala za kadar u sistemu zdravstvene zaštite o inkluzivnim principima.	Broj podijeljenih informativnih brošura.	Ministarstvo prosvjete, Ministarstvo zdravlja, NVO, međunarodne organizacije, lokalna samouprava. Vrijeme: 2014. Budžet: 5.000 eura

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
		Promovisanje usmjeravanja, kreiranje i distribuiranje informativnog materijala za profesionalce i roditelje djece.	Broj i vrsta promotivnih aktivnosti u vezi sa procedurom usmjeravanja, podijeljenih informativnih brošura.	Ministarstvo prosvjete, lokalna samouprava, Zavod za školstvo, NVO, međunarodne organizacije Vrijeme: 2014. Budžet: 5.000 eura
		Razvoj uputstva za ujednačen rad komisija za usmjeravanje, uključujući komunikaciju sa izabranim pedijatrima, centrima za socijalni rad, izvođenje obuka shodno potrebama.	Uputstvo urađeno i primjenjuje se; izvještaji; broj usmjerene djece; broj i vrsta podrške i obuka za komisije za usmjeravanje.	
		Analiza pristupačnosti, kreiranje, dijeljenje informativnog materijala i savjetovanja škola o pristupačnosti.	Urađena analiza, broj savjetovanja, podijeljenih informativnih brošura.	Ministarstvo prosvjete, NVO, međunarodne organizacije. Vrijeme: 2014. Budžet: 50.000 eura
		Prilagođavanje i opremanje ustanova prema definisanim prioritetima.	Broj ustanova prilagođenih po prioritetima.	Ministarstvo prosvjete, obrazovno-vaspitne ustanove, NVO, donatori. Vrijeme: 2014–2015. Budžet: 100.000 eura
		Zastupanje rane podrške, učenja i razvoja, socijalne inkluzije.	Broj kampanja i drugih aktivnosti, partnera, učesnika	Vlada Crne Gore, NVO, međunarodne organizacije. Vrijeme: 2014. Budžet: 50.000 eura

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
2.	Omogućiti kontinuitet obrazovanja	Osavremenjivanje IROP-a.	IROP modifikovan i u primjeni	Ministarstvo prosvjete, Zavod za školstvo, Centar za stručno obrazovanje, obrazovno-vaspitne ustanove, resursni centri, NVO, međunarodne organizacije. Vrijeme: 2014–2015. Budžet: 25.000 eura
		Obuka za kompletan kadar na svim nivoima obrazovanja i vaspitanja za pripremu i sprovođenje IROP-a.	Broj obuka i obučениh nastavnika (razredna, predmetna, praktična nastava) i stručnih saradnika za pripremu i primjenu IROP-a.	
		Analiza, izrada plana prioriteta, sprovođenje procedure modularizacije predloženog broja programa, obuka kadra stručnih škola za rad po njima.	Urađena analiza, broj predloženih programa za modularizaciju, broj razvijenih modularizovanih programa.	Centar za stručno obrazovanje, resursni centri, NVO, međunarodne organizacije. Vrijeme: 2014–2015. Budžet: 50.000 eura
		Donošenje obrazovnih programa baziranih na standardima različitog nivoa (drugom, trećem i četvrtom); informisanje kadra stručnih škola za rad po njima.	Broj obučениh nastavnika za implementaciju novih programa; Broj obuka i obučениh savjetnika Odjeljenja za kurikulum, broj programa, broj pruženih usluga, izvještaji.	
		Obuka za škole, nastavnike, komisije o izboru programa i prilagođavanju.		
		Sprovođenje prilagođene nastave i podrške učenicima, roditeljima.		

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
		Razvoj „individualnog tranzicionog plana“ u 3 pilot opštine i obuka kadra za njegovu izradu i primjenu.	Razvijen ITP; broj obučenog kadra za pripremu i sprovođenje ITP u 3 pilot opštine.	Ministarstvo prosvjete, Zavod za školstvo, Centar za stručno obrazovanje, Zavod za zapošljavanje, obrazovno-vaspitne ustanove, resursni centri, NVO, međunarodne organizacije. Vrijeme: 2014–2015. Budžet: 50.000 eura
		Priprema, zapošljavanje, saradnja sa poslodavcima i praćenje učenika nakon završene škole u 3 pilot opštine	Broj učenika na praktičnoj nastavi kod poslodavaca; broj učenika zaposlenih u struci; broj poslodavaca.	Centar za stručno obrazovanje, Zavod za zapošljavanje, Unija poslodavaca, stručne škole, resursni centri, NVO, međunarodne organizacije Vrijeme: 2014–2015. Budžet: 50.000 eura

Zadatak 3: Obezbijediti podršku za proces nastave i učenja na svim nivoima

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
1.	Uspostaviti i osigurati inkluzivnu orijentaciju škola	Definisanje, implementacija i praćenje zaduženja aktera inkluzivnog procesa unutar obrazovno-vaspitne ustanove.	Urađen opis zaduženja; izvještaji.	Ministarstvo prosvjete, Zavod za školstvo, Centar za stručno obrazovanje, obrazovno-vaspitne ustanove, resursni centri, NVO, međunarodne organizacije. Vrijeme: 2014–2015. Budžet: 15.000 eura
		Savjetovanja i obuke školskog kadra, izrada vodiča za razvoj školske inkluzivne politike (uprava, saradnici, nastavnici).	Broj savjetovanja i učesnika; izvještaji evaluacije; urađeni i distribuirani vodiči.	
		Organizovanje kadrovskih potencijala za podršku deci u školi.	Broj nastavnika, stručnih saradnika i podrška deci.	
2.	profesionalnu podršku za proces nastave i učenja	Definisanje i primjena opisa, nivoa i obima podrške mobilnih timova.	Broj mobilnih timova, članova i obuhvaćene dece.	Zavod za školstvo, resursni centri, obrazovno-vaspitne ustanove. Vrijeme: 2014. Budžet: redovna aktivnost
		Izrada i primjena plana podrške resursnih centara škola.	Broj i vrsta podrške, obuka i promotivnih aktivnosti.	
		Nastavak „djelimične inkluzije“; pravno-normativno definisanje.	Učestalost uključivanja dece u redovna odjeljenja; broj dece iz redovnih odjeljenja obuhvaćene defektološkom podrškom.	
		Organizovanje ekspozitura resursnih centara u školama sa posebnim odjeljenjima.	Određene škole - ekspoziture, urađen opis posla i saradnje; broj obuka i podržane dece.	Ministarstvo prosvjete, Zavod za školstvo, škole sa posebnim odjeljenjima, resursni centri, međunarodne organizacije. Vrijeme: 2014–2015. Budžet: 35.000 eura

