

PRIRUČNIK

Za profesionalce (nastavnike, stručne saradnike, direktore, RE asistente) i sve one koji su zainteresovani za sprečavanje napuštanja školovanja u Crnoj Gori

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NASLOV:

Priručnik - Upravljanje slučajima u službi sprečavanja napuštanja i odbijanja školovanja

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**Crna Gora
Zavod za školstvo**

► Sažetak

Ovaj Priručnik je razvijan u okviru projekta „EU – Crna Gora Servisi inkluzivnog obrazovanja” koji je realizovan u saradnji sa Ministarstvom prosvjete. Tematika Priručnika odnosi se na sprečavanje odustajanja dece u crnogorskim školama uvođenjem modela upravljanja slučaja tzv. case management-a. Model upravljanje slučaja primjenjiv je na rad sa svom decom koja su u riziku od odustajanja ili su već odustala od školovanja. Đeca Romi i Egipćani u Crnoj Gori su grupa u najnepovoljnijem položaju jer dolaze iz siromašnih porodica. Za decu raseljena lica situacija je još nepovoljnija jer ona često ne govore crnogorskim jezikom.

Priručnik ima za cilj da pruži informacije i alatke za primjenu, uglavnom namjenjene nastavnicima, stručnim saradnicima, direktorima osnovnih škola, kao i RE asistentima. U cilju veće upotrebljivosti Priručnika, usmjerili smo se na osnovne alatke i uključili studije slučaja, kao i najbolje primjere prakse.

Ključni pristup tokom uvođenja upravljanja slučaja u Crnoj Gori zasnivao se na sljedećim principima:

- Razvijanje kulture škole sa prijateljskim odnosom prema deci¹, koja znači dobrošlicu za decu Rome i Egipćane
- Stvaranje povjerenja i umrežavanja između RE zajednica i škola
- Uvođenja struktuirane i praćene vršnjačke podrške
- Veće uključivanje RE roditelja u školske aktivnosti
- Direktan rad sa decom koja imaju poteškoće u školi, u porodicama i u saradnji sa NVO-ima i centrima za socijalni rad
- Konstantan rad sa RE asistentima na svim gore pomenutim problematikama

¹ Child friendly school - UNICEF

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► Skraćenice

ZZŠ	Zavod za školstvo
MEIS	Glavni projekat informacionog sistema obrazovanja RCG (Montenegrin Educational Information System)
MP	Ministarstvo prosvjete
M&E	Monitoring i evaluacija
NVO	Nevladina organizacija
JU	Javna ustanova
RE	Romi i Egipćani
RC	Resursni centar
REF	Roma Education Fund
ON	Obuke za nastavnike



► Uvod

„Pružiti šansu svoj deci”

Projekat „EU – Crna Gora Servisi inkluzivnog obrazovanja” sproveden je od decembra 2011. do marta 2013. u saradnji sa Ministarstvom obrazovanja. U komponenti 2 bavio se inkluzijom RE dece u sistem obrazovanja i vaspitanja. Ključne aktivnosti ove komponente su bile:

- dvonedeljne intezivne aktivnosti pripremih vrtića za decu Rome i Egipćane u cilju povećanja spremnosti za školu i
- uvođenje upravljanja slučaja i suzbijanje odustajanja od školovanja u osnovnim školama.

Saradnja na pilotiranju modela upravljanja slučaja ostvarena je u četiri grada i osam osnovnih škola:

1. Podgorica: „Bozidar Vuković Podgoričanin”, „Marko Miljanov”, „21. maj”, „Savo Pejanović”,
2. Nikšić: „Mileva Lajović Lalatović” i „Olga Golović”
3. Tivat: „Drago Milović”,
4. Berane: „Radomir Mitrović”.

Osnovno obrazovanje je osnovno ljudsko pravo zagarantovano svoj deci u Crnoj Gori². Suzbijanje odustajanja nije lako provesti u svakodnevnom životu škole. Upravljanje slučaja treba uključiti u sistem obrazovanja i vaspitanja kao sastavni dio pružanja visokokvalitetnog obrazovanja.

Priručnik sadrži četiri poglavlja:

Poglavlje 1: Sprovođenje upravljanja slučaja

Poglavlje 2: Struktura i pristup u upravljanju slučaja

Poglavlje 3: Pedagoški pristup u upravljanju slučaja

Poglavlje 4: Outreach aktivnosti – u susret ciljnim grupama

² Zakon o osnovnom vaspitanju i obrazovanju Crne Gore, član 4.
<http://www.gov.me/files/1118409258.pdf>



Prvo poglavlje bavi se osnovnim informacijama, teorijskim osnovama i vidovima napuštanja i odbijanja školovanja.

Drugo poglavlje usmjereno je na pristup i strukturu upravljanja slučaja koja se odnosi na adekvatne pristupe u primjeni ovog modela rada, identifikaciju djece u riziku, pokazatelje koji ukazuju na mogućnost odustajanja ili napuštanja škole. Nastavnici, stručni saradnici i uprava škole imaju direktan kontakt sa decom. Ovaj dnevni direktni kontakt omogućava im da primjete probleme koji se mogu pojaviti, a odnose se na pohađanje, ponašanje i učinak u razredu, organizaciju saradnje nastavnog osoblja sa stručnim saradnicima, RE asistentima i direktorima. Posebno se bavi saradnjom sa RE asistentima koji još nisu sastavni dio obrazovnog sistema, ali igraju ključnu ulogu u povezivanju škole sa RE zajednicom, nastavnika sa roditeljima i RE djece sa nastavnicima, naglašavajući podršku deci za uključivanje i ostanak u institucijama vaspitanja i obrazovanja.

Pedagoškim pristupom u upravljanju slučaja se nalaze mjere koje će obezbijediti atmosferu dobrodošlice i davanje podrške kada se problemi pojave.

Četvrto poglavlje odnosi se na podršku iz zajednice i bavi se mjerama koje škola preduzima da bi obezbjedila saradnju sa ljudima, institucijama, organizacijama van škole. Ključni partneri su roditelji, RE zajednice i njihove vođe, NVO-i koji rade u i sa RE zajednicama, Centri za socijalni rad i Opštine. Fokus saradnje sa roditeljima odnosi se na njihovo veće uključivanje u školske aktivnosti i unapređenje komunikacije između nastavnika i roditelja. Fokus u saradnji sa zainteresovanim stranama je poboljšanje sprovođenja upravljanja slučaja za učenike i učenice u riziku od odustajanja i/ili onih koji su već napustili školu.



1. Sprovođenje upravljanja slučaja/case management

Uraditi sve što je moguće kako bi se zadržala sva djeca u školi

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Uvod u upravljanje slučaja

Prvi korak u sprečavanju odustajanja od školovanja je analiza situacije bez uključivanja predrasuda i uključuje prepoznavanje osnovnih, teže vidljivih problema.

U okviru projektnih aktivnosti urađena je analiza situacije za napuštanje osnovnog školovanja u crnogorskim školama. Identifikovani su sljedeći uzroci:

1. Uzroci koji se odnose na kvalitet obrazovanja i tretman ciljnih grupa,
2. Uzroci koji se odnose na socio-ekonomsku i kulturnu pozadinu djece Roma i Egipćana.

1.1 Pedagogija, vaspitanje i obrazovanje

Crnogorsko društvo prolazi, nažalost još uvijek, kroz godine tranzicije i u svima oblastima prepoznatljivi su različiti fenomeni koji ukazuju na još uvijek nedovoljno sazrele uslove za odvijanje kvalitetnog života u svim sferama, pa i u oblasti obrazovanja i vaspitanja. Puno napora učinjeno je na polju reforme obrazovanja, kao i donesenim zakonskim



okvirima koji daju mogućnost za dalje unapređenje sistema i poboljšanje kvaliteta.

Svaki pokušaj da se sistem unaprijedi počinje prepoznavanjem izazova i suočavanjem sa njima, kao i preduzimanjem mjera da se pozitivne promjene dogode.

U narednim redovima osvnućemo se na izazove koji se odnose na pedagogiju, vaspitanje i obrazovanje u crnogorskom osnovnoškolskom sistemu u okviru kojeg je Projekat sprovodio svoje aktivnosti. Treba takođe istaći da je sistem dajući šansu mnogim programima koji su radili na unapređenju, naročito inkluzivnih praksi, ipak uspio da podrži dio pozitivnih promjena. Osim toga imamo ne mali broj individualnih primjera nastavnika i stručnog osoblja koji su ulagali u svoj profesionalni razvoj i kao takvi sada predstavljaju dragocjen resurs za dalji kvalitetan razvoj sistema.

Kad govorimo o uzrocima koji se odnose na kvalitet obrazovanja i tretman ciljnih grupa mislimo na dvije kategorije:

- a. Diskriminatorni tretman i komunikacija od strane dijela nastavnika i dijela osoblja u školama,
- b. Nedovoljan kvalitet obrazovanja koji se odnosi na nedostatak primjene adekvatnih pristupa u radu sa decom i korišćenja holističkog pristupa od strane dijela nastavnog osoblja.

Ovi problemi najčešće nijesu „vidljivi” na prvi pogled, kao oni koji se reflektuju kroz loša akademska postignuća dece, ali imaju vrlo snažan negativan uticaj na razvoj djeteta i ispunjavanje njihovih punih potencijala.

- a. Postoje različite vrste diskriminacije prema deci od strane nastavnika. Nekada se oni ogledaju u načinu na koji nastavnici komuniciraju sa decom, koristeći diskriminatorni jezik koji podrazumijeva isključivanje grupa iz procesa vaspitanja i obrazovanja, bez obzira na njihovu fizičku prisutnost na nastavi. Komunikacija takođe može biti selektivna, dajući prioritete jednoj grupi u procesu komunikacije i diskusije u odnosu na drugu decu različitog etničkog porijekla, pola, posebnih potreba, nadarenu decu ili siromašnu decu. Selektivnu komunikaciju nekada takođe prepoznajemo po komentarima na odgovore učenika, ocjene i uključivanje u različite aktivnosti.
- b. Nedovoljno ozbiljna kategorizacija sponosti razumijevanja i korišćenja zvaničnog jezika u nastavi takođe predstavlja početnu i bitnu prepreku da se деца uključe u proces nastave i učenja onako kako i koliko bi realno mogla postići. Ona se odnosi na donošenje subjektivnih zaključaka o sponostima razumijevanja i korišćenja jezika i po-



tenciranja pojave tzv. „jezičkih barijera“, koji postaje ustaljen termin za sve situacije u kojima nastavnik ne pokušava da prilagodi pristup detetu, već osporava sposobnosti deteta da komunicira na zvaničnom jeziku. U nekim slučajevima sposobnost je zaista umanjena, ili dijelimično umanjena, ili postoji sposobnost razumijevanja i sl. Međutim da bi svako dijete dobilo tretman koji zasluhuje i koji mu pruaju zakonski okviri, reforma obrazovanja, kao i osnovna i univerzalna dečija prava potrebno je više pažnje posvetiti individualiziranom pristupu. Činjenica koja posebno brine u ovom dijelu je kako se vrši procjena i naravno u kom vremenskom periodu se ona događa, kao i da li se kreiraju, planiraju i preduzimaju odgovarajuće pedagoške mjere, u vidu adekvatnih pristupa u radu sa decom, i da li se prati napredovanje.

Fitim Pajazitaj, Elvis Beriša – RE asistenti
Bojana Laković – Projekt asistent

Studija slučaja Samante iz romske i egipćanske domicilne zajednice³

Samanta je osmogodišnja devojčica iz domicilne romske porodice koja je upisana u prvi razred. Na časovima je učiteljica primijetila da Samanta ne želi da se uključi u nastavu i da komunicira sa vršnjacima. Svaki pokušaj učiteljice da uključi Samantu u nastavu bio je neuspješan. Zato je na nedeljnom sastanku RE asistenta i pedagoga dogovoreno da se proba drugačiji način uključivanja i motivisanja Samante.

Organizovan je individualni razgovor asistenta sa njom, gde je u početku i dalje bila nezainteresovana. RE asistent je na početku radio po upitniku u kojem je formirao nekoliko pitanja kako bi došao do zaključka o uzroku nezainteresovanosti. Međutim, to nije funkcionisalo pa je prešao na slobodan razgovor sa Samantom. Da bi je motivisao i zainteresovao za razgovor asistent je počeo da priča o svom detinjstvu i igrama koje je volio da igra sa svojim vršnjacima. Rekao joj je i koji su mu bili omiljeni predmeti i šta je najviše volio da radi u školi. Takođe, naslikao je za nju crtež svog omiljenog crtanog junaka Gokua. Nakon toga je pitao da li bi i ona nešto

³ Ovaj slučaj je opisan autorima, ali je u priručniku uspostavljena anonimnost kako bi se zaštitile osobe uključene u njega.



nacrtała za njega i Samanta je pristala. Nacrtała je loptu i jabuku, a onda je pitala asistenta da li bi on htio da zajedno igraju njenu igricu koja se zove „koka-kola“. Nakon tog razgovora đevojčica je primjetno počela da se uključuje u nastavu, a na odmorima je počela da se druži sa đecom.

Učiteljica je kao uzrok Samantinog neraspoloženja i nezainteresovanosti tokom nastave navodila „jezičke barijere“. Pošto je Samanta razumjela službeni jezik, mišljenje RE asistenta je da treba posvetiti više pažnje u pristupu u radu sa njom.

Da bi se prevazišle situacije u kojima nastavnici tvrde da su problem jezičke barijere bitno je:

- Voditi evidenciju o đeci koja nijesu zainteresovana za nastavu,
- Obavljati neđeljne razgovore sa RE asistentom i pedagogom u cilju zajedničkog pronalaženja rješenja za motivaciju đece,
- Posvetiti više pažnje u radu sa nezainteresovanim, stidljivom đecom u cilju njihove motivacije za učešće u nastavi, jer veliki dio đece koja su u prvom razredu imaju strah da ne pogriješe, da ne budu ismijani, da ne budu kažnjeni (rad na razvijanju socijalnih vještina).

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Osim diskriminatorne komunikacije, postoji još nekoliko bitnih vidova diskriminacije, kojih su nastavnici nekada manje ili više svjesni, a odnose se na postavku samog razreda i atmosferu koja se stvara u učionici. Nije rijedak slučaj, na primjer, da đeca Romi i Egipćani sede u zadnjim klupama, sa parom svoje etničke pripadnosti. U nekim slučajevima, nastavnici ne prepoznaju negativne posljedice po inkluziju i integraciju đeteta u svoju vršnjačku grupu kao i u proces nastave. Dakle, ne osvješćuju moguće negativne uticaje koji demotiviraju đecu da se aktivno uključe, a sa druge strane ih podstiču da se povlače, stide i ostanu izolovani. U nekim slučajevima i kada su svjesni posljedica ove konkretne pojave, ne preduzimaju mjere uz izgovor da su to želje i potrebe samog đeteta i slično.

Diskriminatorni tretman može uticati na dodatnu demotivisanost đece da se uključe aktivno u život odjeljenja i nastavni proces.

**Diskriminišući tretman**

- Diskriminišući i seksističan jezik
- Diskriminišuće ponašanje prema raznim grupama ili pojedincima
- Korišćenje stigmi, maltretiranje učenika
- Dozvoljavanje/ignorisanje stigmi, maltretiranje ili primoravanje na rad među učenicima
- Nedostatak motivacije za učešće svih učenika u interaktivnim, participativnim i kreativnim diskusijama
- Odbijanje marginalizovanih učenika u procesu nastave i učenja
- Nedostatak objektivnosti prema učenicima u odnosu na pol, jezik, etničku grupu, religiju, ili posebne potrebe, itd.
- Nedostatak ohrabrivanja marginalizovanih učenika za aktivno učešće i kritično razmišljanje
- Nedostatak suprotstavljanja diskriminišućim situacijama

Nastavna metodologija

- Neuključivanje u diskusiju o diskriminišućim temama o rasi, polu, razlikama među učenicima
- Neohrabrivanje grupnog rada uz mješovito učešće
- Neohrabrivanje podjele stavova i emocija
- Netolerancija prema slabom učinku učenika
- Nedostatak izazova za diskriminišući tekst školskih knjiga i vizuelnih sadržaja
- Raspored u odjeljenju (npr. klupe i šedenje)
- Ocjena učenika (npr. pristrasno, polno)
- Nedostatak igranja uloga
- Nedostatak projekata učenika

Uprkos činjenici da su praktičari uglavnom motivisani i visokokvalifikovani, ipak postoji potreba za unapređivanja sljedećeg:

- Svjesnosti o diskriminatornom ponašanju koje demotiviše decu da se aktivno uključe i učestvuju,
- Osnovnih interkulturalnih stavova, vještina i znanja,
- Obrazovnih stilova i tehnika, kao što je veća upotreba interaktivnog rada, prepoznavanje grupnih i individualnih potreba i kreiranje aktivnosti u skladu sa potrebama dece,
- Obrazovni pristup ili stil rada, jer je ili isuviše popustljiv ili autoritarni,
- Definisanju upravljanja slučaja, prije svega upoznavajući se sa strukturom upravljanja slučaja, načinom primjene. Naredni korak čini definisanje specifične problematike u okviru školske zajednice na koje upravljanje slučaja treba da odgovori. Naravno, prije dizajniranja naj-



boljeg modela upravljanja slučaja treba uzeti u obzir i neke od opštih pojava na koje treba uticati. U ovoj fazi najbitnije je biti iskreno motivisan da se prepoznaju i dalje „tretiraju“ uzroci koji dovode do negativnih efekata i posljedica,

- Sprečavanju odbijanja i odustajanja od školovanja,
- Reintegracije odustale dece u školski sistem.

1.2 Odbijanje školovanja, napuštanje i reintegracija⁴

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

U ovom dijelu priručnika bavićemo se preciznijim definisanjem odbijanja i napuštanje škole, te reintegracije u crnogorskoj realnosti. Ovakav pristup važan je jer omogućava širi koncept nego onaj koji je vidljiv i prepoznatljiv nastavnicima i ostalima koji žele da se bave razumijevanjem i uticanjem na problematiku napuštanja škole.

1.2.1 Napuštanje

Napuštanje se odnosi na decu koja⁵:

- Napušte školovanje tokom obaveznog obrazovanja,
- Napušte školovanje nakon obaveznog obrazovanja,
- Neregistrovanu decu školskog uzrasta koja uopšte ne pohađaju obavezno obrazovanje.

⁴ Ovaj dio poglavlja za polazište uzima priručnik „Postupanje sa slučajevima odbijanja i napuštanja škole“, Priručnik praktičnog rada, Dr. Sibylle Hielscher, MA. Vlera Kastrati, Copyright©2012. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Priština, Oktobar 2011.

⁵ Prema UNESCO pod „napuštanjem“ se podrazumjeva prekidanje školskog obrazovanja sa nezavršenim početnim ciklusom ili programom. Jedna od najpoznatijih definicija je Morrowa definicija (1987): „napuštanje je kad ranije upisani učenik prestaje biti aktivno upisan zbog neopravdanog odsustva od petnaest ili više uzastopnih dana, koji nije ispunio lokalne standarde za završetak razreda i za kojeg nije primljen nikakav poseban zahtjev za upisivanje u neku drugu obrazovnu instituciju koju je država licencirala“.



Situacija u školama pokazuje da je napuštanje konstantan fenomen u obrazovnom sistemu. Napuštanja koja se dešavaju tokom obaveznog obrazovanja su relativno mala tokom prvih razreda uglavnom iz razloga što ne postoji ponavljanje razreda i godine u prvih pet razreda osnovne škole.

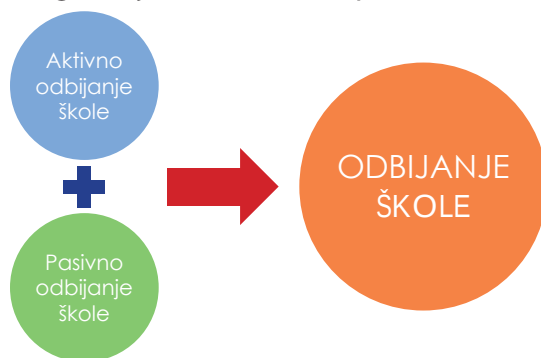
Nakon ove faze obrazovanja, od 6-9 razreda, povećava se stopa napuštanja škola i značajnija je na kraju obaveznog obrazovanja. Svake godine veći broj učenika nije u mogućnosti da se upiše u više srednje škole.

Što se tiče slučajeva napuštanja za one koji nijesu upisani tačan broj je nepoznat.

1.2.2 Odbijanje

Možemo napraviti razliku između aktivnih i pasivnih formi odbijanja škole koji mogu dovesti do slučajeva napuštanja i neuspjeha dobijanja diploma koje svjedoče o osnovnoškolskom obrazovanju. Nije uvijek lako napraviti razliku i identifikovati ih jer postoji mnogo različitih načina. Veoma korisnu definiciju je dao njemački projekat „Druga šansa“⁶:

- Aktivno odbijanje škole: Učenici neprekidno odsustvuju i/ili nijesu u školi ili jesu prisutni ali odbijaju da učestvuju u nastavi ometajući nastavu.
- Pasivno odbijanje škole: Učenici su prisutni ali ne učestvuju u nastavi i ne pokazuju interesovanje (duhovno odsustvo/sanjarenje). Ili učenici nijesu u školi, ali njihovo odsustvo nije nerazumljivo (npr. veliki broj odsustava zbog manjih zdravstvenih problema).



Učenici koji pasivno odbijaju školu obično ne privlače pažnju. Lakše je identifikovati učenike koji aktivno odbijaju školu.

⁶ Bundesministerium für Familie, Senioren, Frauen und Jugend: Jugend Stärken. Die 2. Change – Schulverweigerung. ESF Programm: Arbeitshilfe zur Checkliste – Formen der Schulverweigerung – Version 5. Stand 04.01.2010.



1.2.3 Reintegracija

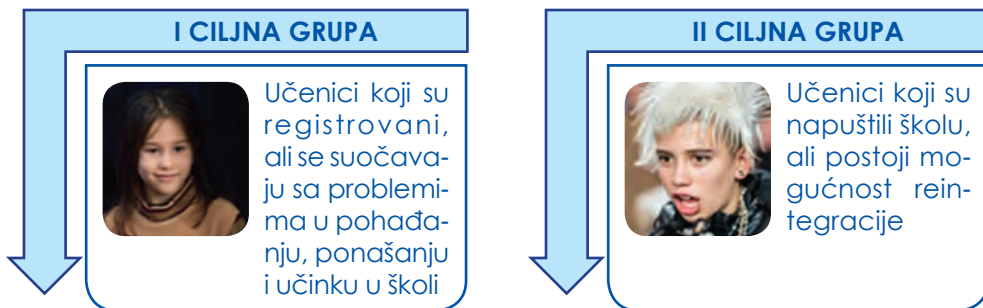
Reintegracija je proces vraćanja i integracije u školu onih učenika koji su napuštali ili odbijaju škole. Reintegracija se odnosi na tri različite vrste učenika:

- Učenici koji su se upisali u školu, ali su prestali da je pohađaju (oni koji su je napuštili),
- Učenici koji se nijesu upisali u školu, ali se vraćaju formalnom sistemu nakon pohađanja dopunskih kurseva,
- Učenici koji odbijaju školovanje.

Konačni rezultat reintegracije je vraćanje onih koji su napustili školu u formalni sistem obrazovanja.

1.3 Ciljne grupe

Sprečavanje napuštanja odnosi se na dvije različite grupe učenika/učenica:



2. Struktura i pristup u upravljanju slučaja

„Nije važno ŠTO radite nego KAKO radite!”

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

„Pristup školski usmjereno upravljanje slučaja je strategija koja je proizašla iz zabrinutosti škola za decu koja nijesu uspješna u školi zahvaljujući interakciji različitih uticaja škole, doma i društva” (Smith, 1).



2.1 Koraci u upravljanju slučaja

Pristup školski usmjereno upravljanje slučaja uglavnom se odnosi na indentifikaciju klijenata, procjenjivanju njihove situacije i razvijanju „koordinisanog plana servisa” (Smith, 2). Sprovođenje i monitoring realizacije usluga i evaluacije efektivnosti strategije obuhvataju ishode primjene modela.



2.2 Identifikovanje dece u riziku od odustajanja

Ko identifikuje učenika/učenicu u riziku od napuštanja školovanja?

Prvi korak u obezbjeđivanju uslova za upravljanja slučaja preduzima profesor razredne nastave/razredni starješina.

Uloga nastavnika je da identifikuje i podrži učenika na nivou odjeljenja; odgovarajuća i održiva podrška učenika pod rizikom zahtjeva angažovanje šire grupe ljudi.

Slučaj može biti podijeljen interno u okviru škole sa sljedećim zaposljenima:

- Direktor i zamjenik direktora škole,
- Nastavnici i savjeti nastavnika na nivoima razreda,
- Školski psiholog,
- Školski pedagog,
- Školski odbor,
- Udruženja roditelja,
- Đaci (npr. učenici iz viših razreda (6-9) istog nastavnika).



Kako identifikovati učenika/učenicu u riziku od napuštanja školovanja?

Većina učenika u riziku su pod uticajem nekoliko faktora rizika. Indikatori napuštanja škole i indikatori odbijanja škole su mnogostruki i složeni. Ovi indikatori nijesu neposredni ad hoc sistemi, već više čine trajnije ponašanje koje dovodi do postupnog skoro neprimjetnog napuštanja. Vrlo je važno, a i moguće, identifikovati faktore rizika i decu u riziku. Ukoliko se деца u riziku što ranije identifikuju to i mjere sprečavanja napuštanja imaju veće efekte.

Jadranka Gavranović, Jelena Mrvošević – stručne saradnice
Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Pokazatelje koji ukazuju na faktore rizika napuštanja školovanja podijelili smo na kvalitativne i kvantitativne. Kvantitativne pokazatelje je lakše primjetiti i pratiti i uglavnom nalaze uporište u školskim i ostalim pravilnicima, kao i drugim sličnim dokumentima. Kvalitativni pokazatelji nam često mogu ukazati na više pojava i odnose se na pojave i procese koji su takođe mjerljivi i nije ih teško prepoznati ukoliko koristimo adekvatan pristup u definisanju.⁷

I KVALITATIVNI POKAZATELJI SU:

- Neredovni dolasci u školu;
- Sklonost započinjanju i učestvovanju u tučama;
- Destruktivan odnos prema školskoj imovini;
- Destruktivan odnos prema školskom priboru;
- Verbalno nasilje;
- Neopismenjenost djeteta u predmetnoj nastavi;
- Provođenje puno vremena na ulici i posljedično – približavanje porocima (pušenje, alkohol, droga) i drugim oblicima rizičnog ponašanja (krađe, prosjačenje, rano stupanje u seksualne odnose, prostituisanje);
- Prinudni rad: prikupljanje sekundarnih sirovina, rad na pijaci, teški fizički rad;

⁷ SMART princip u definisanju kvalitativnih pokazatelja može olakšati definisanje, mjerenje, vremenski okvir.



- Nedovoljno poznavanje jezika : ne razumije djelimično ili u potpunosti službeni jezik, razumije ali ne govori službeni jezik, ne razumije, otežano usvaja i koristi dio pojmova;
- Nedovoljna razvijenost adekvatnih socijalnih vještina: problem u individualnoj i grupnoj komunikaciji, predstavljanju, nedostatku inicijative u kreiranju kontakta, i učešću u aktivnostima, nemogućnosti prikupljanju informacija, rezonovanju i donošenju samostalnih odluka, nesposobnosti i da se prepoznaju i otvoreno ispolje potrebe, nesposobnost da se izraze i iskomuniciraju ideje, nedostatak kreativnosti i sposobnosti njenog ispoljavanja, nesposobnosti da se prepoznaju potrebe drugih i poštovanja potreba drugih;
- Nemanje razvijenih odnosa sa decom svoje vršnjačke grupe iz škole: rijetko verbalno komunicira, izbjegava susret pogledom, fizički se izdvaja iz grupe, sedi sam, rijetko se smije i šali sa vršnjacima, ne traži i ne pruža pomoć, ne učestvuje u spontanim slobodnim aktivnostima (odmor i sl.);
- Nedostatak pozitivnog međusobnog efekta u odnosu učenik – odjeljski starješina.

II KVANTITATIVNE POKAZATELJE ČINE:

- Broj izostanaka⁸;
- Broj individualnih razgovora učenika i stručne službe;
- Broj individualnih razgovora učenika i odjeljskog starješine;
- Broj individualnih razgovora sa roditeljima;
- Broj usmenih poziva roditeljima;
- Broj pismenih poziva roditeljima;
- Broj preduzetih vaspitnih mjera (usmena opomena, pismena opomena, Ukor direktora, Ukor Nastavničkog vijeće).

U cilju definisanja indikatora za pojedine slučajeve na kojima radimo, može biti korisno upotrijebiti SMART principe koji se odnose na specifičnu pojavu koja je mjerljiva, koja se desila, realna je i takođe vremenski definisana.

⁸ Dobra praksa i preporuka za dalje bi bila smanjiti toleranciju na izostanke učenika, zbog stvaranja dugoročno negativnih posljedica po dijete/mladog čovjeka. Tolerisanjem čestih izostanaka, deca/mladi gube kontinuitet u pohađanju i praćenju nastave što otežava reintegraciju i otežava usvajanje i praćenje gradiva.



2.3 Pristup u upravljanju slučaja

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Pristup u upravljanju slučaja je participativan što podrazumijeva uključivanje svih koji su angažovani direktno i indirektno na reintegraciji djece koja su napuštala školovanje ili su u riziku od napuštanja školovanja.

Pristup usmjeren na rješenje problema, radije nego na fokusiranje na problem i pasivan odnos.

U ovom dijelu na samom početku fokusiraćemo se na kvalitativne karakteristika rada u upravljanju slučaja tj. samom pristupu koji nude nastavnici i ostali uključeni.

Specifičnije, osvrnućemo se na opšte karakteristike i potrebe sistema u dijelu profesionalne podrške koja dolazi od nastavnika kako bi se ovaj model socijalne inkluzije sproveo na kvalitetan način.



„Kada govorimo o procesu vaspitanja i obrazovanja u multikulturalnom kontekstu u kome je bitno sticanje socijalnih vještina, važno je istaći značaj razvojnog rada koji podrazumijeva da profesionalci i ostala angažovana lica posjeduju:

- Svijest o potrebama ciljne grupe,
- Socijalne vještine,
- Holistički orijentisan pristup,
- Vještine interkulturalnog učenja koje ohrabruju i kod drugih i sl.,
- Orijentisanost ka profesionalnom usavršavanju.