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
3.	Obezbijediti dodatnu podršku za decu	Procjena potreba i iznosa sredstava, pružanje usluge asistencije u nastavi kroz Program javnih radova.	Urađena procjena potreba i troškova, način praćenja rada; broj dece i asistencija.	Ministarstvo prosvjete, Zavod za zapošljavanje, Zavod za školstvo, NVO. Vrijeme: 2014. Budžet: 250.000 eura
		Standardizovanje i normiranje podrške asistencije učenika u nastavi.	Urađen opis posla, broj asistencija, broj dece koja dobijaju ovu podršku	Ministarstvo prosvjete, Zavod za školstvo, NVO. Vrijeme: 2014 – 2015. Budžet: redovna aktivnost
		Obuka i savjetovanje školskog kadra za organizovanje, koordinaciju i praćenje rada asistencija.	Broj obuka i obučanih (uprava, nastavnici, saradnici).	
		Razvoj modela angažovanja asistencije učenika u nastavi.	Osmišljen i primjenjuje se model angažovanja asistencija.	Ministarstvo prosvjete, Zavod za školstvo, Ministarstvo rada i socijalnog staranja, Fond za profesionalnu rehabilitaciju i zapošljavanje lica sa invaliditetom, NVO. Vrijeme: 2014 - 2015. Budžet: 250.000 eura
		Definisanje i primjena dodatne stručne podrške kroz dnevni boravak.	Broj usluga dnevnog boravka i broj dece (korisnika) koja ih primaju.	Ministarstvo prosvjete, Ministarstvo rada i socijalnog staranja, dnevni centri. Vrijeme: 2015. Budžet: 5.000 eura

Zadatak 4: Unaprijediti bazično obrazovanje, specijalističko osposobljavanje i profesionalno usavršavanje nastavnog i stručnog kadra

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
1.	Povećati kompetencije kadra kroz bazično obrazovanje, specijalističko osposobljavanje i kontinuirani profesionalni razvoj.	Uvođenje obaveznog predmeta „Metodika rada s decom s posebnim obrazovnim potrebama“ na osnovnim studijama svih fakulteta koji nude obrazovanje nastavnika.	Uveden obavezan predmet; uvedene master studije; broj magistranata.	Univerzitet Crne Gore, međunarodne organizacije. Vrijeme: 2014–2015. Budžet: redovna aktivnost
		Uspostavljanje master studija za praktično – metodičko – inkluzivne kompetencije kadra.		
		Sprovođenje analize, predlaganje i usvajanje programa profesionalnog razvoja kadra (na osnovu definisanih pokazatelja vrednovanja). Obuke prema potrebama kadra.	Usvojeni programi; broj programa i učestalost realizacije; broj obučenih.	Univerzitet Crne Gore, međunarodne organizacije. Vrijeme: 2014–2015. Budžet: redovna aktivnost

Zadatak 5: Poboljšati praćenje i evaluaciju obrazovnih i razvojnih postignuća djece

R. br.	Mjera	Aktivnost	Indikatori	Nosilac, rok, budžet
1.	Unaprijediti i primijeniti praćenje i vrednovanje postignuća djece	Definisanje indikatora kvaliteta koji ukazuju na inkluzivnost škole.	Indikatori definisani i u primjeni.	Zavod za školstvo, Centar za stručno obrazovanje, obrazovno-vaspitne ustanove, resursni centri, međunarodne organizacije. Vrijeme: 2014-2015. Budžet: 25.000 eura
		Izrada i primjena metodologije planiranja odsjeka za: kontinuirani profesionalni razvoj i utvrđivanje kvaliteta Zavoda za školstvo.	Urađena i primjenjuje se metodologija planiranja; izvještaji.	
		Uspostavljanje mehanizma podrške i praćenja inkuzivnog procesa u stručnom obrazovanju i obuka za njihovu primjenu.	Urađen i primjenjuje se mehanizam, broj obuka i obučanih savjetnika.	
		Izrada i primjena procedure i indikatora praćenja razvoja i evaluacije programskih ciljeva i ishoda znanja na nivou škole.	Indikatori definisani i primjenjuju se.	
		Obuka školskih timova za ove uloge.	Broj obuka i obučanih (uprave škola, stručni saradnici, nastavnici razredne i predmetne nastave, opštih i stručnih predmeta, praktične nastave).	
2.	Unaprijediti i primijeniti eksternu provjeru znanja u najboljem interesu djece	Definisanje i primjena procedure eksterne provjere znanja između aktera procesa.	Procedura funkcionalna i efikasna; broj djece.	Zavod za školstvo, Centar za stručno obrazovanje, Ispitni centar, obrazovno-vaspitne ustanove, resursni centri. Vrijeme: 2014-2015. Budžet: 25.000 eura
		Obuke za modeliranje i formatiranje testova za interno-eksternu evaluaciju.	Broj obuka i obučanih; broj testova i testirane djece.	

Task 5: To improve monitoring and evaluation of educational and developmental achievements of children.

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
1.	To improve and apply monitoring and evaluation of children's achievements	Defining the indicators of school inclusiveness.	Indicators defined and put into practice.	Bureau for Educational Services; VET Centre; educational institutions. Time: 2014-2015. Budget: 25.000 Euro.
		Development and use of the planning methodology of the department for: the continuous professional development, and determine the quality of the Bureau of Educational Services.	Developed and applied the planning methodology; the reports	
		Setting up the mechanism of support and monitoring of the vocational inclusive education and the training for their implementation.	Developed a mechanism and put into practice; number of trainings and trained advisers.	
		Drafting and applying of the procedure and indicators of monitoring the development and evaluation of the program goals and the knowledge outcomes at the school level.	Indicators defined and applied.	
2.	To develop and apply the external knowledge testing in the best child's interest	The training of school teams for these roles.	Number of trainings and trainees (school management, expert associates, teachers (general, vocational, practical teaching)).	Bureau for Educational Services; Examination Centre; VET Centre; educational institutions; resource centres. Time: 2014-2015. Budget: 25.000 Euro.
		Defining and implementing the procedure of the external examination between the responsible for the process.	The procedure is functional and efficient; number of children.	

Task 4: To advance basic and specialist education, professional training of the teaching and professional staff.

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
1.	To increase the competencies of a cadre through basic education, specialist training and continuous professional development	Introduced compulsory subject; Master studies introduced; number of masters. Setting up Master studies for practical inclusive competences.	The University of Montenegro; international organizations. Time: 2014-2015. Budget: regular activity.	The University of Montenegro; international organizations. Time: 2014-2015. Budget: regular activity.
		Setting up Master studies for practical inclusive competences.		
		Carrying out analysis; proposing and adopting programs of professional development of staff (based on defined indicators of evaluation).	Adopted programs; number of programs and frequency of implementation; number of trained staff.	Ministry of Education; Bureau for Education; NGO; international organizations. Time: 2014–2015. Budget: 25.000 Euro.
		Training according to staff's needs.		

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
3.	To ensure additional support to children children	An estimation of needs and the amount of funds; providing the "teaching assistants" through the Public work program.	Carried out the needs and cost estimation; way of monitoring work; number of children and assistants.	Ministry of Education; Bureau for Employment; Bureau for Education; NGO. Time: 2014. Budget: 250.000 Euro.
		Standardizing and regulating the assistant's support to a child in teaching.	Job description developed; number of assistants; number of children receiving the support.	Ministry of Education; Bureau for Employment; Bureau for Education; NGO. Time: 2014-2015. Budget: regular activity.
		Training and advising of the school cadre for organizing, coordinating and supervising the assistant's work.	Number of trainings and the trained (management, teachers, associates).	
		Developing a model of engaging teaching assistants.	Designed model of engaging the assistant and put into practice.	Ministry of Education; Bureau for Education; Ministry of Labour and Social Welfare; Fund for professional rehabilitation and employment of persons with disabilities; NGO. Time: 2014-2015. Budget: 250.000 Euro.
		Defining and applying additional professional support through daily stay.	Number of daily stay services and children (users) receiving them.	Ministry of Education; Ministry of Labour and Social Welfare; day care centres. Time: 2015. Budget: 5.000 Euro.