Socijalne vještine i rad sa decom u multikulturalnom kontekstu na prvom mjestu podrazumijevaju rad na vrijednostima i stavovima koje profesionalac/ka posjeduje. Ovaj prvi nivo je najbitniji, jer se u zavisnosti od vrijednosti i stavova profesionalca/ke dalje razvija odnos prema deci, radu, mogućim postignućima. Dakle, na prvom mjestu, potrebno je da profes-



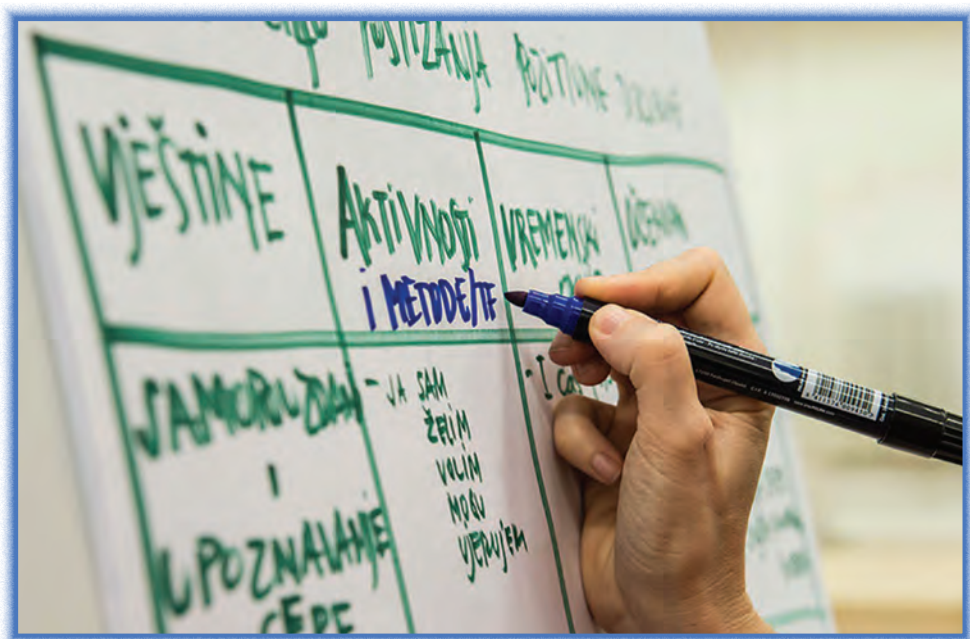
onalci budu jako otvoreni i da lako prihvataju planirane aktivnosti." (Rado-
man, Laković, 2013: 23).

„Holistički pristup u interkulturalnom učenju postiže se primjenom:

- Etike u obrazovanju (vrijednosti-stavovi, principi, procedure, pravila),
- Rad sa decom i uključivanje,
- Saradnja sa porodicama i zajednicom,
- Profesionalizam u kontekstu različitosti (ošetljivost, obrazovanost, sa-
morefleksija).

Holistički pristup u vaspitanju i obrazovanju takođe se ostvaruje putem:

- Primjene neformalnih metoda (interaktivne, procesno orijentisane i
sl.) rada,
- Prakse za cjeloživotno učenje,
- Razvijanja ključnih kompetencija." (Kovačević, 2010: 9).





Rajka Čepić, Jelena Svrkota – nastavnice

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

KORIŠĆENJE RESURSA I IZAZOVA RAZLIČITIH PEDAGOŠKIH PRI-STUPA U RADU SA ĐECOM – KAKO UNAPRIJEDITI PRAKSU

Profesionalno ponašanje kolega u radu sa decom

Resursi	Izazovi	Kako koristimo resurse i izazove?
	Nedovoljna svjesnost o sigurnosti i bezbjednosti učenika u pojedinim aktivnostima koje se realizuju u školi ili van nje, naročito tokom javnih događaja, npr. deca se penju na pomagala u fiskulturnoj sali, a nastavnici ne reaguju na to, devojčica pleše, a nastavnici žele postaviti stolicu ili sto koji predstavlja opasnost, ista devojčica je oskudno odjevena dok je temperatura u sali vrlo niska, dugo čeka svoj nastup i sl.	Poštovanje osnovnih principa u radu sa decom da su mjere sigurnosti i bezbjednosti jasne, ako ne jasne onda dodatno osvještene, preporučene i osigurane od strane svih zapošljenih, čak i tehničkog osoblja putem: • preporuka da odgovorna lica razviju strategiju o bezbjedonosnim uslovima (formiranje timova, davanje jasnih zaduženja svakom članu tima...); • pedagoška služba kroz radionice podiže svijest o značaju bezbjednosti dece (primjeri dobre prakse); • organizovanje edukativnih radionica za decu; • uprava škole daje saopštenje: preporuke i mjere sankcionisanja u slučaju izostatka istih.
	Neprepoznavanje negativnih kulturoloških obrazaca ponašanja dece i roditelja, npr. devojčica XX (6 god.) pleše trbušni ples sa prilično provokativnim pokretima i odjećom (dio je providan, tanak i oskudan).	Osvještivanje negativnih kulturoloških obrazaca i obezbjeđivanje pozitivnih mjera koje umanjuju ili otklanjaju ove pojave u školi kroz: • obezbjeđivanje jasnih, čvrstih preporuka od strane uprave škole po pitanju osnovnih vrijednosti koje se promovišu određenim aktivnostima za decu i sa decom, • upoznavanje različitih kultura kroz seminare, literaturu, druženje (npr. kodeks ponašanja, prepoznavanje i njegovanje pravih vrijednosti...) • formiranje školskog tima za podizanje svijesti o kodeksima ponašanja; • organizovanje radionica za decu i roditelje (prezentacije prihvatljivog i neprihvatljivog ponašanja, kreativne aktivnosti kroz samostalan rad grupa, prepoznavanje različitih



Resursi	Izazovi	Kako koristimo resurse i izazove?
		vrsta prihvatljivog i neprihvatljivog ponašanja, prepoznavanje pozitivnih i negativnih emocija, uočavanje negativnog ponašanja i prijedlozi za njegovo prevazilaženje...)
	Nedostatak intervencije na negativne kulturološke obrasce	Korišćenje kulturoloških obrazaca za podsticanje i razvijanje kritičkog razmišljanja kod dece, npr. diskusije i istraživački radovi u kulturološki mješovitim parovima o ranim brakovima ili isticanju seksualnosti kod dece.
Velika motivisanost da učestvuju u programima događaja		Veliku motivisanost i takmičarski duh usmjeriti na podsticanje saradnje među kolegama i decom, npr. kroz različite grupe koje organizuju događaje (jedan nastavnik vodi tim od 15 dobrovoljaca učenika koji je zadužen samo za obezbjeđivanje bezbjednosti učesnika u priredbi, drugi vodi tim koji dočekuje i raspoređuje goste iz institucija, treći je na čelu tima koji je zadužen za doček i komunikaciju sa roditeljima i sl.)
Atmosfera dobrodošlice	Nepostojanje svijesti o uslovima za atmosferu dobrodošlice	Inicirati mjesečne međusobne posete jednih drugim u različitim odjeljenjima, po unaprijed dogovorenom rasporedu uz uputstva za vježbu kultura učionice od strane kolega koje imaju svijest o faktorima koji su bitni za atmosferu dobrodošlice, pozivati roditelje na zajedničke kreativne aktivnosti, jednom u dva mjeseca ili u toku jednog mjeseca i podsticati njihov doprinos kroz davanje i zajedničku realizaciju ideja.
	Zatvaranje očiju pred problemima napuštanja školovanja od strane dece (npr. do sada se ni u kom slučaju nijesu radile posete roditeljima kad se dešavalo napuštanja, nije postojao odlazak u zajednicu itd.)	Pozvati kolege da se pridruže prilikom poseta porodicama kako bi se postupno približili zajednici Roma i Egipćana. Podsticanje proaktivnog stava oko problema na koje se nailazi.
	Nedostatak otvorenosti za inovativne metode u nastavi (npr. ogledni, ugledni časovi, inovativne, interaktivne metode usklađene sa	Podsticati kolege da primjenjuju inovativne metode rada, davanjem primjera dobrih praksi iz svog rada, uključivanjem i davanjem prilike da „probaju“ ovaj način rada uz vršnjačku podršku.



Resursi	Izazovi	Kako koristimo resurse i izazove?
	preporukama Reforme obrazovanja najčešće nijesu prihvaćene od strane kolega)	
	Neuvažavanje dječijeg mišljenja	Reagovanje i izazivanje ovakvog odnosa prema deci, u cilju skretanja pažnje na štetne posljedice po razvoj djeteta. Dijeljenje i ukazivanje na dobre efekte prakse koja posrazumijeva uvažavanje dječijeg mišljenja i ideja.
Postojanje stručno osposobljenih kardova	Nedovoljna motivisanost i neiskorišćenost stručnih potencijala	Razmjena iskustava sa kolegama koji imaju iskustva i stručno se razvijaju i osposobjavaju. Iniciranje razmjene sa kolegama koji nijesu motivisani da dijele, podrška i upućivanje na dobre prakse usavršavanja iz svog iskustva.
Toplina u pristupu		Osvješčivanje pozitivnih efekata ove vrijednosti i karakteristike na kvalitetan odnos sa učenicima. Razvijanje vještine empatije.
Otvorenost za učenje i profesionalni razvoj		Traženje prilika za razmjenu iskustava u grupama kolega, kao i prilika za profesionalni razvoj koje se nude u sistemu obrazovanja na nacionalnom nivou, istraživanje evropskih programa npr. Pestolazzi program, istraživanje inovativnih praksi i prilika za obuku.
Fleksibilnost		Osvješčivanje korišćenja fleksibilnosti kao vještine u radu sa decom u riziku od napuštanja školovanja koja pomaže njihovu lakšu reintegraciju, takođe osvješčivanjem i postavljanje profesionalnih granica koje prate primjenu ove vještine.
Prijateljski pristup		Osvješčivanje višestruko dobrih efekata primjene prijateljskog pristupa u radu sa decom uz uporedno postavljanje jasnih profesionalnih granica. Istražiti primjenu prijateljskog pristupa "friendly approach" u srodnim pedagoškim profesijama kao što su omladinski rad i sl.
	Ograničeni broj profesionalaca koji se dodatno obučava	Prenositi stečena iskustva kroz što praktičnije metode, neformalno obrazovanje kroz praktičnu obuku kolega



Razmjena sa kolegama

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Model upravljanja slučaja najslikovitije bismo mogli prikazati slagalicom koja je podržana od strane različitih učesnika. Da bi se obezbijedila osnova za saradnju, potrebno je na samom početku pospješiti međusobnu razmjenu nastavnog osoblja.



Sistem upravljanja slučaja uspješan je upravo u dijelu zajedničkog rada na identifikovanju, ocjenjivanju situacije, razvoju koordiniranog plana djelovanja, primjeni i nadgledanju primjene i ocjenjivanju efikasnosti strategije putem razmatranja rezultata.

Nakon prvog koraka, identifikovanja učenika u riziku od napuštanja, veoma je važno uključiti i kolege, koji nijesu već u timu za upravljanje slučaja. Razmjena sa kolegama izvan tima za upravljanje slučaja pomaže kreiranje mreže praktičara, koja može dati puno veće i bolje rezultate. Ova komunikacija pomoći će da nastavnici shvate da postoje i druge slične situacije sa kojim se nose njihove kolege. Ukoliko je postavljena konstruktivno⁹, kako je preporučeno u pristupu upravljanju slučaja, komunikacija može rezultirati nalaženjem rješenja i više alternative rješenja nekog zajedničkog problema. Razmjena takođe može povećati motivisanost i spremnost nastavnika da izvedu proces reintegracije što kvalitetnije i osigurati im neku vrstu dugoročne podrške za primjenu modela, samim tim i pospješivanja pedagoške prakse u upravljanju slučaja i smanjenju napuštanja.

⁹ Korišćenje povratne informacije može pomoći asertivnu i konstruktivnu razmjenu između kolega. Takođe i diskusije usmjerene na razrješenje problema, umjesto isključivo na postojanje istog. Dakle, diskusije koje pomažu nalaženje izvora problema i dalje djelovanje i uticanje na njih radi razrješenja postojećih poteškoća i učenja kako da se slične problemske situacije razrješavaju.



Vrlo je bitno da se ova vrsta unutrašnje podrške radu na reintegraciji učenika prepozna, prizna i podstiče od strane uprave škole, direktora i stručnih saradnika. Takođe je preporučljivo planirati aktivnosti na upravljanju slučaja u okviru godišnjih planova za profesionalni razvoj nastavnika. Ovaj vid podrške praktičarima umanjuje osećaj izdvajanja posebnog vremena za posao koji svakako samo pomaže njihovu praksu, olakšava planiranje i djelovanje na negativne faktore koji uzrokuju napuštanje školovanja.



Razmjena se može odvijati na individualnom i grupnom nivou. Na grupnom nivou njen efekat može biti višestruk ukoliko postoji kvalitetna fasilitacija grupe. Ovo mogu biti formalne grupe, kao što su grupe koje se okupljaju na sastancima aktiva ili one koje se sastaju jednom nedeljno ili u petnaest dana, putem jour fixa koji omogućava redovnu i strukturiranu razmjenu neformalnog tipa koja podrazumijeva korišćenje konstruktivne diskusije i kreiranje planova za djelovanje, međusobnu podršku i sve ostalo što može pomoći proces rada na reintegraciji učenika.



Razgovor sa decom

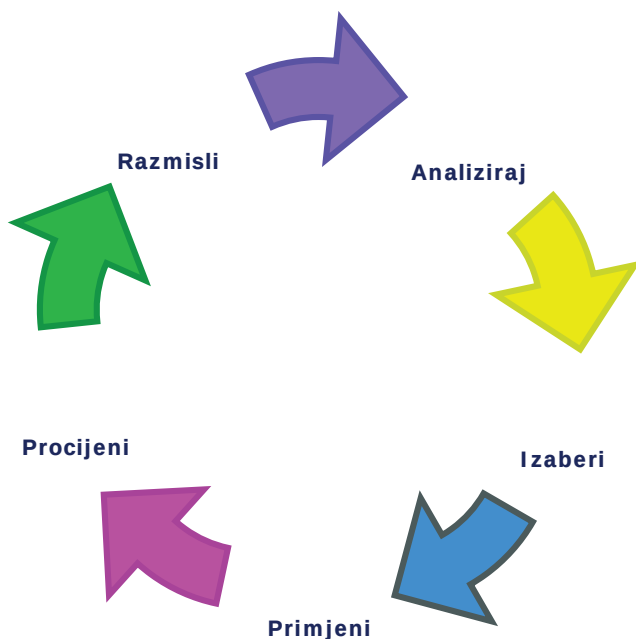
Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Nakon identifikacije učenika pod rizikom, postoji potreba za individualnom podrškom. U ovom poglavlju objašnjavamo kako upravljati ovim u školi i dati informacije o upravljanju slučajevima, takođe objašnjavamo kako sprovesti individualnu analizu i kako sastaviti plan individualne podrške.

USMJEREN RAZGOVOR

Nastavnici se ohrabruju da održe razgovor jedan-na-jedan sa učenicom pod rizikom kako bi identifikovali razloge i utvrdili da li postoje pokazatelji za odbijanje ili napuštanje škole. Usmjereni razgovor je korisno sredstvo za komunikaciju između nastavnika i učenika i analizu njegove/njene situacije. Pomaže u identifikovanju faktora rizika i nalaženju mogućih rješenja situacije. Razgovor sa učenicom treba biti dobro koncipiran i usmjeren kroz sljedeće korake:





I korak:	Razmisli o problemu
II korak:	Što možemo koristiti za rješenje problema?
III korak:	Izaberi jedno od tri
IV korak:	Primjeni
V korak:	Nadgledaj i ocijeni kako je rješenje djelovalo?

Primjer studije slučaja takvog razgovora je naveden u dijelu Alatke (Razgovor nastavnik – učenik¹⁰). U Alatkama se nalazi primjer usmjerenog razgovora koji se odnosi na poteškoće djevojčice iz ruralne sredine. Razgovor pomaže nastavniku i učeniku u boljem razumijevanju situacije i identifikovanju mogućih rješenja.

Komunikacija sa roditeljima

Porodica kao podrška!

Najprecizniji pokazatelj postignuća učenika u školi nijesu prihodi i socijalni status nego sposobnost porodice učenika da:

- Stvori porodični ambijent koji ohrabruje učenje,
- Komunicira na visokom nivou, uz realna očekivanja postignuća njihovog djeteta i buduće karijere,
- Se uključi u obrazovanje svog djeteta u školi i socijalizaciji u društvu.

Rad sa učenicima pod rizikom znači **uključivanje njihovih roditelja i porodica** što je više moguće.