Task 3: To provide support to the teaching and learning process at all levels.

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
1.	To set up and ensure an inclusive school guidance	Defining, implementing, and monitoring the tasks of the actors of the inclusive process within the educational institutions.	Job description completed; the reports.	Ministry of Education; Bureau for Education; VET Centre; educational institutions; resource centres; NGO; international institutions. Time: 2014-2015. Budget: 15,000 Euro.
		Consultations and the school staff trainings; development of guide for the school inclusive policy (management, advisers, teachers)	Number of consultations and participants; the evaluation reports; written and distributed handbooks.	
		Organizing the professional resources in supporting SEN pupils.	Number of teachers, and support to children.	
		Defining and applying the description, the level and scope of the mobile team support.	The number of mobile teams, members, and children supported.	
2.	To improve and ensure professional support for the teaching and learning process	Developing and applying the plan of support of the resource centres to schools.	Number and type of support; training and promotional activities.	Ministry of Education; Bureau for Educational Services; resource centres. Time: 2014. Budget: regular activity.
		Continuance of a "partial inclusion"; law and normative defining.	The frequency of inclusion of children in regular classes; the number of children from regular classes covered with the defectologist's support.	
		Organizing the branches of the resource centres in schools with special classes	Specific schools—branches; the job description carried out and cooperation; number of trainings and supported children.	

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
		Development of an "individual transition plan" in 3 pilot municipalities and the training of staff for their development and application;	Developed ITP; number of trained staff for preparation and carrying out of the ITP in three pilot municipalities.	Ministry of Education; Bureau for Education; VET Center; Bureau for Employment; educational institutions; resource centres; NGO, international organizations. Time: 2014-2015. Budget: 50,000 Euro.

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
2.	To ensure the continuity of education	Improvement of the IDEP.	The IDEP modified and in use.	Ministry of Education; Bureau for Education; VET Centre; educational institutions; resource centres; NGO; international organizations. Time: 2014-2015. Budget: 25,000 Euro.
		Training for the entire staff team at all levels of education, for preparing and carrying out the IDEP.	The number of trainings and trained teachers (class, subject, practical teaching) and expert associates for preparing and applying the IDEP.	
		Analysis, development of the priorities plan, carrying out the modularization procedure of a proposed number of programs; vocational schools staff training for working in line with the programs.	Completed analysis, number of proposed programs for modularization; number of developed modularized programs.	
		Adoption of educational programs based on the standards of a different level (second, third, and fourth); informing the vocational schools' cadre for working in line with the programs.	Number of trained teachers for implementing new programs; Number of trainings and trained advisers of the Department for curriculum; number of programs; number of services offered; the reports.	
		Training for schools, teachers, commissions on selection and adaption of the program.		Ministry of Education; VET Centre; the Employers' Union; educational institutions; resource centres; international organizations; Time: 2015. Budget: 50,000 Euro.
		Carrying out an adapted teaching and support to pupils and parents.		

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
		Promoting orientation, creating and distributing informational material for professionals, and children's parents.	Number and type of promotional activities in relation to the orientation process, and distributed information brochures.	Ministry of Education; local authority; Bureau for Educational Services; NGOs; international organizations. Time: 2014. Budget: 5.000 Euro.
		Development of a guide for the uniform work of the commissions for orientation, including communication with pediatricians, center for social welfare, carrying out training according to the needs.	Handbook developed and its implementation in progress; the reports; number of guided children; the number and type of support and training held for the commissions of guidance.	
		The analysis of accessibility, creating and distributing informational material for schools.	An analysis carried out; number of consultations done; distributed information brochures.	Ministry of Education; NGO; international organizations. Time: 2014. Budget: 50.000 Euro.
		Adapting and equipping the institutions according to defined priorities.	Number of institutions adapted by priorities.	Ministry of Education; educational institutions; NGO; donors. Time: 2014-2015. Budget: 100.000 Euro.
		Representing early support, learning and development, social inclusion.	Number of campaigns, and other activities, partners, participants.	The Government of Montenegro; NGO; international organizations. Time: 2014-2015. Budget: 50.000 Euro.

Task 2: To enable access to education, continuous quality education for children with special education needs that will prepare them for an independent life and work

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
1.	To increase the inclusion of children	The continuation of children's inclusion in preschool institutions under the privileged conditions	Number of children in preschool institutions.	Ministry of Education; Ministry of Labour and Social Welfare; social work centres. Time: 2014-2015. Budget: regular activity.
		Upgrading the mechanisms of collecting data on SEN pupils and informing the staff.	The number of SEN children in the Data base; number of trainings and trained staff.	Ministry of Education; Time: 2014. Budget: 5.000 Euro.
		Development and carrying out of the procedure of detecting children who are not included in the education system.	Developed and applied the procedure of detecting children; number of children included in the system.	Ministry of Health; Ministry of Education; Ministry of Labour and Social Welfare; community health centres; educational institutions; social work centres; NGO; international organizations. Time: 2014-2015. Budget: 25.000 Euro.
		Creating and distributing the information material on the inclusive principles, for staff of the social protection system	Number of distributed informational materials.	Ministry of Education; Ministry of Health; NGO; international organizations; local authority. Time: 2014. Budget: 5.000 Euro.

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
3.	To develop and enhance early support in the system of social protection	Setting up and managing cooperation between the case managers and educational institutions, defining ways and levels of support.	Number of case leaders; Number of institutions with established cooperation; number and types of services; work reports.	Ministry of Labour and Social Welfare; the social service centres; Ministry of Education; international organizations; NGO; Time: 2014-2015. Budget: regular activity.
		Training for staff in centers for social welfare for social inclusion	Number of trainings and trained staff; the reports.	Ministry of Labour and Social Welfare; social work centres; international organizations; NGO. Time: 2014-2015. Budget: 25,000 Euro.
4.	To develop an efficient and effective information exchange	Setting up and implementation of a Protocol on cooperation and information exchange between and within sectors.	Designed and signed Protocol, put into practice. The information exchange is continuously carried out between and within sectors.	Ministry of Health, Ministry of Education, Ministry of Labour and Social Welfare, Bureau for Educational Services, VET Centre; community health centres, social work centres, educational institutions, resource centres. Time: 2014-2015. Budget: regular activity.

Task 1: To carry out an early detection, intervention, learning, development and psychosocial support to children and their parents.

Ref. Num.	Measure	Activity	Indicators	Activity carrier, deadline, budget
1.	To improve the services of early diagnostics, intervention, and support: number and education of professionals in the health care institutions	The needs analysis for early intervention and support, of the SEN children and their parents	Carried out analysis, designed Action plan for improving the services of early detection, intervention and support.	Ministry of Health, NGO, international organizations; Time: 2014. Budget: 5.000 Euro
		The training of pediatricians and expert associates for applying instruments for early detection of disabilities and setting measures of intervention and support for children and parents	The number and types of training and participants.	Ministry of Health, community health centres, international organizations. Time: 2014-2015. Budget: 50.000 Euro
		Engaging specialists for providing the services of early intervention and support in accordance with the needs.	The number of service providers, employed cadre, number of included children and families.	Ministry of Health, community health centres, resource centres. Time: 2015. Budget: regular activity.
2.	To improve early learning of children	Preparation and distribution of developmental and educational materials for early learning.	Number of distributed educational material.	Ministry of Education, Bureau for Educational Services, preschool institutions, resource centres, international organizations. Time: 2014. Budget: 5.000 Euro
		Training of staff in preschool institutions for providing support to early learning and development.	Number of trainings; number of trained teachers.	Ministry of Education; Bureau for Education; Ministry of Health; preschool institutions; resource centres; centres for children with disabilities; NGO; international organizations. Time: 2015. Budget: 25.000 Euro.

8. ACTION PLAN OF IMPLEMENTING THE INCLUSIVE EDUCATION STRATEGY FOR THE PERIOD 2014-2018

The members of the school team, teachers and parents, supported by the resource centres and schools with special classes, together recognize the goals and tasks for working with children. All actors work in accordance with the precisely defined and described procedures and are additionally empowered and trained for every expectation. According to an estimate of the current level of child's achievement, the associates give proposals which are the foundation of the evaluation plan. The school's expert associates are link between teachers, specialized experts and parents. Teacher plans interventions based on the recommendations for pupils. A portfolio must be observed in accordance with the IDEP (child's needs and goals of the subject curriculum as baseline); serves for planning the pupils' activities and progress optimizing.

In the external examination process specify the procedure of communication between schools, Bureau fir Education Services, Centre for Vocational Education and Examination Centre. Schools are responsible to register for knowledge testing SEN children until the deadline. The school team together with the listed institutions composes the form of the tests on the basis of the IDEP which follows the decision of orientation and enables adaptation and individualization of the internal-external examination.

The Strategy of Inclusive Education is defined for the period from 2014 to 2018. The Action plan is set for a two-year period, with an intention to, in accordance with an analysis of the dynamics of implementing the measures and assessing the needs of users, adopt a new one for every successive two-year period. In the Action plan, for each task, there is a series of measures proposed, activities elaborated, indicators set, recognized implementers, and the budget necessary for the period of 2014-2015.

Montenegro is a country candidate for EU membership, and bearing in mind the goal of fulfilling the requests needed for the accession, there are different programs of support available. Therefore, Ministry of Education will invite international organizations and funds, home and non-governmental organizations for participation in implementing a part of planned activities.

A general goal of the Strategy of Inclusive Education: *It is important to provide access to education for children with special educational needs, and to ensure in a rational and operational way the reaching of the developmental and educational achievements, through an individualized, additional support.*

7.3.5. Task 5: To improve monitoring and evaluation of educational and developmental achievements of children

Professional development should improve the competencies with the goal to advance the quality of inclusive teaching, child educational and developmental outcomes. Teacher professional development plan should contain an inclusion area in order to ensure knowledge about concrete disabilities, specialized and innovative teaching approaches, in order to encourage innovating the teaching material, additional work, and preparation. Inclusive education should be defined as one of priority areas of the teacher professional development. The Bureau for Educational Services and Centre for Vocational Education, through clear indicators for selection, assessment and re-accreditation, propose professional development programs. For this purpose, improve the exchange of information, coordination, and joint planning of the Department for Continuous Professional Development and the Department for Quality Insurance of the Bureau for Educational Services; communication between the school, the Bureau and the program implementer. The Centre for Vocational Education coordinates professional development of vocational and practical teachers'. Regarding the teachers' licensing one of the conditions should be a competence in the area of inclusion.

It is necessary to improve the instruments for monitoring the development and evaluation of the program goals and outcomes which during the year. The findings are used to improve the conditions, revise goals, and propose child's best interest intervention.

The Bureau for Education determines the quality of the school work, offers professional support, and Centre for Vocational Education the quality of the vocational and practical teaching, both based on defined indicators, especially in the area of the "support to pupils". Self-evaluation should be improved in order to strengthen school to measure its own inclusiveness, developmental and educational outcomes and achievement, knowledge and skills set by the IDEP. It is determined if the approaches are oriented towards socialization, independence, life skills are applied. Indicators are set as operationalized guides for synchronized registering and valuation of child's needs and expected outcomes. They are defined in relation to the following areas: 1) The IREF corresponds to child's needs and the goals of the subject curriculum; 2) The team for monitoring (school departments and external associates) performs continuous work; 3) The professional work with children and teachers is constant; d) The external associates support the child, the school cadre and parents; e) participation of children in decision-making; f) parents are actively engaged in the entire process.

With the aim of providing support for SEN pupils, the following features for *teaching assistants* should be defined: the conditions, scope, the coordination of performing services reflected in supporting the child with disabilities, teachers and other pupils in the class. Standards also envisage the following: a professional school team¹⁸ determines and supervises the scope of the assistant's work; it is coordinated by the teacher and monitored by the school management and service organizer.¹⁹ Ministry of Education and the Bureau for Employment together carry out the needs assessment in order to continuous provide teaching assistants through a Public Work Program.²⁰ The Rulebook on the Grant Schemes²¹ should enable for schools and service providers (according to the needs analyses of the Ministry of Education and the law regulation) to apply for the money from the Fund for the Professional Rehabilitation and Employment of Persons with Disabilities²² for the teaching assistants engaging.

Daily care centers provide additional professional support, promote the skills of self-care and regarding that define the services, common duties, responsibilities.

The cooperation with the NGO sector in supporting the system is continuous.

7.3.4. Task 4: To advance basic and specialist education, professional training of the teaching and professional staff

The pedagogic measures that should be taken entail the training of teachers, professional service. They relate to basic and specialist education, continuous professional advancement (with the accent on the methodology and modern approach of working with SEN children).

At the undergraduate studies of all faculties that are offering the education of teachers²³ and professional service to introduce obligatory subject "The methods of working with children with special educational needs", and through the ECTS include practical experience. Master studies should enable the inclusive practical-methodic competencies which will, through the ECTS, include practical training.

¹⁸ Based on the commission for the orientation decision and the IDEP.

¹⁹ If the assistant is engaged in this way.

²⁰ The service is realized by way of projects through schools and non-governmental organizations who send their applications through a Public call at the Bureau for Employment.

²¹ For the development in charge Ministry of Labour and Social Welfare.

²² Law on Professional Rehabilitation and Employment of Persons with Disabilities, "The Official Gazette of Montenegro", num. 49/08, 73/10, 39/11.

²³ Preschool education, class and subject teaching

Education, Examination Centre, resource centres, other institutions; assist in managing data through MEIS.