U tekstu koji slijedi navode se tri najrasprostranjenija načina saradnje sa roditeljima:

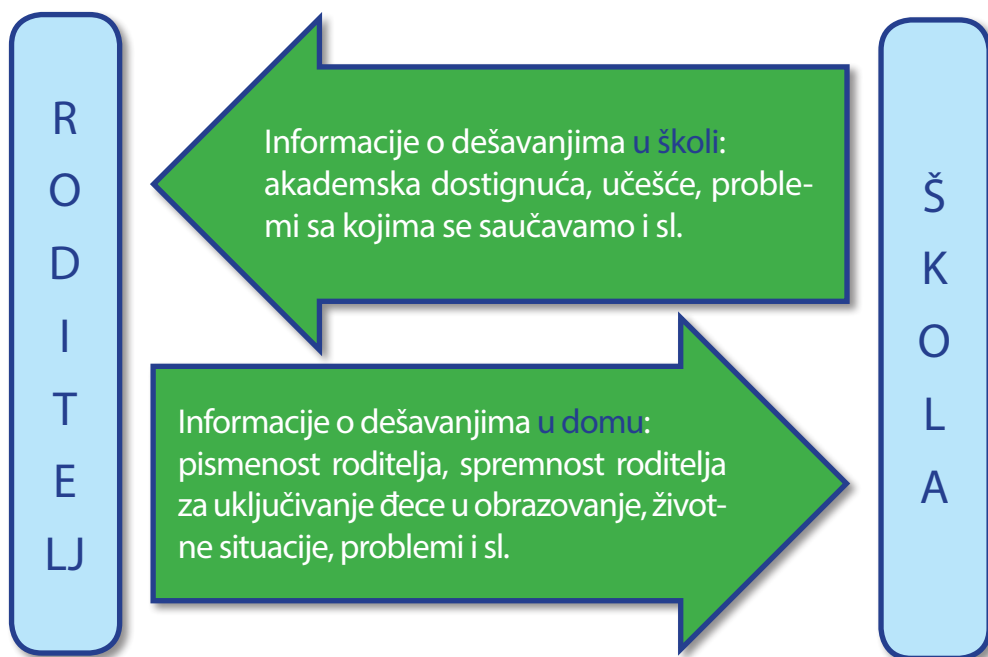
- Pojedinačni sastanci sa roditeljima određenog djeteta kad postoji potreba za tim,
- Grupni sastanci nastavnik – roditelj,
- Kroz udruženje roditelja na nivou škole.

¹¹ Zadržati decu u školi, korišćenje provjeravanja i povezivanja za sprečavanje slučajeva napuštanja (1996) Fakultet za obrazovanje i ljudski razvoj, Univerzitet Minesote.

<http://checkandconnect.org/KeepingKidsInSchool.pdf>



Pomoć roditeljima, kao prvo, ostvaruje se adekvatnim načinom komunikacije sa njima. Komunikacija sa roditeljima treba biti dvosmjerna kako bi bila efikasna:



Kako bi se uspostavila dobra saradnja sa roditeljima potrebno je:

- Stvoriti otvoren odnos sa povjerenjem,
- Pristupiti roditeljima na partnerski način,
- Uključiti roditelje kao partnere,
- Aktivirati resurse roditelja,
- Uspostaviti kulturu škole koja gradi kontinuitet i partnerstvo u odnosu na roditelje.



Neki od praktičnih prijedloga za aktivno uključivanje roditelja u školski život djeteta i školovanje su:

- Zabavni događaji na kojima učestvuju njihova деца,
- Pošete porodicama,
- Učešće u zajedničkim akcijama,
- Aktivno učešće u odboru škole i sl.

U odnosu roditelj – nastavnik potrebno je ostvariti saradnju u partnerstvu koja podrazumijeva sastajanje sa roditeljima na direktnom nivou. Ova saradnja predstavlja još jednu kariku nepohodnu za što bolje ostvarenje djetetovih potencijala. U samoj osnovi odnosa sa roditeljima ključna je volja i želja da se ostvari partnerski odnos u razvoju njihovog djeteta, koji će na prvom mjestu biti koristan za dijete, ali i za osnovne zajednice u kojima boravi i živi, porodicu i školu.

Što je ključno u procesu saradnje sa roditeljima:

- Ohrabriti ih da budu stručnjaci u razvoju svoje djece, da daju doprinos i unesu se u ovaj proces.
- Saradnja sa roditeljima na osnovu partnerstva i obavezujućih dogovora sa obje strane može promijeniti ponašanje roditelja prema obrazovanju i pohađanju škole.
- Često se dešava da su na početku roditelji pasivni i oprezni prilikom sastanka sa roditeljima i/ili direktorom škole, ali većina postaje otvorenija tokom procesa, preuzimajući ulogu „konstruktivnog savjetnika“ svog djeteta.



2.4 Uloga nastavnika, stručnih saradnika, RE asistenata

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Nastavnici čine najdirektnije, samim tim i ključne komunikatore sa decom u školi. Oni dnevno prate rast, razvoj i napredak učenika kroz ponašanja i akademska postignuća dece. U slučaju kad deca pokazuju neka od ponašanja¹¹ nastavnici imaju najeveću ulogu u dijeljenju ovih informacija sa stručnim saradnicima u školi i RE asistentom sa kojim se ostvaruje direktna saradnja. Nekada se dešava da nastavnici prije individualno obavljenog razgovora i mjera podrške detetu koja su propisana, šalje dijete na razgovor sa stručnom službom, i na taj način prenosi veći dio odgovornosti na stručnu službu. Ovako se takođe i zanemaruje tretiranje uzroka ponašanja deteta u direktnom odnosu sa detom što za posledicu može imati nepostojanje kvalitetnog odnosa nastavnik – učenik. Problem će se u ovom slučaju vjerovatno ponoviti, a nekada i biti izazvan sa namjerom da se ode na razgovor kod stručnog saradnika. Tako je odloženo ne samo adekvatno reagovanje na problem, već i mogućnost rješenja istog u komunikaciji nastavnik – učenik, kao i nastavak negativnih obrazaca ponašanja učenika u tom razredu. Takva pojava osim što šteti razvoju i postignućima učenika, ugrožava i autoritet nastavnika kod učenika. Dakle, pravovremeno reagovanje nastavnika, u cilju dijeljenja problema sa stručnim saradnikom i RE asistentom je vrlo bitna akcija, ali ne isključuje dalju ulogu i angažman nastavnika u upravljanju slučaju. Naprotiv ova uloga je najbitnija i podrazumijeva iniciranje formiranja tima za upravljanje slučaju za konkretnog učenika koji pokazuje ponašanja koja ukazuju na mogućnost napuštanja školovanja.

Stručni saradnici, kao podrška nastavnicima i deci, djeluju snažno na dalji razvoj situacije u upravljanju slučaju. Oni su prvi partner i saveznici prilikom formiranja timova i pomaganja definisanja strukture i akcionih planova¹² koji olakšavaju realizaciju aktivnosti u upravljanju slučaju.

¹² Kvalitativni i kvantitativni pokazatelji opisani u Identifikovanje dece u riziku od odustajanja, str. 18

¹³ Akcioni planiranje



U direktnoj komunikaciji sa RE asistentima (koju ćemo opisati u narednom podnaslovu), oni dijele problematiku karakterističnu za pojedine učenike koji su u riziku od napuštanja školovanja ili odbijaju učešće u nastavi i školi i takođe partnerski učestvuju u timovima za upravljanje slučajima sa svim ostalim zainteresovanim stranama.

2.5 Saradnja škole i RE asistenata

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Saradnja škole i RE asistenta takođe čini jednu od najbitnijih veza u upravljanju slučajima i radu na sprečavanju odustajanja od školovanja. Iskustva tokom pilotiranja Projekta pokazala su da angažovani RE asistenti kvalitetno sarađuju sa školama, posebno u slučajevima kada su stručne službe otvorene za saradnju, a oni prihvaćeni kao partner i saradnici. Ipak, nekada se dešava i da se uloga RE asistenta poistovjećuje sa isključivo tehničkom podrškom tj. onom koja podrazumijeva npr. odnošenje obavještenja, komunikaciju sa roditeljima, pomaganje deci da pišu, čitaju i sl. Isključivo ovakav pristup, dugoročno i kvalitativno gledano, nanosi veliku štetu na prvom mjestu deci, njihovom razvoju i postignućima, zatim nastavnicima i njihovim rezultatima, školi i roditeljima. On stavlja u drugi plan i zanemaruje najosnovniji dio u upravljanju slučajima, a to je zajednički, koordinisani, partnerski i saradnički odnos, u kome se izgrađuju povjerenje, podrška i efikasno djelovanje, dijeljenjem odgovornosti, iskrenim i nesebičnim učinkom svih zarad dobrobiti učenika, posebno onih učenika u riziku od napuštanja školovanja. Dakle, odgovornost i uloga u procesu sprovođenja upravljanja slučajima treba biti dobrovoljna, svjesno odabrana i obavezujuća, kako bi se ostvarili planirani ciljevi.

Saradnju i strukturiran rad RE asistenta i stručne službe olakšava tzv. Jour fix, koji se praktikuje kao redovno sredstvo rada. On predstavlja najređe jedan dan u nedjelji koji je uvijek isti (npr. ponedjeljak) i određeno isto vrijeme toga dana (npr. 09:30h). Jour fix je prilika da se razmijene bitne informacije u vezi sa učenicima, ponašanjem i učinkom u školi koje su dobijene od nastavnika, da se prodiskutuju moguće akcije u vezi sa tim i dogovore naredni koraci.



2.6 Biti RE asistent

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

POVEZIVANJE ĐECE ROMA I EGIPĆANA I NASTAVNIKA, NASTAVNIKA I RODITELJA, ŠKOLE I ROMSKIH ZAJEDNICA

Uloga RE asistenta je višestruka i istovremeno vrlo zahtjevna, zato je potrebno da asistenti imaju izgrađene kapacitete i dovoljne kompetencije da zajedno sa svim ostalim odgovornim u ovom procesu najbolje moguće odgovore potrebama djece, roditelja, obrazovnog sistema. Ipak, RE asistenti podržavaju – oni nisu isključivo odgovorni za sprovođenje svega već navedenog, već svoje aktivnosti obavljaju u dogovoru i saradnji sa školskim pedagozima i/ili psiholozima koji skupa sa nastavnicima imaju glavnu odgovornost u ovom procesu.

RE asistenti ostvaruju nekoliko ključnih polja podrške upravljanju slučaja:

- Podrška u ostvarivanju komunikacije sa roditeljima,
- Podrška stvaranju veze između roditelja i škole – posredovanje,
- Pružanje podrške vaspitnom procesu,
- Pružanje pedagoške podrške.

Sva područja podrške odnose se na podršku deci, roditeljima i samim tim sistemu vaspitanja i obrazovanja unutar škola.

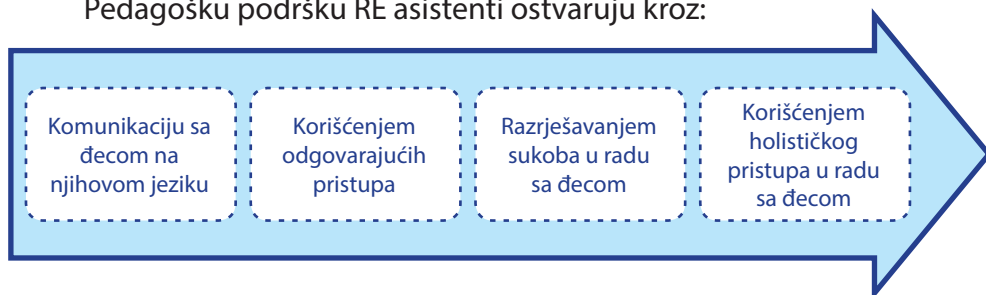
U prethodnim poglavljima smo se već bavili komunikacijom sa roditeljima, ostvarivanjem veze, i jednim dijelom vaspitanog procesa i pedagoške podrške.





Zapažanja praktičara i ostalih angažovanih tokom pilotiranja Projekta odnosila su se na vrlo kvalitetnu ulogu RE asistenata u pedagoškoj podršci deci. Ona se ogledala u vrlo uspješnim razgovorima sa učenicima, kao i grupnim aktivnostima koje pomažu reintegraciju dece i mladih u sistem školovanja. Poseban dio ovog odnosa čine aktivnosti kreirane i usmjerene na potrebe dece i mladih u cilju vraćanja u školu, a čine dio outreach aktivnosti (onih planiranih i ostvarenih u susret ciljnim grupama, i u potrazi za njima van škole).

Pedagošku podršku RE asistenti ostvaruju kroz:



Fitim Pajazitaj, Elvis Beriša – RE asistenti
Bojana Laković – Projekt asistent

Uloga RE asistenata u upravljanju slučaja je detaljno postavljena u njihovom opisu poslova. Opšta iskustva RE asistenata u pilot fazi upravljanja slučaja su da su deca više odustajala od školovanja u nižim razredima, kao i da su za to roditelji najviše odgovorni. Uglavnom su razlozi odustajanja od školovanja loši materijalni uslovi. Pojedinačna iskustva RE asistenata iz pilot faze upravljanja slučaja su navedena u tekstu koji slijedi:

RE asistent u pilot školi Božidar Vuković Podgoričanin, Fitim Pajazitaj je radio na sprečavanju odustajanja dece od školovanja u prvom razredu zajedno sa upravom škole. Po njegovom mišljenju glavna uloga RE asistenta je motivisanje i informisanje roditelja i dece o obavezi školovanja i motivisanje dece za uključivanje u nastavu, posebno dece koja imaju jezičke barijere i dece koja nijesu zainteresovana za nastavu. On smatra da više pažnje u učionici treba posvetiti upravo ovoj deci na način što će im se sopstvenim primjerom dati motivacija da se uključe u rad.

Glavni izazov na koji je naišao na samom početku rada na upravljanju slučaja je nerazumijevanje uloge RE asistenta od strane zajednice, posebno



zbog toga što je mlad, pa kao način prevazilaženja istog preporučuje ozbiljan pristup porodicama i iskreno predstavljanje interesa roditelja i dece u obrazovanju.

U radu na rješavanju „slučajeva“ najlakše mu je bilo da uspostavi komunikaciju sa decom bilo kog uzrasta, mada priznaje da je mnogo lakše bilo raditi sa decom u nižim razredima.

Kao glavni problem za motivaciju i uključivanje dece u nastavu vidi izgovore nastavnika da su jezičke barijere glavni uzrok njihove nezainteresovanosti za aktivno učešće u nastavi, zbog čega ta deca vrlo brzo odustaju od školovanja. S toga je uloga RE asistenta u ovom slučaju vrlo važna.¹⁴



Uloga RE asistenta u upravljanju slučaja je važna i zbog ličnog osnaživanja dece, u smislu sticanja samopouzdanja ali i prevazilaženja jezičkih barijera sa kojima se jedan broj RE dece i dalje suočava.

Studija slučaja - Sabedin

Sabedin je šestogodišnji dječak, učenik prvog razreda osnovne škole. Odmah na početku školske godine počeo je da dolazi u školu u pratnji nekog od članova porodice i nije htio da prihvati da ostane sam u učionici zajedno sa drugim učenicima. Iako je bio prihvaćen od dece i družio se sa njima, plakao je i histerisao svaki dan posebno kad izađu članovi porodice iz učionice.

¹⁴ Studija slučaja sa početka Priručnika, str. 11



Učiteljica je zajedno sa RE asistentom, pedagogom i logopedom odlučila da radi na osnaživanju deteta i njegovom zadržavanju u školi, na način što su organizovane dvije kućne posete porodici, individualni razgovori sa logopedom, pedagogom i RE asistentom, a unutar učionice vršnjačka edukacija. Uz pomoć ovih metoda dječak je dovoljno osnažen, da sada dolazi potpuno sam u školu.

Mišljenje učiteljice je da su ove metode pomogle i u motivaciji deteta za boravak u školi i da je rizik od odustajanja od školovanja znatno umanjnjen.

Učiteljica i RE asistent dijele mišljenje da su uzroci ponašanja dječaka vezani za porodične probleme. Dječak je odrastao bez majke i to je imalo uticaj na njegov emocionalni razvoj. Takođe, kao problem su prepoznali i to da je dječak imao strah od nepoznatog, jer nije od ranije poznavao nijedno dijete u učionici. Jezička barijera, ne samo njegova, nego i čitave porodice, je glavni uzrok nervoze u učionici. Iako je bio zainteresovan za rad u učionici, Sabedin nije razumio što se od njega traži, a otac je bio jako nesiguran zbog nepoznavanja jezika i straha da ne može pružiti podršku svom detetu u izradi domaćih zadataka, iako mu je jako stalo da njegovo dijete pohađa nastavu.