Teachers: participate in the development and implementation of the IDEP and the ITP; cooperate with parents with the aim to satisfy children's interests, needs and abilities; prepare the individualized working material in school and at home; monitor the children's abilities; lead the portfolio; provide the instruction and working materials to assistants; organize additional teaching and peer support; the out-of-school activities; based on the IDEP create adapted tests and tasks; propose the form of tests for the internal and external examination; cooperate with the professional service in the professional orientation process.

The support of *mobile teams* should be precisely defined related to the teaching process: records of visits, ways and types of support intended to a child and teachers (recommendations in relation to work method, adjustment, and the use of aids).

In the support to children's development, with respect to the types of disabilities, *resource centres* has important roles. They realize the educational process for the children when it is their only and best interest, but also the programs of an early intervention, rehabilitation, and habilitation. The Bureau for Educational Services acts as mediator in organizing the support of the resource centres to regular schools in accordance with the needs assessment. Professional staff 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. Through the accredited programs coordinated by the Bureau for Education, the school staff is trained. The support services, informing, the professional and work training, independent living, and mediation in the employment are offered as well. Activities and the new education paradigm are promoted, as well as cooperation with other institutions (especially small group houses and specialized foster-care).

The schools with special classes should further develop and apply a "partial inclusion", as well as defectologists' support to the pupils attending regular teaching process. Furthermore, one school in the central, southern and northern part will become a regional branch out of the three resource centres. For this purpose, regional teams should be formed (representatives of the resource centres and schools with special classes); job description, of the responsibilities and an operational model of cooperation should be developed, and should be legally and normatively defined.

7.3.3. Task 3: To provide support to the teaching and learning process at all levels.

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. It is necessary to organize the additional staff capacities, to apply new didactic-methodic approaches and technologies in the process of teaching and learning to be used by the expert and teaching staff.

The school management manages: an inclusive process; organize a team for the development of the IDEP and children's monitoring; takes care on the organization of teaching, adaptation, accessibility, respecting the pedagogical norms and the education of staff, procurement of the didactic aids; cooperate with parents, institutions, civil sector, in order to carry out the principles of inclusion, they send children for guidance when during the teaching process developmental and other difficulties are discovered.

The professional service (pedagogue, psychologist) participates in the development of the IDEP and the ITP; introduce to the class teachers the type of disability; offers methodic and didactic recommendations; works individually; plans support and monitors child's achievement; advice teachers and parents; helps in the creation of the working and teaching materials; tests for knowledge assessment; designs and prepares the didactic aids in cooperation with teachers; determines and supervises the assistants... It estimates the needs for trainings and participates in their facilitation and organizing (pupils/teachers); performs professional orientation; cooperates and exchanges information with parents, the Bureau for Education, the Centre for Vocational Education; the Examination Centre; resource centre, institutions providing the services of intervention and support to children; keep records¹⁷ and cooperate for the MEIS.

Defectologists (professional service, special teachers): participate in the development and monitoring of the IDEP and ITP; perform individual work with children (professional and teaching); provide consultation and advices to teachers, professional services, parents; visit teaching lessons, facilitate workshops for pupils, school staff and parents; in cooperation with teachers and professional service create and prepare the didactic aids and examination tests; participate in the professional orientation process; determine and monitor the assistant's work; cooperate and exchange information with parents, Bureau for Education, Centre for Vocational

¹⁷ The type/advancement/areas of special support, interaction in a classroom, cooperation

Next level of education should be oriented towards the professional development.¹⁵ It is necessary to develop new qualifications¹⁶ based on the standards of different level of vocational education. Individualization is achieved through the modularized programs: child's characteristics should be linked with the subject program, the prescribed knowledge standards, and national vocational qualifications. For a SEN pupil (on the basis of the needs and vocational standards), the recommendation is to attend the whole or just the particular areas of jobs. The pupil is trained within the IDEP: adaptation, reduction in practical teaching, standards and assessment are operationalized. The pupil attains a receipt on a completed part of the program (issued by school), i.e. a certificate of professional qualification (issued by the Ministry of Labour and Social Welfare).

The mentioned requires strong connection, team work, and coordination to be achieved through professional orientation and the "individual transition plan" (ITP). It 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.

It is necessary to raise the level of awareness on the importance of the accessibility of the institutions. Based on the needs assessment, by using the principle of reasonable adaptation, has to work on accessibility: to overcome the architectonic barriers, to adapt the toilets, to enable moving of persons with visual disabilities impairments, to provide specialized equipment, aids, alternative and modern technologies.

The education system should be linked with community services, and there is also the need for continuous activities on strengthening the attitudes towards social inclusion.

¹⁵ An occupational standard represents a list of jobs that a vocation should perform, as well as the skills and knowledge that are necessary in order to acquire the professional qualifications of a specific profile.
¹⁶ By finishing a certain number of modules a child can acquire: 1) qualification of an assistant (second degree); 3) with a few modules of qualifications of a craftsman (third degree); 4) and with few more modules for the qualification of a technician (fourth degree).

With the aim of including all children in the education process, the necessary measures within the respective jurisdiction should be put into action. The chosen pediatrician after having written the periodical review, prior to the enrollment in school, informs the respective school about the final list of the children with difficulties in development. Schools contact families, after the enrollment they compare the list and find children that are missing from the list.

With the aim of their inclusion in the earliest possible time in the teaching process, schools inform responsible institutions in order to act upon the measures within their jurisdiction. Following the mentioned, the health institutions should be introduced with the inclusive principles, in order to improve the flow of information, and send for the procedure of orientation. It is necessary to raise the awareness of parents that the orientation is for their child's interest, and not for the purpose of "labeling", especially when difficulties are detected during the teaching process. It is needed a harmonized approach of the commissions for the orientation, so that their members could apply the acquired knowledge equally in the orientation process and in everyday work.

The teaching outcomes for SEN children should have as well as educational and developmental character. The IDEP should be modernized and oriented towards the measurable results in children's development and planning of the future measures at all levels of education. It is a compilation of child's characteristics, needs, and the goals of the curriculum for a specific teaching subject. It should define and operationalize the skills and fundamental processes which children should master, and the educational standard in accordance with personal characteristics. The teaching process should be methodically adapted, and determined the level of concretization, ways of assessment, knowledge evaluation and achievements.

With an early education children are most appropriately socialized; they adopt skills for the cooperation, adapt emotionally, and develop behavior. It is necessary to ensure the benefits for the inclusion of these children in the preschool education process.

In elementary education it is necessary to additionally encourage the development of inter-personal relations, independence, and the acquisition of the skills for performing useful work. Teaching should strive towards applicable knowledge and skills; it is based on the inter-subject correlation aimed at an independent behavior in a real context, as well as it should seek to determine higher levels of knowledge in accordance with the pupil's possibilities. The support to children is necessary in the developmental periods characterized by the psycho-social changes, as well as peer support.

contact with the children, for applying the instruments intended for: screening, early detection of disabilities and drafting the measures of early intervention and support: for children and their parents. It is necessary to organize and complete the teams in all local communities.