Da bi se prevazišle situacije u kojima je dijete zainteresovano za rad a ima jezičke barijere važno je:

- Obaviti razgovor sa roditeljima u cilju identifikacije problema
- Posetiti porodice i razgovarati sa njima u kućnoj atmosferi
- Organizovati individualne razgovore sa pedagogom i logopedom uz podršku RE asistenta
- Unutar učionice organizovati vršnjačku edukaciju
- Pratiti napredak deteta i pružati mu individualnu podršku uz pomoć RE asistenta
- Uključivati decu u grupne aktivnosti sa decom koja imaju slične potrebe (nivo poznavanja jezika)

Elvis Beriša, RE asistent u školama „Marko Miljanov“, „21. maj“ i „Savo Pejanović“, smatra da je njegova uloga kao RE asistenta veoma značajna jer se na taj način razvila komunikacija između RE zajednice i škole. Iako je bilo dosta naporno jer je radio u tri škole i nailazio na različite probleme, uvijek se osećao prijatno kada bi se neko dijete koje je napustilo školu vratilo, jer je osećao da je na neki način zaslužan za to.

Radeći kao asistent Elvis je jednu od većih prepreka našao u zajednici, jer ga ljudi iz zajednice nijesu poznavali od ranije i zbog toga su ga posmatrali kao još jednog od mnogih koji zarađuje koristeći njihov loš socijalni položaj.



U upravljanju slučaja po njegovom mišljenju, RE asistent je važna figura za realizovanje planova koji se donose u mini timovima unutar škola. U pilot fazi Upravljanja slučajem, Elvisu je bilo lako da uspostavi komunikaciju i saradnju sa školama, a izazov mu je bio vraćanje dece u škole. U sve tri škole u pilot fazi radio je sa decom nižih uzrasta i probleme na koje je naišao je prevazilazio individualnim i grupnim razgovorom sa decom, razgovorom sa roditeljima i korišćenjem medijacije (ukoliko dijete odustane iz razloga da se ne oseća dobro/ prihvaćeno u školi – razgovor sa školom, roditeljima, detetom).

Studija slučaja - Muhamed

Muhamed je osmogodišnji dječak. Učenik je prvog razreda. Živi u Kampu Konik sa porodicom. Od početka školske godine povremeno je dolazio u školu ali je u jednom momentu je potpuno prestao da pohađa nastavu iako je imao organizovan prijevoz od kuće do škole i nazad.

Učiteljica je na nedeljnom sastanku sa RE asistentom i pedagogom informisala RE asistenta da je Muhamed u riziku od napuštanja škole jer ne pohađa nastavu. RE asistent je otišao u posetu porodici kako bi se informisao o tome zašto dječak odsustvuje sa časova. Roditelji su mu rekli da se Muhamed plaši od ostale dece i učiteljice, kao i od školskog policajca, ali da će razgovarati sa njim i poslati ga u školu.

Na sljedećem sastanku RE asistenta sa pedagogom utvrđeno je da Muhamed nije dolazio u školu ni nakon posete asistenta, pa je odlučeno da se organizuje druga poseta porodici. U posetu su pošli RE asistent, pedagog i učiteljica. Pošto Muhamedova porodica slabo poznaje službeni jezik RE asistent je imao ulogu prevodioca. Razgovorom su uspjeli da dobiju obećanje od roditelja da će Muhamed prisustvovati nastavi. Šutradan je Muhamed došao u školu u pratnji roditelja. Učiteljica i pedagog su mu organizovali dobrodošlicu, ali je on i dalje bio povučen. Da stanje postane još gore pobrinuo se otac tako što je demotivisao dijete na način što je govorio da se on plaši i da ne želi u školu ne dajući mu priliku da on sam kaže svoje mišljenje. Dječak trenutno ne dolazi u školu.

Učiteljica ne zna razloge zašto dječak ne dolazi u školu. Pokušavala je na sve načine da ga zadrži u učionici, razgovarala sa njim, upoznavala ga sa drugom decom, ali je on odbijao komunikaciju sa svima.

Mišljenje RE asistenta je da roditelji nijesu bili dovoljno zainteresovani da njihovo dijete pohađa nastavu, pa stoga ni dijete nije zainteresovano.



Da bi se prevazišle situacije nepohađanja nastave važno je :

- Obaviti motivacioni razgovor sa detetom (pedagog i RE asistent)
- Obaviti razgovor sa roditeljima o razlozima nedolaska deteta u školu (pedagog, RE asistent, učiteljica)
- Uputiti porodici pozivno pismo preko centra za socijalni rad
- Informisati roditelje o zakonskoj obavezi osnovnog obrazovanja

AKTIVNOSTI ZA PREVAZILAŽENJE JEZIČKIH BARIJERA

RE asistenti su u okviru svog rada na upravljanju slučaj prepoznali jezičke barijere dece kao jedan od glavnih problema sa kojima se susrijeću u školi.

Nizak nivo obrazovanja porodica, kao i činjenica da je veliki broj dece iz raseljenih porodica je jedan od glavnih uzroka nepoznavanja službenog jezika. Stoga je prijedlog RE asistenata da se u okviru prevazilaženja jezičkih barijera sprovede sljedeće aktivnosti:

U vrtiću:

- Da se za početak u vrtić će ima najviše romske i egipćanske dece stalno angažuju dva RE asistenta koji govore albanski i romski jezik, koji bi u skladu sa planom rada zajedno sa vaspitačima organizovali aktivnosti učenja službenog jezika.
- Koristiti metod vršnjačke edukacije kroz druženja i posete vrtićima će su uključena neromska deca.
- Na mjesečnom nivou organizovati kreativne aktivnosti na kojima bi deca mogla da pokažu koliko su naučila (kroz igrice, recitacije...)

U školi:

- Da se za početak u školi će ima najviše romskih i egipćanskih učenika za stalno angažuju dva RE asistenta koji govore albanski i romski jezik, koji bi u skladu sa planom i programom nakon časova pružali dopunsku nastavu deci
- U cilju uvezivanja porodica sa školom, u školi organizovati kreativne radionice učenja jezika sa roditeljima i decom, sa ciljem poboljšanja znanja jezika da bi deca lakše mogla završavati domaće zadatke uz pomoć roditelja
- Na mjesečnom nivou organizovati kreativne aktivnosti na kojima bi deca mogla da pokažu koliko su naučila (muzičke i dramske aktivnosti)



AKTIVNOSTI ZA STARIJI UZRAST – ĐECA KOJA SU U RIZIKU OD ODUSTAJANJA

U školi Božidar Vuković Podgoričanin je primjećeno da određeni broj romsko-egipćanske dece (oko 20), uzrasta od šestog do devetog razreda, ne prisustvuje određenom broju časova i da to vrijeme provodi u dvorištu škole. Utvrđeno je da su ta deca u riziku od potpunog napuštanja školovanja, pa je odlučeno da se sprovedu različite aktivnosti za njihovo motivisanje za povratak u učionicu.

Pedagog i RE asistent su neformalno pokušali da saznaju razloge nepohađanja nastave, i u skladu sa tim planirali aktivnosti za njihov povratak u učionice.

Prvi korak je uspostavljanje neformalne komunikacije i stvaranja povjerenja između dece, RE asistenta i pedagoga na način što će RE asistent i pedagog prihvatiti „kulturu ponašanja“ učenika koji borave u dvorištu.

Planirano je da se otkriju i podijele interesovanja dece sa RE asistentom i pedagogom, na način što će RE asistent prvi pokazati svoj hobi – break dance i hip hop i na taj način ih motivisati da i oni pokažu svoja interesovanja. Za one koji budu zainteresovani organizovaće radionice za početak u dvorištu škole, a kasnije u dogovoru sa upravom škole u sali za fizičko. Svim ovim aktivnostima će prisustvovati i pedagog i planirano je da se održavaju dva puta sedmično. Ideja je da se kroz neformalne metode rada deca vrate u učionicu, na način što će se kroz neformalne aktivnosti koristiti usmjeren razgovor koji pomaže motivisanje dece i mladih da razmišljaju o redovnom obrazovanju i da se postupno vrate u sistem obrazovanja. Preporuka RE asistenata za povratak dece koja su u riziku od odustajanja u učionice je da se za motivaciju učenika za povratak u učionice koriste hobiji RE asistenata/pedagoga, ali i da se vodi računa o interesovanjima dece, i svemu onome što bi pomoglo njihovu reafirmaciju, u sistemu vrijednosti koji njeguje zdrave stilove života.

2.7 Podrška deci od strane RE asistenata

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju



Podrška deci koju RE asistenti obezbjeđuju već je opisana u poglavlju „Biti RE asistent”. Ipak ključni, najvidljiviji vidovi podrške tokom pilotiranja su:

- Prepoznavanje i razumijevanje potreba dece i mladih,
- Prijateljski nastrojen i otvoren pristup u radu sa decom i mladima, individualni i grupni,
- Sposobnost prilagođavanja pristupa potrebama deteta,
- Sposobnost planiranja, kreiranja i izvođenja interaktivnih aktivnosti za decu i mlade i sa decom i mladima.

Fitim Pajazitaj, Elvis Beriša – RE asistenti
Bojana Laković – Projekt asistent

PREPORUKE ZA KORIŠĆENJE RESURSA I IZAZOVA U PONAŠANJE DECE OD STRANE RE ASISTENATA

Resursi	Izazovi	Kako koristimo resurse i izazove?
Živahna deca	Živahna deca	Grupa dece ili manji broj su u toku nastave više živahna. Dijete je energično i tu energiju ispoljava tako što proviri u rad druge dece, pomalo ih zadirkuje i dr. i na taj način remeti nastavu. Da bi iskoristili dečiju energiju treba je usmjeriti u kreativnu aktivnost koja će osvježiti atmosferu u učionicu i koja će za cilj imati uključivanje dece, posebno živahne, u praćenje i zapažanje tokom sprovođenja aktivnosti i razvijati im koncentraciju. Jedna od tih aktivnosti može biti sljedeća: u zavisnosti od broja dece učiteljica određuje jedan broj a to najčešće može biti broj 3. Počinje se redoslijedom od broja 1, dijete izgovara svoj redni broj a svaki treći umjesto izgovaranja broja tapše rukama. Može se desiti da dijete izgovori broj umjesto da tapše jer nije dovoljno koncentrisano na igru. Svaka greška vraća igru na početak. Ovakva jednostavna aktivnost ne zahtijeva puno vremena i može se sprovoditi u toku nastave.



Resursi	Izazovi	Kako koristimo resurse i izazove?
	Nezainteresovana deca za nastavu	Ukoliko učiteljica pristupi strogim ponašanjem prema deci koja su nezainteresovana, deca će biti u većem riziku odustajanja od škole. S toga treba preduzeti adekvatne mjere koje će tu decu zainteresovati i uključiti u nastavu. Jedna od tih aktivnosti može biti sledeća: učiteljica zapazi dijete koje je nezainteresovano za nastavu, pozove ga da joj pomogne oko davanja instrukcije za aktivnosti koju će sprovesti. Na taj način nezainteresovano dijete se oseća ponosnijim na sebe, ali i samim davanjem uloge vođe oseća da je u centru pažnje i da je moćan. Aktivnost koju bi mogao da odradi je da stane unutar kruga u kojem su ostala deca oko njega. On pokazuje rukom na dijete koje će imitirati jedno od 3 stvari a to su „slon“, „palma“ i „toster“. Slon: izabrano dijete podigne jednu ruku u pravcu slonskog nosa a drugovi sa njegove lijeve i desne strane improvizuju slonske uši. Palma: izabrano dijete podigne dvije ruke iznad sebe a drugovi sa strane po jednu ruku kao grana. Toster: drugovi sa strane izabranog deteta se drže za ruke a izabrano dijete u sredinu skače u mjestu.
	Stidljiva i povučena deca	Za ovu pojavu kod dece treba iskoristiti pozitivnu energiju dece koja pjevaju na času, igraju itd. Ali može se i odigrati neka aktivnost koja će ovu decu uključiti u druženje a poslije i nastavu. Jedna od aktivnosti može biti igra koja uključuje sve aktere igre. Deca sede u krugu i dobijaju od učiteljice razna imena voća kao što su: banana, pomorandža, jabuka, kruška itd. Dobrovoljac staje u sredinu i izgovara naziv jedne vrste voća a svi sa tim imenom moraju da razmjene mjesta. Ukoliko izgovori: „korpa sa voćem“ svi moraju da razmjene mjesto. Po tome je igra dobila naziv „korpa sa voćem“.
Kreativna deca		Deci koja su više energična i koja vole da na času pjevaju treba pružiti priliku da svoju energiju podijele sa ostalom decom na način što će uključiti i ostalu decu da pjevaju. Ukoliko im se ne pruži prilika deca će nastaviti sa nepažnjom na času i na taj način će biti više neraspoloženi za aktivnosti.



2.8 Akciono planiranje – sredstvo za lakše ostvarivanje ciljeva

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

KONKRETAN PLAN JE KORIŠĆENJE AKCIONOG PLANA

Najbolji akcioni planovi su realistični. Strateškim razvojnim planom se određuje koji su procesi najvažniji u ispunjavanju potreba učenika i usmjeravanju njihovih energija i resursa da bi ti procesi bili što efikasniji. Njima se takođe pridaje ista kritička pažnja.

Akcioni planovi (vidi alatke za primjer akcionog plana) sadrže najmanje sljedeće elemente:

- Definisane konkretne aktivnosti za svaki cilj;
- Definisane rokove za svaku aktivnost,
- Definisane jedne ili više osoba nadležnih za obavljanje aktivnosti.

Akcioni plan za realizaciju: vršnjačke edukacije i podrške				
Sr.	Šta?	Ko?	Do kada?	Dodatni resursi/podrška
1.	Poručivanje akcionih i aktivnosti do 10-15 minuta	Svi učenic/uciteljica	22.10.2012.	Konjuparadokline i/ili
2.	Zabavne aktivnosti/igre/aktivnosti po grupama	Svi učenici	26.10.2012.	CD grupna dinamika
3.	Vještinske igre	Učiteljica/rovnika i/ili učenic/uciteljica i/ili rovnika	26.10.2012.	Konjuparadokline
4.	Kviz igre	Svi učenici/uciteljica	2.11.2012.	Edukativna igra: jednoglasno
5.	Vještinske igre	Učenic/uciteljica i/ili rovnika	5.11.2012.	Konjuparadokline
6.	Igra konjuparadokline	Svi učenici	9.11.2012.	CD
7.	Edukativne aktivnosti i aktivnosti	Ravnika i/uciteljica i/ili rovnika/uciteljica	12.11.2012.	Konjuparadokline i/ili, aktivnosti
8.	Igra slova/šifri iz riječi/iz riječi koje su iste	Svi učenici/uciteljica	16.11.2012.	Odgovornost i/ili, aktivnosti



ONDA UČINITE TO, POKUŠAJTE!

Etapu djelovanja karakteriše primjena novih pristupa kako bi se poboljšalo ono što je identifikovano kao oblast u kojoj su neophodne promjene.

VRIJEME ZA PREISPITIVANJE

Nakon određenog vremena vratite se jedan korak unazad i preispitajte što je bilo dobro, a šta nije. Pokušajte da ono što je išlo kako treba više primjenjujete. Obično je dovoljno da ovo preispitivanje obavite jednom godišnje ili svakih pola godine. Ovaj proces se takođe naziva i internim ocjenjivanjem. Nema nikakve veze sa provjerom, nego sa učenjem iz vašeg iskustva i kretanjem unaprijed u odnosu na sadašnju poziciju.

2.9 Primjeri upravljanja slučajima

Jadranka Gavranović, Jelena Mrvošević – stručne saradnice

SARADNJA SA RODITELJIMA

Organizovanje poseta porodicama i zajednici novina je u radu sa roditeljima. U školi „M.L.L.“ na početku školske godine organizovana je poseta zajednici. Tom prilikom su stručni saradnici i RE asistent posetili 30-tak porodica. Najveći dio njih je reagovao pozitivnim znakom dobrodošlice, pozivanjem u kuću i na kafu. Par njih je bilo rezervisano i začuđeno, jer nisu znali šta želimo od njih. Mi smo ih obavijestili da želimo bolje upoznati roditelje prvaka i da razvijemo jače odnose sa njima. Tom prilikom smo popričali sa svakim od njih, upoznali uslove u kojima деца žive, članove porodice, uzeli brojeve telefona, obavijestili o nastupajućoj humanitarnoj akciji. Pomoć asistenata je bila značajna u započinjanju komunikacije, predstavljanju i u nekim slučajevima prevazilaženju jezičke barijere, kao i samim opažanjem od strane zajednice njega kao dijela našeg tima. Mislim da je to uticalo na stvaranje opuštenije atmosfere tokom razgovora, a posebno je značajno za prvi susret i uspostavljanje odnosa.



Roditelji su pozvani na grupni roditeljski sastanak i sastanak razreda. Svi su bili pozvani od strane asistenata. Dio njih se odazvao i došao u školu tog dana. Roditeljskom su prisustvovali svi učitelji i razreda, vaspitači i stručni saradnici. Tom prilikom smo pozvali i predstavnika NVO „Centar za romske inicijative“. Otvorili smo diskusiju na sljedeće teme: njihovo mišljenje nakon I kvartala, plusevi i minusi nakon završenog i kvartala, dalja očekivanja, a takođe i pitanja redovnosti dolazaka, kao i o načinima uspostavljanja i održavanja kontinuirane komunikacije na relaciji škola roditelji. Roditeljima smo na najopipljiviji mogući način razjasnili probleme koji nastaju usljed neredovnog dolaska u školu: problem u ostvarivanju trajnijeg i dubljeg odnosa sa ostalim učenicima, problem u ostvarivanju odnosa sa učiteljem, problem u stalnom udaljavanju u nastavnom gradivu i posljedično razvijanje otpora u odnosu na učenje tog gradiva, razvijanje problematičnog odnosa prema školi, obavezama, radnim navikama i svojim obavezama uopšte. U toku ove diskusije roditelji su kao glavnu prepreku redovnom dolasku u školu naveli problem prijevoza do škole. Tom prilikom čuli smo različite prijedloge i zahtjeve od strane roditelja koji su se u velikom broju ticali prijevoza učenika do škole. To pitanje razradilo se na taj način što smo sa predstavnikom pomenute NVO organizovali zajedničku akciju prikupljanja potpisa i pravljenja peticije koju smo uputili MPiS i Ministarstvu za manjine. Nijesmo naišli na razumijevanje, ali ćemo i dalje ulagati napore da ovaj problem riješimo. Takođe u dogovoru sa predstavnikom NVO roditeljima smo najavili i sljedeći zajednički roditeljski sastanak početkom II polugodišta na kojem ćemo nastaviti sa zajedničkim trudom ka boljem međusobnom približavanju i razumijevanju. Dalji plan akcija i povezivanja su radionice sa roditeljima u zajednici zajedno sa NVO „CRI“.





U školi „S.P.“ u okviru događaja za roditelje organizovana su 2 susreta roditelja, učenika i učitelja. Jedan od događaja je bio zajednička aktivnost-kreativna radionica „Pod velom jeseni“: izrada maski od strane roditelja, učenika i učitelja. Nakon toga su zajedno posmatrali izložbu učeničkih radova prethodno pripremljenu sa učiteljima. Završnica tog susreta je bila priredba tokom koje su učenici izvodili igre, pjesme i sve ono što su naučili za tu priliku. Ishod ovih događaja je povezivanje roditelja iz škole na zajedničkim radovima, u ovom slučaju na zabavnim sadržajima i na taj način stvaranje pozitivnih iskustava u kontekstu međusobne saradnje, koji je produbljuju i čine čvršćom za naredne potrebe svih aktera u ovom procesu. Roditelji se osećaju uvaženo od škole samom činjenicom što se traži i poštuje njihov doprinos u zajedničkom radu.

TIMOVI ZA UPRAVLJANJE SLUČAJA

Formirano je više timova na nivou škole od strane stručnog saradnika u „S.P.“.

- I faza:** Osnovan mini tim: direktor, RE asistent, 2 učitelja, stručni saradnik: Čiji je zadatak bio pripremanje strategije za organizovanje akcija na nivou škole za CM, kao i pripremanje Akcionog plana
- II faza:** Stvaranje proširenog tima koji čine svi praktičari koji predaju RE učenicima. Njihov zadatak je provođenje mjera iz Akcionog plana Mini tima, evidencija dece koja su u riziku od napuštanja škole.
- III faza:** Formiranje 3 Tima za vođenje slučaja(učitelj, RE asistent, stručni saradnik) za 3 odabrana deteta u okviru CM. Njihova uloga je bila da analiziraju konkretnu situaciju i razloge za rizična ponašanja. Napravljeni su i Akcioni planovi za svako pojedino dijete. Pri tome su i posetili porodice. A održavani su i redovni sastanci na nivou tima za praćenje rezultata akcija.

UPRAVLJANJE SLUČAJA: INDIVIDUALNI RAD SA ĐECOM

U okviru rada na upravljanju slučaja kao stručni saradnici zapazili smo par stvari koje su nam se nametnule svojom produktivnošću:

- pokazivanje dobre volje, truda i brige odlaskom u porodicu deteta,
- razgovorima sa članovima njegove porodice,
- davanjem humanitarne pomoći,
- bliskim kontaktom sa detetom,



- neverbalnim i verbalnim pokazivanjem detetu da je viđen, slušan, da nas zanima,
- pokazivanje zabrinutosti za to što ne ide u školu,
- traženje obećanja od deteta da će doći u školu čime podstičemo da shvati sopstvenu odgovornost u toj situaciji.

Ovakvim uvažavanjem stvara se dobra podloga za razvijanje partnerskog odnosa sa detetom, kao i njegove slobode i odgovornosti za buduće odluke i život uopšte.

Rajka Čepić, Jelena Svrkota – nastavnice

UPRAVLJANJE SLUČAJA

Učenik U. A. zbog neredovnog pohađanja nastave kao i zbog pasivnog odbijanja rada u učionici prepoznat je kao dijete koje će odustati od školovanja i zbog toga sam ga uključila u program upravljanje slučaja. Prvi korak je bio formiranje tima. Vođa tima je razredni starješina, a ostali članovi tima su pedagog i RE asistent. Svaki član tima je individualno obavio razgovor sa učenikom. Učenik je prihvatao saradnju ali bez većih rezultata. Pedagogica je svakodnevno obavljala razgovore sa učenikom, čak je kao znak podrške prisustvovala pojedinim časovima zajedno sa učenikom pokušavajući da dođe do pravog razloga nezainteresovanosti za nastavu. Učenik je dobro prihvaćen od strane drugova u odjeljenju i svaku preporuku je prihvatao i obećavao da će ispuniti strategiju koju je pedagogica razradila za popravljnje ocjena. Naš utisak je da nije imao apsolutno nikakvu podršku od strane roditelja. Pošto i pored preduzetih mjera učenik nije redovno pohađao nastavu odlučili smo da radimo sljedeći korak koji je predviđen upravljanjem slučaja, a to je poseta roditeljima. U prvu posetu su pošli svi članovi tima. Dječak nije bio kod kuće. Obavili smo razgovor sa dječakovom majkom. Majka tvrdi da su razlozi neredovnog pohađanja škole loši uslovi za život, nedostatak garderobe i novca. Jako lijepo smo prihvaćeni i majka se zahvalila na poseti i brizi o njenom detetu. Tvrdila je da je dječak pošao sa ocem kod doktora zbog lošeg stanja zuba. Saznali smo da su mu roditelji nezapošljeni. Učenik nema sve knjige ali smo se dogovorili sa majkom da redovno pohađa nastavu i uči predmete iz kojih ima udžbenike.



Naša poseta je urodila plodom i učenik je opet nastavio da pohađa nastavu. Naš lični utisak je da bi on potpuno prestao da pohađa nastavu i da postoji mogućnost da učenik na neki način zarađuje za život što roditelji prikrivaju. Na času je pokazao veću zainteresovanost poslije naše posete, nije napuštao nastavu tokom dana što je prije bila redovna pojava. To je bio naš prvi kontakt sa roditeljima jer niko nije dolazio na roditeljski sastanak niti se odazvao na dva službena poziva koja su upućena roditeljima zbog velikog broja izostanaka. Na svako pitanje upućeno majci zašto do tada nije dolazila u školu iako je kuća dosta blizu škole odgovor je bio zbog loših materijalnih uslova.

Učenik je redovno pohađao nastavu ali bez većih rezultata u popravljanju uspjeha.

Pa se tim odlučio na još jednu posetu porodici. Tokom te posete naša zamisao je da potpišemo neformalni dogovor o saradnji škole, porodice i učenika. Ovim dogovorom se obavezuju učesnici da će ispoštovati napisane obaveze.

„Obaveze škole :

- Raditi na tome da se dijete oseća prijatno i sigurno u školi
- Da časovi budu kvalitetni
- Podsticati razvijanje učenikovih sposobnosti i interesa
- Pozvati roditelja u slučajevima da dijete ima neopravdanih izostanaka, kasni na nastavu ili ne donosi potreban pribor
- Informisati Vas kako dijete uči, davati im domaće zadatke i ocjenjivati ih
- Redovno Vas obavještavati kako dijete napreduje kroz pismene izvještaje i na roditeljskim sastancima
- Informisati Vas ako dijete ima posebne potrebe i zajedno sa vama napraviti plan kako bi se te potrebe zadovoljile
- Obavijestiti vas o svim posebnim aktivnostima i događajima u školi
- Podsticati visokokvalitetan rad i dobre odnose
- Upoznati Vas sa svim problemima u školi koji mogu uticati na rad i ponašanje Vašeg deteta
- Nećemo tolerisati zlostavljanje i nasilno ponašanje bilo koje vrste
- Odgovarati na vaša pitanja



Obaveze roditelja:

- Voditi računa da dijete redovno ide u školu, dolazi na vrijeme, bude uredno obučeno i nosi u školu sve što je potrebno
- Javiti ako dijete zbog bolesti ili nekih drugih razloga nekoliko dana neće dolaziti u školu
- Informisati školu o bilo čemu što može uticati na djetetovo učenje
- Podržavati pravila škole kad su u pitanju ponašanje učenika i disciplina
- Podržavati dijete u pisanju domaćih zadataka i ostalim vrstama učenja
- Dolaziti na roditeljske sastanke i ostale aktivnosti koje organizuje škola i davati informacije koje škola traži

Obaveze učenika:

- Redovno ću ići u školu
- Dolaziću na vrijeme
- Biću prikladno obučen
- Donosiću u školu sve što mi treba za taj dan i biti odgovoran/a za to
- Ponašaću se prema drugima sa poštovanjem, u učionici i izvan nje
- Vodiću računa o svojoj sigurnosti
- Obavijestiću učitelja ako me neko zlostavlja
- Preuzeću odgovornost za svoje ponašanje
- Vodiću računa o školskom dvorištu i imovini
- Iskoristiću što više mogu sve što mi se u školi pruža". (Rijavec, Miljković: 176).

Ni drugi put učenik nije bio kod kuće. Opet smo pričali sa majkom. Isti izgovor da dječak nije kod kuće jer je pošao kod zubara sa ocem i da sigurno neće doći za dva-tri sata. Naša poseta je trajala znatno duže u odnosu na prvu. Kroz razgovor smo saznali da roditelji ovog djeteta čine domicilno stanovništvo. Pročitali smo Dogovor i majka se složila sa svim stavkama Dogovora.

Što je moglo drugačije:

- Uključiti dijete direktno u komunikaciju.
- Potpisati Dogovor samo kada je ono podrobno informisano o svemu i kada je prisutno.
- Ispratiti potrebe dječaka.
- Raspitati se za njegovo zdravlje nakon posete i njegovog odlaska doktoru.



DOGAĐAJ SA RODITELJIMA

Jedna od aktivnosti u radu na Projektu, u upravljanju slučaja, bio je i organizovanje događaja za roditelje. Prije realizacije događaja uslijedile su pripreme. One podrazumijevaju razgovore i dogovore oko ideja o događaju, preko sastanaka sa timom koji je razradio plan za događaj i pripremnih aktivnosti u učionicama za događaj. Prve verzije događaja i dogovori koje smo napravili nijesu realizovani, zato što je došlo do promjena plana na nivou škole. U školi treba da se organizuje maskenbal, pa smo odlučili da to ujedno i bude događaj predviđen ovim projektom. Budući da je suština događaja bila da roditelji RE dece dođu u školu i tom prilikom daju doprinos u organizaciji, odjeljenja aktiva prvog razreda su napravili preddogađaj. Šest učitelja je uputilo pozivnice roditeljima u kojim smo ih pozvali da prisustvuju nastavi i pomognu svojoj deci u izradi maski. Roditelji su rado prihvatili poziv. Ono što je značajno je to da se većina RE roditelja odazvala pozivu. Roditelji su pomogli i u vidu materijala za izradu maski, većinu materijala su obezbjedili učitelji. Škola je malim dijelom imala sredstva da izdvoji za kupovinu potrebnog materijala.

Pripremne aktivnosti za maskenbal su se odvijale u učionicama. Roditelji su zajedno sa decom ušli u učionicu, rasporedili su se po grupama po sopstvenom izboru. Moj prijedlog je da raspored grupa izvrši učitelj, kako bi povezao RE roditelje sa roditeljima neromske nacionalnosti. Rad se može organizovati u vidu polukruga, đe bi učitelj svojim posredovanjem mogao povezati roditelje i inicirati međusobnu saradnju.

Aktivnosti koje sam realizovala sa roditeljima i decom imale su sljedeći koncept:

- u uvodnom dijelu roditelji su se sami podijelili po grupama (primijećena separacija RE roditelja, što ukazuje na potrebu za drugačijom podjelom na grupe); svaka grupa je izvlačila svoju kovertu iz paketića; u koverti su se nalazili prijedlozi maski i moje preporuke za njihovu izradu; svaka grupa je dobila materijal.
- nakon početnih instrukcija i dogovora, uslijedila je izrada maski u kojoj su aktivno učestvovala i деца i roditelji; času je prisustvovao školski tim koji je takođe pomagao u radu; dok su roditelji i деца pravili maske, tim je iskoristio priliku i napravio Snješka Bjelića od plastičnih čaša, čemu su se деца veoma obradovala; zadovoljstvo na licima roditelja se nije moglo sakriti.
- pred kraj glavne aktivnosti dala sam roditeljima prijedloge za doradu ostalih djelova započetih maski, koje mogu uraditi sa decom kući;



u pitanju su kreativne maske sa kojima se deca mogu predstaviti na maskenbalu.

- završni dio aktivnosti se sastojao u fotografisanju dece i roditelja i izlaganju maski koje su tog dana uspješno napravljene; nakon sređivanja učionice i komentaranja o urađenom, roditeljima sam dala još nekoliko preporuka i objašnjenja o događaju koji će uslijediti.

Ostale kolege aktiva prvog razreda su takođe realizovali aktivnost sa konceptom koji su sami osmislili.

Događaj koji je uslijedio zamišljen je kao događaj na nivou škole, što podrazumijeva učešće svih odjeljenja u izradi maski. Na maskenbal su pozvani svi roditelji. Tom prilikom je osmišljen program u kome su učestvovala deca koju su pripremali razredne starješine. Program je imao dramske, recitatorske i muzičke tačke. Nakon toga je uslijedio glavni dio takmičarskog karaktera, u kome su deca defilovala sa maskama po odjeljenjima. Žiri je posmatrao takmičare nakon čega su proglašeni pobjednici i uručene diplome. Diplome je osmislila i dizajnirala nastavnica likovne kulture.