The health professionals should be empowered for communication with the parents of children with disability. Especially, the chosen pediatricians should be trained (to detect and inform about the disability), and improve the capacities (number and education) of the cadre for psycho-social support in order to master the therapeutic techniques aimed at the family and system interventions. Parents should get psychological support, and be supported to adequately accept of the child disability and successful parental role. Health institutions should exchange information with the preschool institutions, in addition with schools in order to achieve child's consistent learning and development. The early support should include an intensive, focused, and specialized work with children accompanied by the support in preschool institutions, and cooperation with the resource centres. It is necessary to monitor the coverage of developmental barriers and to be timely informed about the recent approaches to this problem. It is important to prepare and distribute the developmental educational materials.

In the social work centres the case manager provides social protection and psycho-social support. The case manager introduces parents with rights and services in the social, health protection and education system, and cooperates with the institutions providing these services, and supervises if the child's needs are satisfied.

Coordination is necessary between the providers of services and continuous exchange of information between and within the sectors. Promotional activities should support the development of affirmative attitudes and inclusive practice.

7.3.2. Task 2: To enable access to education, continuous quality education for children with special education needs that will prepare them for an independent life and work.

In the framework of the MEIS application the overall data on SEN pupils should be collected. The targeted and thematic consultation is needed. The data submitted by schools in the so-called electronic registry are expressed in figure and it is not possible to violate the child's right on privacy and data protection. Data should be entered into the register no matter if the child is oriented to school or no, or if the parents accept the existence of child disability or no.

7. WAYS OF DEVELOPMENT OF INCLUSIVE EDUCATION

The leading principle of the Strategy of Inclusive Education starts from respecting the rights and characteristics of children with special educational needs whose developmental and educational possibilities should be fulfilled and satisfied by way of a quality education leading to an independent life.

7.1. General goal of the Strategy of Inclusive Education

It is important to ensure access to education for children with special educational needs, and in a rational and operational way ensure the achieving of the developmental and educational results by way of an individualized, additional support.

7.2. Basic tasks of the Strategy of Inclusive Education

The goal of the Strategy of Inclusive Education is operationalized through tasks.

Task 1: To carry out an early detection, intervention, learning, development and psychosocial support to children and their parents.

Task 2: To enable access to education, continuous quality education for children with special education needs that will prepare them for an independent life and work.

Task 3: To provide support to the teaching and learning process at all levels.

Task 4: To advance basic and specialist education, professional training of the teaching and professional staff.

Task 5: To improve monitoring and evaluation of educational and developmental achievements of children.

7.3. Elaborating Guidelines of the Strategy of Inclusive Education

7.3.1. Task 1: To carry out an early detection, intervention, learning, development and psychosocial support to children and their parents.

In order to timely react to children's needs and characteristics, it is necessary to train pediatricians and other specialists who has the first professional

6. RECOMMENDATIONS

- To develop inter-sectoral cooperation, to improve the flow of information.
- To support an early diagnostics, treatment and development of SEN children.
- To ensure the psycho-social and socioeconomic support to families.
- To improve the database on children with special educational needs.
- To improve the procedure of orientation and empower parents to recognize it as support intended to children.
- To support an independent use of the inclusive school policy, cooperation with parents, participation of children and youth in the decision-making.
- To provide teachers with: the assistance and support, specific knowledge on the developmental difficulty, work handbooks, mastering the IDEF.
- To modernize the IDEF and direct it towards the measurable educational and developmental child outcomes and planning the future measures.
- To ensure the support of resource centres for an inclusive practice.
- To strengthen the capacities and work schools with special classes.
- To develop and carry out the professional orientation program and the "individual transition plan" according to which the cooperation with secondary schools is operationalized.
- To define mobile teams support in a more comprehensive and precise way.
- To define inclusive education as one of the priority areas of the teachers' professional development, to re-accredit programs on the basis of the clear criteria of evaluation and selection, to increase the number of trainings.
- To additionally define the indicators of monitoring and assessing the inclusion.
- To develop an sustainable model of assisting the pupil in the teaching process.
- To work on deinstitutionalizing and the alternative services.
- To make schools more accessible in accordance with the existing regulation.
- To strengthen inclusion in secondary schools; to found vocational programs on the standards of the different level (second, third and fourth), to adapt teaching through training for a part of the program.
- To set up an external evaluation of knowledge to the best child's interest with an improved communication in this process.
- To carry out activities aimed at raising awareness of the public opinion.

It is important to improve the capacities of schools having special classes. Resource centres should become a professional and advisory support and carry out the training of the workers employed in schools. The mobile team services provided to schools should be more comprehensive; more precisely defined, along with the work evidence, the types of support provided to children and parents.

Teachers in secondary schools need additional knowledge (primarily teachers of practical teaching) and support in their work. It is necessary to operationalize cooperation between elementary and secondary schools, secondary schools and the labour market, with the aim of a continuous supervision of SEN pupils and their professional orientation. There are not enough developed qualifications which would satisfy the pupils' needs, modules are not clear enough for teachers (knowledge, skills and competence packages), ways of reducing the programs (which subjects could be reduced or excluded), the adapting of practical teaching, examination and verification.

In the procedure of external evaluation of the pupils' knowledge lacks an adequate communication between schools, the Bureau for Educational Services and the Examination Centre. A mismatch between the expected number of SEN children for examination and the registrations sent by schools is noticed. Also noticed that happened that IDEP does not pursue the decision of orientation. So, this becomes a barrier in the adjustment and individualization in examination.

The support of teaching assistants is still not fully defined and standardized; a more active role of schools is needed in organizing and monitoring the executing of the mentioned support and, a sustainable model of financing as well.

The institutionalization is still present and there is more work on the alternative services aimed at the child in a primary family. The social and child protection system should stimulate the schooling of children with special educational needs in the framework of a regular system.

In the efforts to raise public awareness and make influence on changing the attitudes and practice regarding social inclusion of children with disabilities, a comprehensive campaign "Let's talk about possibilities" was carried out. The campaign "Really" (2009) was aimed at increasing the approach to inclusive education for all children with the message: "Let all children attend school". In the field of social inclusion the civic maturity of a society should be continuously built, which with the non-discriminatory behavior creates a non-restrictive environment for all children.

Inter-sectoral cooperation is not sufficiently developed in order to eliminate and neutralize the secondary sources of deprivation and create equal opportunities for each child (early diagnostics, intervention, psychosocial support to families, a stable social and economic status and other). There are an insufficient number of the health centres for children with disabilities and specialized experts; treatments are rare because a huge number of children are standardized by specific professional profiles. There is an inadequate cooperation and exchange of information with kindergartens, elementary schools and resource centres aimed at children's advancement. The complexity of autism is being set as the new field of challenge, taking into consideration that in this area offers new approaches and contemporary practice.

In the Ministry of Education is updated database on the children with special educational needs, based on the decision on guidance. At the same time, the ICT sector collects data through the MEIS application¹⁴ based on the on the criteria: disabilities/difficulties, the development of the IDEP, decision on orientation etc. The comparison of data shows that a number of children did not pass the procedure of guidance. Possible reasons are: an insufficient flow of information from the level of early detection and intervention to the education system level, the lack of information and parents' resistance, the lack of an adequate school recording and encouraging parents to take the guidance procedure as important for satisfying children's interests.