Cjelokupan događaj je imao pozitivne strane, a to su:

1. mogućnost učešća sve dece u događaju;
2. dečija kreativnost, odgovornost i zainteresovanost za ovakvu vrstu aktivnosti;
3. mogućnost prisustva svih roditelja događaju;
4. mogućnost povezivanja i saradnje RE roditelja i roditelja neromske populacije;
5. mogućnost škole da se otvori za bolju saradnju sa roditeljima i decom;
6. mogućnost stvaranja pozitivne klime u školi i van nje;
7. mogućnost da učitelji, nastavnici i vaspitači pokažu svoj entuzijazam, kreativnost i organizacione sposobnosti.

Rajka Čepić, Jelena Svrkota – nastavnice

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

PREPORUKE OD STRANE TIMA KOJI JE RADIO NA PLANIRANJU DOGAĐAJA ZA RODITELJE

Prije realizovanja bilo kakve manifestacije ili događaja, koji ima vaspitni, obrazovni ili sl. značaj, najbitnija je prije svega dobra organizacija.



Dobro postavljen i koncipiran događaj je pola urađenog posla. Tim predlaže sljedeću strukturu planiranja događaja za roditelje:

1. PRIPREMNA FAZA;
2. FAZA REALIZACIJE;
3. FAZA EVALUACIJE.

PRIPREMNA FAZA podrazumijeva sljedeće:

- Odabir tima koji će osmisлити koncepciju događaja (broj učesnika u programu, broj tačaka, članove žirija, vrijeme trajanja događaja, redosljed izvođenja tačaka ili predviđenih aktivnosti za događaj, probno izvođenje događaja, otklanjanje nedostataka i ostale korekcije koje se uoče tokom pripreme);
- Odabir tima koji će pripremiti tehnički dio (ozvučenje, binu, namještaj...);
- Odabir tima koji će obezbijediti sigurnosnu zaštitu dece;
- Odabir tima za uređenje i dekoraciju prostora u kome će se događaj odvijati;
- Odabir tima koji će dočekati roditelje i decu i uputiti ih đe da se smjeste.

FAZA REALIZACIJE podrazumijeva sljedeće:

- Provjeru svih tačaka iz pripreme faze bar dva sata prije početka događaja;
- Provjeriti prisustvo svih učesnika programa kako bi se na vrijeme našla zamjena ili isključila tačka koju je nemoguće realizovati;
- Prije početka događaja sa odabranim učesnicima uraditi još jednu probu radi ispitivanja tehničke ispravnosti;
- Provjeriti postavku ljudi koji obezbjeđuju prostor i postaviti ih na mjesta koja mogu izazvati određenu opasnost za decu;
- Provjeriti da li je prostor koji je uređen i dekorisan spreman za početak događaja i da li je atmosfera podržavajuća i vesela;
- Pripremiti tim za doček roditelja i dece;
- Početi sa realizacijom samog događaja (dočekati roditelje i decu, smjestiti roditelje na odgovarajuće mjesto, decu smjestiti tako da mogu posmatrati bez problema događaj, nastavnici i učitelji prate događaj i pomažu deci ukoliko je potrebno...)

FAZA EVALUACIJE podrazumijeva sljedeće:

- Organizovanje timova kao grupa koje će pismenim putem iznijeti dobre i loše strane realizovanog događaja;
- Sumirati rezultate i dati preporuke za budući rad.



ALATKE:

*Struktura i pristup
u upravljanju slučaja*



Razgovor sa decom

RAZGOVOR NASTAVNIK – UČENIK¹⁵

Ovo je razgovor između nastavnika i đevoyčice iz ruralnog područja koja odsustvuje sa časova i gubi interes za obrazovanje. Razgovor u pet koraka sa potencijalnim učenikom koji će napustiti školu kako bi ih usmjerili kroz problem i našli potencijalno rešenje bi moglo pratiti sljedeće korake:

Korak 1: Stop! Razmisli o problemu; **Korak 2:** Koji su neki od izbora?

Korak 3: Odaberi jedan; **Korak 4:** Učini to; **Korak 5:** Kako je djelovalo?

Nastavnik „Primjećujem da si imao veliki broj odsustvovanja iz škole. U stvari odsustvovao si osam dana od ukupno dvadeset. Mislim da je to problem. Što ti misliš?”

Učenik „Da, problem je.”

Nastavnik „Zašto je često odsustvo problem?”

Učenik „Pa mogao bih da ponovim razred”

Nastavnik „Tačno. Neki drugi razlog?”

Učenik „Neću naučiti ništa.”

Nastavnik „Ponovo tačno. Sada mi reci zašto je važno ostati u školi.”

¹⁵ Zadržati decu u školi, korišćenje provjeravanje i povezivanja za sprečavanje slučajeva napuštanja (1996) Fakultet za obrazovanje i ljudski razvoj, Univerzitet Minesote
<http://checkandconnect.org/KeepingKidsInSchool.pdf>



- Učenik* „Jer učite stvari koje su vam potrebne za budućnost. I trebate da završite školu i diplomirate.“
- Nastavnik* „Opet tačno! Drago mi je da uviđaš važnost pohađanja škole. Upamti da pored učenja važnih stvari diploma pomaže da dobiješ bolji posao, koji će biti bolje plaćen od onoga koji ćeš dobiti ako napustiš školu. Da vidimo da li možemo da nađemo način da poboljšamo tvoje učešće koristeći plan rješavanja problema u pet koraka, koji smo koristili i ranije. Koji je prvi korak?“
- Učenik* „Naći problem.“
- Nastavnik* „Da, dakle koji je problem?“
- Učenik* „Ja odsustvujem sa časova.“
- Nastavnik* „U redu. Koji su neki od izbora koji ti mogu pomoći da ne odsustvuješ sa časova?“
- Učenik* „Mogao bih da pokušam da dođem na vrijeme i usredsredim se na nastavu i učestvujem.“
- Nastavnik* „Znači dio problema je da ne dolaziš na vrijeme i kada stigneš ne učestvuješ. U redu, što je druga mogućnost?“
- Učenik* „Mogao bih da izađem iz kuće na vrijeme i nađem nekoga s kim bih da došao u školu zajedno ...“
- Nastavnik* „Odlična ideja. Što misliš još o ovoj ideji – važno je imati tri ideje ukoliko prve dvije ne funkcionišu.“
- Učenik* „Ne znam... Mogao bih da pokušam da organizujem sa Lenditom da dolazimo i odlazimo zajedno. Mogla bi da me čeka. Mogli bismo takođe da se sastanemo u odlasku i da zajedno učimo kod kuće.“
- Nastavnik* „U redu, ali kako bi to mogao da učiniš? Ukoliko dođeš u školu zajedno sa njom i vratiš se iz škole sa njom. Mogli biste i da učite zajedno? Da li će ti to pomoći?“
- Učenik* „Obično kasnim jer sam budan duže kako bi razumio čas i uvijek kad dolazim sam hodam dužim putem za koji mislim da je bezbjedniji. Zbog toga kasnim tad.“
- Nastavnik* „Možda bi onda mogao da pozoveš Lenditu ranije i organizuješ sa njom da uvijek zajedno dolazite u školu.“
- Učenik* „Pa da i onda bismo zajedno mogli da koristimo kraću putanju.“



- Nastavnik* „U redu – odlično. Imaš tri izbora. Uzmimo sva tri i donesimo odluku koji bi bio najbolji izbor. Ukoliko pitaš Lenditu da dolazite zajedno u školu, da li bi to uspjelo?”
- Učenik* „Da, ona obično dolazi na vrijeme u školu.”
- Nastavnik* „Da li misliš da će ona pristati?”
- Učenik* „Mislim.”
- Nastavnik* „U redu. Što misliš o tvom drugom izboru – da je pitaš da se zajedno vraćate kući?”
- Učenik* „Pa, da, mi završavamo nastavu u isto vrijeme.”
- Nastavnik* „Da li misliš da će se složiti?”
- Učenik* „Ne znam. Možda zaboravi.”
- Nastavnik* „A što misliš o tvom trećem izboru? Da učite zajedno?”
- Učenik* „Da, mislim da bismo to mogli da uradimo.”
- Nastavnik* „U redu – pošto smo prodiskutovali sve tri mogućnosti, trebaš da izabereš jednu opciju za koju misliš da će na najbolji način riješiti problem.”
- Učenik* „Mogao bih da porazgovaram sa njom da dolazimo i odlazimo zajedno.”
- Nastavnik* „U redu, ja mislim da bi u međuvremenu mogao da radiš sa njom zajedno dok ste u školi.”
- Učenik* „Nijesam siguran da će ona to željeti.”
- Nastavnik* „Pa ukoliko ima vremena i ukoliko je voljna, ona će to učiniti. Izgleda da voli da pomaže drugima.”
- Učenik* „U redu.”
- Nastavnik* „Da li ćeš ovime dolaziti na vrijeme i nećeš više odsustvovati?”
- Učenik* „Vjerovatno. Trebao bih da pokušam da porazgovaram sa njom.”
- Nastavnik* „Pa, što misliš da porazgovaraš sa njom u vezi s dolaskom u školu i s odlaskom kući? U putu se možete zbližiti i iznijeti joj svoje brige i reći joj da bi volio da kada možete zajedno učite



u školi i van škole. I onda možemo odlučiti da li bi želio da probaš neko drugo rešenje."

Učenik „U redu, ali da li možete i Vi porazgovarati sa njom?"

Nastavnik "Razgovaraću sutra sa njom i riješićemo ovo."

Učenik „U redu."

Nastavnik „Sa srećom i želim ti uspješan rad na rješavanju problema."

Opis posla RE asistenta

Logo	NAZIV ŠKOLE		
Naziv pozicije:	Romski i egipćanski asistent (u nastavku teksta RE asistent)	Datum:	
OPIS POSLA:			

1 | PREGLED DUŽNOSTI:

RE asistenti imaju sljedeće dužnosti:

1. Podrška motivisanju, pokretanju i pripremi dece Roma i Egipćana (u nastavku RE dece) za pohađanje škole
2. Podrška saradnji sa roditeljima Romima i Egipćanima
3. Podrška u poboljšanju pohađanja, prisustva, učinka i vladanja u školi
4. Podrška školama u smanjenju odustajanja i odbijanja škole od strane RE dece
5. Podrška inkluziji i integraciji RE dece u škole
6. Doprinošenje sprovođenju upravljanja slučaja u školi
7. Podrška saradnji sa zajednicama i NVO-ima Roma i Egipćana
8. Podrška školama u razumijevanju problematika Roma i Egipćana, kao i planiranju i sprovođenju mjera koje se odnose na školovanje ili predškolsko vaspitanje i obrazovanje RE dece

Kako je navedeno i u imenu pozicije: RE asistenti podržavaju – oni nijesu isključivo odgovorni za sprovođenje gore pobrojanih dužnosti već ih obavljaju u dogovoru i saradnji sa školskim pedagogima i/ili psiholozima koji imaju glavnu odgovornost.

2 | KLJUČNE DUŽNOSTI I ODGOVORNOSTI:

Kao što je već navedeno u dijelu dužnosti, RE asistenti ne sprovode samostalno dužnosti i odgovornosti opisane u tekstu koji slijedi već ih provode zajedno sa nastavnicima, pedagogima, psiholozima, direktorima i upraviteljima slučaja u školi.



1. Podrška motivisanju, pokretanju i pripremi dece Roma i Egipćana za pohađanje škole

- a. Sprovođenje početnih aktivnosti sa roditeljima:
 - I. Podrška u registrovanju dece za školovanje
 - II. Podrška motivisanju prije samog upisa u školu
 - III. Sprovođenje najmanje jedne posete porodici svakog pojedinačnog RE deteta
 - IV. Sprovođenje najmanje jednog razgovora sa svakim RE detetom tokom pripreme faze upisa u školu
 - V. Odgovaranje na pitanja od strane roditelja koja se odnose na školovanje (npr. oko prijevoza, registracije)
 - VI. Podrška u stvaranju krajnje liste za upis u školu
 - VII. Sprovođenje najmanje jednog razgovora sa svakim pojedinačno RE detetom tokom upisnog perioda i drugog razgovora tokom prvih mjeseci pohađanja škole. Razvijanje boljeg povjerenja u system obrazovanja kao pouzdana kontakt osoba koja govori romskim/albanskim jezikom.
 - VIII. Podrška organizovanju prijevoza (informisanje o prijevozu, organizovanje dece prvog razreda da idu skupa u školu ili skupa u sa autobusima, i sl.)
- b. Obezbeđivanje informacija o porodici i socio-ekonomskim uslovima
- c. Ako se pokaže potrebnim, uticati na povećanje motivisanosti za pohađanje škole putem razgovora sa roditeljima zajedno sa nastavnicima i predstavnicima stručne službe

2. Podrška školama u saradnji sa RE roditeljima

- a. Ugovaranje sastanaka sa RE roditeljima kada nastavnici žele da razgovaraju sa njima i obratno
- b. Motivisanje RE roditelja da dolaze na redovne sastanke u školama
- c. Pozivanje RE roditelja da dolaze na posebne događaje u školi
- d. Uključivanje roditelja u upravljanje slučajevima
Upravljanje slučajeva - „Pristup školski usmjereno Upravljanje slučajeva je strategija koja se pojavila zbog brige škola za „decu koja nisu uspješna u školi zahvaljujući interakciji različitih uticaja iz škole, doma i zajednice“ (Smith, 1). Uglavnom se odnosi na identifikaciju klijenata, procjenjivanju njihove situacije i razvijanju „koordinisanog plana servisa“ (Smith, 2), sprovođenje i monitoring realizacije usluga i evaluacije efektivnosti strategije uzimajući u obzir ishode.
 - I. Samostalan razgovor sa RE roditeljima dece koja su u riziku od odustajanja ili odbijanja škole
 - II. Sprovođenje sastanaka sa roditeljima kad su u pitanju problemi koji se odnose na školovanje uopšteno, na osnovu dogovora sa nastavnicima i stručnom službom.

3. Komunikacija sa školama

- a. Izvještavanje pedagozima i/ili psiholozima ili osobi odgovornoj za rad sa RE asistentom u školi o ishodima rada u školi i van nje i o tome što su naredni koraci
- b. Unošenje dnevnih obaveza u formular (time sheet)
- c. Učešće na jour fixe¹⁶ jednom nedeljno
- d. Pravljenje nedeljnog plana zajedno sa osobom odgovornom za podršku i superviziju od strane škole (pedagog/psiholog/nastavnik/pomoćnik direktora/direktor);

¹⁶ Serija sastanaka koji se odvijaju tokom mjeseca (npr. svakog ponedjeljka i sl.)



4. Podrška inkluziji i integraciji RE dece u škole

- a. Podrška sprovođenju analize kulture škole i poboljšanja iste u cilju ispunjavanja potreba RE dece
- b. Podrška sprovođenju vršnjačke podrške za RE decu i crnogorsku decu, npr. grupisanjem dece koja slabije govore crnogorski jezik sa decom koja govore crnogorski jezik ili romsku i crnogorsku decu, kao i grupisanje dece sa boljim ili slabijim učinkom u školi.
- c. Podrška sprovođenju zabavnih aktivnosti (npr. pjevanje, ples, fudbal – skupa sa nastavnicima) u cilju razvijanja osnovnih socijalnih vještina kao što su dobra komunikacija sa vršnjacima, započinjanje kontakata i odnosa, ispoljavanje osećanja i ideja, razvijanje i ispoljavanje kreativnosti, učenje i saradnja u timovima, medijacija i razrješavanje sukoba)
- d. Podrška deci koja imaju problem sa jezikom, problem u akademskim postignućima i sa osnovnim i socijalnim vještinama tokom dodatnih časova nakon škole.
- e. Podrška sprovođenju svih događaja uključujući završne događaje za decu u školama, podršku sprovođenju interaktivnih grupnih aktivnosti za porodice Roma i Egipćana.