Some teachers perceive as essential the fulfilling of the set standards and expected learning outcomes. There is lack of self-confident in creating and implementing the IDEP which represents the frame of working with children with special educational needs. They perceive it as an administrative obligation not understanding that it gives them the autonomy to adapt to children's abilities and needs. In order to competitively answer to the needs of these children a better team work is needed at the school level, primarily from the teachers and professional services (a psychologist, pedagogue and defectologist). It is necessary that teachers become trained for more specific knowledge on particular difficulties in development. There are a considerable number of the teacher professional development programs, but only a small number of the held trainings are realized in the previous period.

Schools do not show enough initiative and autonomy in applying the inclusive school policy. The architectural barriers and other adaptations concerning accessibility are most often not overcome.

¹⁴ Montenegro Education Information System;

platform in one. For persons with vision impairments buildings are adapted to a lesser extent.

The Bureau for Textbooks and Teaching Aids has prepared a series of specialized thematic work handbooks¹² intended for children with special educational needs.

At the Faculty of Philosophy in Nikšić, a TEMPPUS project is underway aimed at setting up the Master studies of inclusive education in Montenegro.

Concerning the child's and social protection for the period of duration of education, children with developmental disabilities in the regular system have the right to a free transportation, i.e. the right to the accommodation costs in an institution (if required, this right has the accompanist as well). The new Law on Social and Child Protection encourages the introduction and providing community services with aim of deinstitutionalization. Day Care Centre is a social protection service for children with disabilities, within which they acquire basic life skills.

There are six health centres in Montenegro provide support to children with special needs,¹³ executing the following job description: early diagnostics, monitoring, treatment of children and creation of the programs for the "inclusion in educational institutions". Expert team consists of: a pediatrician, psychologist, physiotherapist, defectologist, and/or speech therapist. The Strategy for Safeguarding and Improving Reproductive and Sexual Health puts accent on a quality and accessible pre-natal protection, safe delivery and comprehensive post-natal protection.

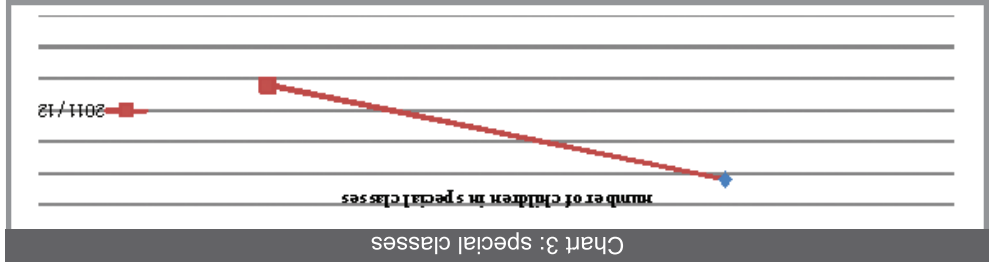
5. REVIEW AND CONCLUSIONS

The goals of the Strategy of Inclusive Education (2008-2013) are for the most part achieved in accordance with the possibilities and available financial aids. Some areas are perceived that should be improved in order to achieve the right of children with special developmental needs to a full participation in education and society.

smaller ones, are of the ground floor type

¹² "An approach to an inclusive practice in education", "Inclusive education in elementary school", An individual developmental – educational plan, A Manual for preschool teachers, teachers and other professionals; Reading and writing difficulties; Handbook for working with children in the process of education; Mastering math terms without annoyance; Handbook for the I cycle; Handbook for working with children with autism is in preparation.

¹³ Podgorica (providing services for children with disabilities from the municipalities of Podgorica, Danilovgrad and Cetinje); Bijelo Polje (one unit in Pljevlja); Berane (one unit in Rožaje); Nikšić; Herceg Novi and Bar.



In seven vocational schools, the teams for training and support for inclusive education were formed and trained, facilities were adapted and the equipment procured. Teacher training program on implementing the inclusion for vocational schools is in the phase of adoption and also the accompanying Manual in preparation. The Centre for Vocational Training develops professional qualifications and modularized programs according to which the qualifications are acquired progressively.

To a SEN pupil the school can provide an assistant in teaching, who provides technical assistance, according to the decision on guidance and the IDEP. At present, the assistant's support in teaching is implemented as a project through a Public Works' Program of the Bureau for Employment (aid in the house, personal assistance, assistance in teaching), most often provided by an NGO organizing trainings in order to answer to pupils' needs.

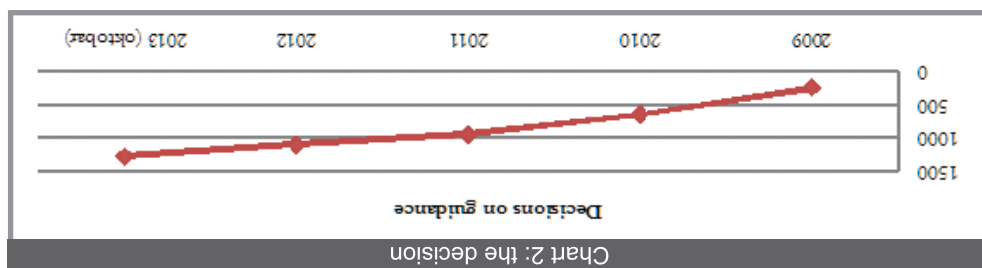
In Montenegro, the external examination adapted and adjusted for SEN children. Guidelines for adapting external exams are written and specialized equipment necessary for taking the external exams is procured, carried out by the Examination Centre.

In the Resource Centre "Podgorica" the textbooks in Braille's letter for elementary school are prepared. In cooperation with the UNICEF and the Bureau for Textbooks and Teaching Aids, the textbooks are transferred to an audio record - CD. Trainings for applying the Braille's letter are carried out as well. At the Resource centre for Hearing and Speech Impairments the theoretical foundation was created teoretigal baseline and one hand and double hand signs for the two new letters of the Montenegrin language; as well as a Vocabulary of the Sign Language in Montenegro and the training plan and program of the sign language.

According to the existing law regulations, schools are responsible to respect the standards of accessibility. In 89 educational institutions access is adapted, toilets are adapted in 57 schools, there is an elevator in 9¹¹ of them, and a

¹¹ Mostly, newly built facilities, with a note that an important number of schools, especially the

The commissions (18) for the orientation of the children with special educational needs in the educational system⁷ were founded at the level of local community. Members of the Commission were trained on: the model of formation of the special educational need; the instruments of assessment and intervention; applying the Manual for work; on the Rulebook on guiding the children with special educational needs; and they received a professional and advisory support.



In the educational institutions, using the recommendations of the commission for orientation, the individual developmental-educational programs (IDEP) for each child with the special educational need are developed.

The Bureau for Educational Services organizes mobile services for providing assistance in the regular schooling of children with special educational needs. The expert associate⁸ is in charge of: carrying out individual work with children with the aim of implementing the IDEP and providing instructions to teachers and parents for achieving the teaching goals and other.

Special institutions are transformed into resource centres⁹. In Montenegro exist the following institutions: Resource centre for hearing and speech impairments, Kotor, 2) Resource centre for children with intellectual impairments and autism "1 June", Podgorica, 3) Resource center "Podgorica" for physical and vision impairments.

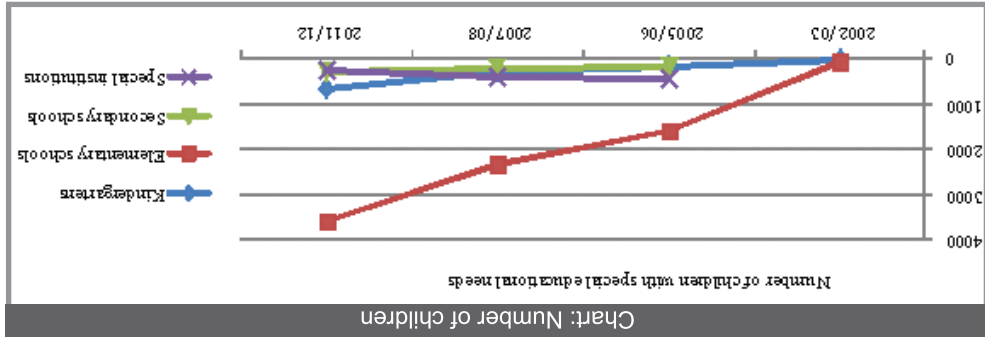
Moderate and severe SEN children are included in special classes in seven regular schools.¹⁰ With the aim to organize for them joint teaching for specific subjects with their peers in regular classes, and at the same time provide defectologists' support to pupils attending regular classes, the trainings for respective schools were designed, and specialized didactic aids procured.

⁷ They propose the program, additional professional assistance, staff, and the spatial, material and other conditions that have to be provided.
⁸ Defectologist, psychologist
⁹ Project "Services of Inclusive Education" – IPA Program 2010;
¹⁰ Elementary schools: "Olga Golović" from Nikšić; "Jugoslavija" from Bar; "Njegoš" from Kotor; "Ilija Kisić" from Herceg Novi; "Vuk Karadžić" from Berane; "Dušan Korać" from Bijelo Polje; "Boško Buha" from Pijevlja

4. KEY ACHIEVEMENTS OF INCLUSIVE EDUCATION

A huge number of SEN children are included in regular schools, with an intention to receive education in the conditions that are fitting to their needs and possibilities.

Through communication with the workers employed in kindergartens, elementary and secondary schools, the decision-makers, the NGO sector and donors, it is perceived that with the introduction of the inclusive education SEN children achieve progress in the field of socialization, emotional safety, self-respect, independence, and that also their peers develop as personalities open for other person's potentials.



The Inclusive Education Strategy is adopted as the first document which promotes on a long-term basis inclusive education in the education system of Montenegro. Strategic documents, by educational levels, further elaborate an inclusive model. The Strategy of Early and Preschool Education insists on the high quality services of early intervention aimed at social inclusion. The Strategy of Development of Elementary Education insists on the inclusive school guidance: with the individualized approaches and differentiated services. The Strategy of Development of Vocational Education strives to prepare children with special educational needs for an independent life and work.

In the beginning of the education reform a huge number of trainings was organized intended for providing support to children with special educational needs in preschool institutions and elementary schools. The Bureau for Educational Services has organized from 2009 to 2012, 16 seminars for 439 teachers on inclusive education and also the trainings for non-governmental organizations were carried out. A catalogue of the accredited teacher training programs offers a series of programs on the inclusion.

2. THE LEADING PRINCIPLE

The leading principle of the Strategy of Inclusive Education departs from respecting the rights and characteristics of children with special educational needs, whose developmental and educational possibilities should be met and satisfied through a quality education and upbringing aimed at instruction for an independent life.

3. INTRODUCTION

The development of inclusive education is one of the set priorities of the education reform in Montenegro. Accordingly, the Strategy of Inclusive Education (2008-2013) was adopted, thus setting up the foundation and the course of development of the education system intended for children with special educational needs. The Law on Education of Children with Special Educational Needs¹ changes and amends the Law from 2004; the Rulebook on the Ways, Conditions and Procedures for Guiding the Children with Special Educational Needs² overcomes the so-called medical approach.

The policy of inclusive education applies the guidelines and principles of a series of international documents: "World fit for a child"; the Millennium Developmental Goals, the Dakar Declaration, the Salamanca Document, the "Education for All" Declaration, the Convention on the Child's Rights, whose Article 24 dictates non-discrimination and equality with others through inclusive education at all levels. It is harmonized with the European legislation and the COE's Resolution, oriented towards the integration of special educational needs children and youth into the regular schooling system. The intention is to achieve fairness in education and to ensure that pupils acquire both academic knowledge and skills required for life.

The terminology in use in Montenegro "*children with special educational needs*" is harmonized with the one proposed by the Organization for Economic Cooperation and Development³ and it is used in the European Union.⁴ It is used at the school level and it covers children with disabilities⁵ and developmental difficulties.⁶

1 "The Official Gazette of Montenegro" num. 45/10;

2 "The Official Gazette of Montenegro" num. 57/11;

3 OECD;

4 The same term is used in the following countries: Albania, Austria, Belgium, Bosnia and Herzegovina, Czech Republic, Finland, Greece, Ireland, Italy, Cyprus, Kosovo, Latvia, Macedonia, Germany, Poland, Portugal, Slovakia, Slovenia, Spain, Great Britain;

5 Physical, mental, sensory and combined;

6 Behaviour, learning, severe chronic and long-term illnesses, difficulties due to emotional, social, linguistic, and cultural deprivation.

The Strategy of Inclusive Education (2014-2018) determines the goals and directions of the development of education of children with special educational needs on the basis of the analysis of realizing the measures of the Inclusive Education Strategy which covered the period from 2008 to 2013. The Strategy encompasses the educational paradigms, guidelines of the international organizations, other institutions and the European Union's bodies, and also the tendencies of the school systems of the European countries.

The Inclusive Education Strategy strives to make righteous and accessible the system of education through the adopted, high-quality and available service for developing children's potential to reach the best possible level. It supports parents/guardians for a responsible parenthood, and workers employed in educational institutions in creating a stimulating environment in which the children will master competencies necessary for the life and professional efficient functioning. It empowers all children to attain qualities of democratic personalities through the experience of diversity.

The goal of education and upbringing is to, together with the system of the health and social protection, and in cooperation with the local community and civil sector, provide the services necessary for a healthy, quality and safe life of children.

This document strives that all citizens give full contribution to the achievement of children's rights which will lead to their quality lives as well as to the general development of the country.

Finally, to allow to all decision-makers, executive authorities, in the areas of all policies, the achievement of the goals proclaimed in relation to achieving the equal opportunities in education which country expected in the accession process to the European Union.

Slavoljub Stijepovic, Minister of Education

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The Strategy of Inclusive Education has been developed through a participative approach of all relevant subjects. The document passed the public discussion which included the participating representatives of: the pre-university and university education, public and social welfare institutions, local authorities, donors and NGO-s, and other.

The support and contribution for the finalization of this document was provided by the UNICEF Office in Montenegro.

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(2014-2018)

Podgorica