5. Doprinošenje sprovođenju upravljanja slučaja u školi

- a. Prisustvo na sastancima za upravljanje slučaja
 - I. Podrška nastavnicima i stručnim saradnicima da analiziraju pohađanje nastave od strane RE dece
 - II. Podrška nastavnicima i stručnim saradnicima da analiziraju učinak RE dece, diskutujući o njihovim problemima tokom jour fixe
 - III. Podrška nastavnicima, stručnim saradnicima i timovima za upravljanje slučaja da analiziraju ponašanje RE dece
 - IV. Doprinos u ravan rješenja za nastale problem
- b. Podrška RE deci u riziku od odustajanja u svemu što se odnosi na pristup upravljanja slučaja koji je razvio tim za upravljanje slučaja, putem sljedećih aktivnosti (opisanih detaljno u Priručniku za upravljanje slučaja) koje uključuju:
 - I. Razgovor sa decom da bi se saznalo kako ona vide situaciju
 - II. Sprovođenje aktivnosti koje se odnose na probleme na licu mjesta (pojedinačna rješenja problema)
 - III. Podrška deci tokom dopunskih aktivnosti nakon škole u izradi domaćih zadataka i razumijevanju gradiva obrađivanog tokom časova
- c. Podrška školama da reintegrišu Re decu koja su već napuštala školu putem:
 - I. Poseta porodicama, zajedno sa nastavnicima i razgovora sa roditeljima i decom
 - II. Pozivanja roditelja da učestvuju u aktivnostima koje se odnose na reintegraciju (zabavne aktivnosti, one koje su privlačne deci, događajima u školi)

Pozivanjem da učestvuju u aktivnostima koje se odnose na reintegraciju (zabavne aktivnosti, kursovima koji su privlačni deci koja su odustala, događaji u školi)

6. Podrška upravljanju slučaja kroz saradnju sa zajednicama i NVO-ima Roma i Egipćana

- a. Komunikacija sa RE NVO-ima (skupa sa stručnim saradnicima, a na osnovu dogovora sa nastavnicima i stručnim saradnicima iz škole) radi njihovog uključivanja u upravljanje slučaja sa ciljem pronalaženja pojedinačnih rješenja za probleme na licu mjesta
- b. Komunikacija sa RE zajednicama (skupa sa stručnim saradnicima) da se upotrijebe lideri, komšije i sl. radi povećanja motivacije roditelja da daju podršku deci
- c. Aktivnosti prikupljanja sredstava (npr. za odjeću i obuću)

**3 | Akcioni plan za RE asistente:**

Br.	Aktivnost	Vremenski okvir
1.	Podrška motivisanju, pokretanju i pripremi dece Roma i Egipćana za pohađanje škole	Najmanje jedan razgovor sa svakim pojedinačno RE detetom tokom upisnog perioda i prvog meseca pohađanja škole. Najmanje jedna poseta porodici svakog pojedinačno RE deteta i jedna tokom prvog meseca pohađanja škole. Najmanje 2-3 posete tokom polugodišta porodicama u kojima se dešavaju problemi u vezi sa školovanjem
2.	Podrška školama u saradnji sa RE roditeljima	Dostavljanje poziva roditeljima samo u slučajevima kada roditelji nijesu u mogućnosti da pročitaju poruku ili kada deca odustanu od škole (pozivnice bi trebale biti dostavljene, kao i obično, od strane dece) Podrška komunikaciji između škole i roditelja (pomoć pedagoga/psihologa/nastavnicima/pomoćnicima direktora ili direktorima da dopru do porodica u zajednici putem zakazivanja sastanaka, organizovanja poseta porodicama i omogućavanja direktne komunikacije) ¹⁷ , na redovnoj osnovi. Posete porodicama dece u riziku od odustajanja (najmanje 4-6 tokom dva polugodišta)
3.	Komunikacija sa školama	Najmanje 2 sata jour fixe satanka tokom jedne nedelje Nedeljno izveštavanje odgovornim licima u školama (stručnim saradnicima) Priprema 1 forme za aktivnosti tokom meseca (time sheet) za 1 radni mesec Razvoj nedeljnih akcionih planova
4.	Podrška inkluziji i integraciji RE dece u škole	Jednom godišnje sprovođenje kulture škole sa aktivnostima za poboljšanje iste Podrška vršnjačkoj podršci na nedeljnoj osnovi (najmanje 2 sata po nedelji) Podrška radu sa decom na dopunskim časovima poslije redovne škole (najmanje 1-2 sata nedeljno) za decu koja imaju problem sa učinkom i problem koji se odnose na osnovne i na socijalne vještine Učešće u najmanje jednoj zabavnoj aktivnosti u školi tokom prvog polugodišta Podrška svim događajima uključujući završne događaje za roditelje u školama Podrška prevazilaženju jezičkih barijera i nedovoljnih socijalnih vještina u saradnji sa nastavnicima i pedagogima najmanje 2 sata nedeljno, npr. nuđenjem dopunskih časova poslije redovne škole zbog pospješivanja razumijevanja i govorenja na crnogorskom
5.	Doprinošenje sprovođenju upravljanja slučaja u školi	Učešće u najmanje 5 i najviše 15 upravljanja slučaja za najmanje 5 dece za jedno polugodište podržavajući ih pojedinačno i intenzivno. Podrška planiranju i sprovođenju najmanje jedne aktivnosti u toku polugodišta za grupu dece odustale od škole za njihovu reintegraciju

¹⁷ RE asistentima se pridružuju predstavnici škola tokom poseta porodicama



Br.	Aktivnost	Vremenski okvir
		Razgovor sa decom koja su odustala i njihovim porodicama najmanje 2 puta tokom polugodišta (ako je potrebno i češće)
6.	Podrška sprovođenju upravljanja slučaja u saradnji sa zajednicama i NVO-ima Roma i Egipćana	Razgovor sa NVO-ima i RE zajednicama kao i ostalim zainteresovanim stranama na tromesečnoj osnovi sa ciljem njihovog uključivanja u školske aktivnosti i sprečavanje odustajanja. Komunikacija sa NVO-ima, RE zajednicama i ostalim zainteresovanim za sprovođenje odustajanja slučaja (najrjeđe pozivanje na jedan sastanak tima za upravljanje slučaja u školi tokom 3 mjeseca)

Pregled angažmana**Aktivnosti u školi oko 70% posla RE asistenta.****Aktivnosti van škole oko 30% posla RE asistenta.****4 | ORGANIZACIJSKI ODNOSI:**

- Izvještavanje direktno pedagogu/psihologu škole
- Učestvovanje na jur fixe-u jednom nedjeljno
- Popunjavanje formi mjesečnih aktivnosti (time sheets) za sprovedene aktivnosti na mjesečnoj osnovi

Mjesto izvršenja posla:	Škola, RE zajednica, gradovi	Škola:	Ime i adresa škole
Zapošljenje:	RE asistent	Broj slobodnih dana:	22-30 slobodnih dana godišnje (u skladu sa predviđenim u okviru zakona za zapošljene na puno radno vrijeme)
Status zapošljenja:	Puno radno vrijeme	Stepen sprema:	Najmanje svršen deveti razred osnovne škole

OBRAZOVANJE**RE asistent u osnovnoj školi**

- Najmanje svršen deveti razred osnovne škole i neki od programa neformalnog obrazovanja u okviru programa za stručno osposobljavanje (koji obuhvata dolje pobrojane vještine rada) ili drugo stručno obrazovanje – svršena trogodišnja srednja stručna škola, ili četvorogodišnja srednja škola koja daje prednost kandidatu



PROFESIONALNA POZADINA

- Iskustvo rada sa decom i/ili mladima (najkraće jednu godinu)
- Iskustvo rada u obrazovanju (formalnom ili neformalnom ili oba) bi činilo prednost za kandidata

VJEŠTINE:

Minimalne vještine koje kandidat treba da pokaže

- Da koristi romski i albanski jezik
- Da dolazi iz RE zajednica ili da ima dobre odnose sa njima
- Da poseduje dobre komunikacijske vještine
- Da je fleksibilan u vezi sa satima rada
- Da je mobilan (mogućnost da se učestvuje na obukama)
- Da poseduje iskustvo u radu sa decom
- Da bude dobar član tima
- Da poseduje liderske vještine i poznaje tehnike grupnog i individualnog rada
- Da pokazuje toleranciju i prihvatanje etničkih različitosti
- Da je rodno senzitivan

Poželjne vještine (koje se mogu dodatno razvijati dodatnim obukama na poslu)

- Da „zna kako“ organizovati događaje i sastanke
- Da poseduje vještine izvještavanja
- Da poznaje i sposoban je da upotrijebi povratnu informaciju
- Da razumije situacije sukoba
- Da poseduje vještine medijacije i razrješenja sukoba
- Da „zna kako“ primjeniti obrazovne aktivnosti i poznaje sistem obrazovanja
- Da „zna kako“ primjeniti kulturu organizacije
- Da poznaje potrebno u vezi sa prisustvovanjem, učinkom i vladanjem u nastavi

Odobrio

Potpis

Datum

3. Pedagoški pristup u upravljanju slučaja

*OSREDNJI UČITELJ NAREĐUJE.
DOBAR UČITELJ OBJAŠNJAVA.
IZVRSTAN UČITELJ DEMONSTRIRA.
VELIKI UČITELJ INSPIRIŠE.*

William Arthur Ward

U ovom poglavlju osvrnućemo se na one pedagoške pristupe u radu koji nijesu pominjani u prethodnim poglavljima. Pažnju smo usmjerili na mjere podrške profesionalnom razvoju nastavnika kao i one koje su preduzimane na nivou učionice i primjerima kvalitetnih pedagoških pristupa u radu sa decom.

3.1 Učionica naklonjena detetu

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju





Učionica naklonjena deci

Jedna od osnovnih mjera u postizanju podržavajućeg okruženja za učenje i razvoj je učionica naklonjena deci. Ova kovanica „child friendly classroom“, vezuje se za principe koje promoviše UNICEF. U narednom tekstu bavićemo se, u najkraćem obliku, činiocima ovakve učionice i atmosferom podrške.

Učionica naklonjena deci je mjesto na kome se priređuje dobrodošlica deci i konstantno obezbjeđuje sigurno mjesto za učenje, emocionalnu sigurnost i psihološko ostvarivanje, postoji saradnja sa porodicama i društvom, daje se podrška deci kroz kulturu škole i atmosferu dobrodošlice i integrišuće vrste nastave, obezbjeđuje veći sadržaj nastavnog programa koji se usredsređuje na učenje učenika, ima za cilj razvitak ambijenta za učenje u kojem su деца motivisana i sposobna da uče.

Atmosfera dobrodošlice:

- Prema UNICEF-u učionice bi trebalo da budu mjesta u kojima su деца dobrodošla i će mogu uživati pravo na obrazovanje u dobroj atmosferi za učenje.

Okvir škole naklonjene deci, UNICEF -

http://www.unicef.org/lifeskills/index_7260.html

Škola u potrazi za decom

Aktivno identifikuje isključenu decu kako bi ih upisala u školu i uključila u učenje tretirajući decu kao ličnosti koja imaju svoja prava. Vlada je nosilac dužnosti koji je obavezan da ispunio ova prava i demonstrira, promoviše i pomaže u nadgledanju ostvarivanja prava i dobrobiti sve dece u društvu.

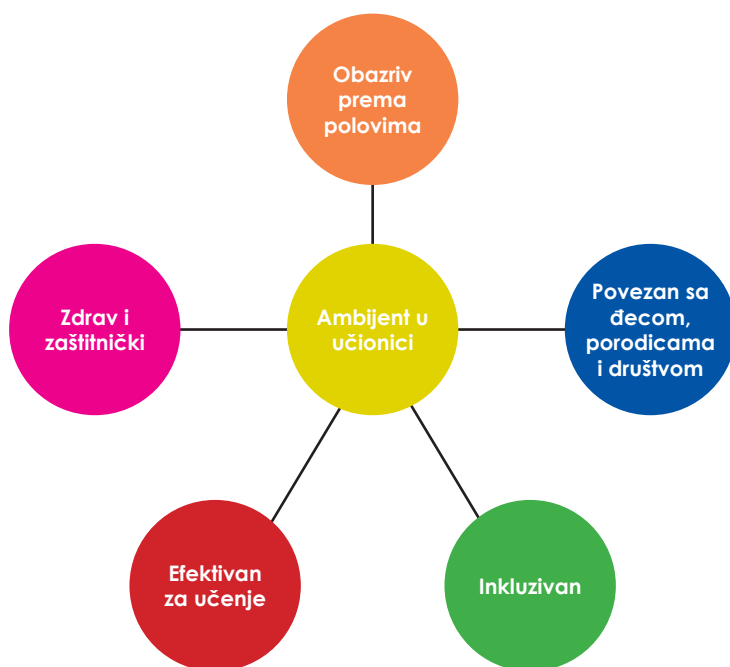




Škola usredsređena na decu

Škola djeluje u najboljem interesu deteta i sa ciljem ostvarivanja punih potencijala deteta. Kao takva, ova škola je zainteresovana za dva aspekta:

- dijete kao kompletnu osobu (uključujući njegovo/njeno zdravstveno stanje, prehrambeni status i dobrobit) kao i
- ono što se dešava detetu – u porodicama i društvu - prije nego što krenu u školu, kad su u školi i nakon što je napušte.



Inkluzivna za decu

Prvi korak prema inkluziji je postaviti sebe na mjesto marginalizovanih učenika i zamisliti kako je biti diskriminisan i maltretiran. Kad svakog učenika posmatramo kao osobu (a ne kao pripadnika marginalizovane grupe) lakše je ispuniti njihove potrebe.



Efikasna je za učenje

Pomažite deci da postanu dobri učenici i učite ih što i kako da uče, usmjeravajući se na životne situacije učenika. Uvodite interaktivne metode nastave i različite sisteme učenja.

Zdrava je i štiti decu

Sarađujte sa NVO ili domovima zdravlja kako biste naučili životne sposobnosti - osnovno zdravstveno obrazovanje (npr. SIDA, kontracepcija, ishrana).

Obazriva prema polovima

Tretirajte devojčice i dječake podjednako prilikom predavanja matematike, jezika ili sporta. Kako bi to učinili koristite jezik koji nije diskriminišući i pokušajte da prevaziđete stereotipe.

Povezana sa decom, porodicama i društvom

Postarajte se da sva deca dobiju školske knjige i sarađujte sa NVO kako bi pomogli siromašnjoj deci u obezbjeđivanju uniformi, svesaka i olovaka. Najbolje djelujete kada učenici učestvuju, porodice su uključene i kada postoji saradnja sa društvom i NVO.

Okvir škole naklonjene deci – Životne sposobnosti, UNICEF

Nastavnici su nosioci učionica koje su naklonjene deci: oni stvaraju stimulišuće učionice koje motivišu i inspirišu decu da uče.

3.2 Kultura škole

Kultura škole značajno utiče na atmosferu u školi. Ukoliko neka škola neguje vrijednosti interkulturalnog života, a ne poseduje obilježja koja to i fizički pokazuju, prva percepcija mogla bi biti nepotpuna. Naredni tekst



bavi se kulturom institucije i približiće nam njen značaj za podsticanje atmosfere dobrodošlice i uključivanja i prihvatanja sve dece u školama na jednak način.

PRAGMATIČNA DEFINICIJA

Definicija kulture organizacije, tumačena na pragmatični način, vidi načine i metode na osnovu kojih organizacija funkcioniše – da kažemo ukratko: Sve što se vidi kao „normalno“, „uzeto zdravo za gotovo“ od strane članova organizacije.

AKADEMSKA DEFINICIJA

Definicija kulture organizacije na akademski način predstavlja razumijevanje skupa normi, vrijednosti i načina razmišljanja koje dijeli organizacija na svim hijerarhijskim nivoima.

Sadržaj	Manifestacije	Tumačenja
Sadržaj organizacione kulture sastoji se od svih načina na koji se ona posmatra, i koji su podijeljeni među članovima organizacije (npr. očekivanja)	• Objekti • Način govora • Izreke • Priče • Vrijednosti • Filozofija • Ponašanje • Sličan način izvršavanja obaveza • Osećanja • Atmosfera	Tumačenje manifestacija se odnosi na razumijevanje uticaja i ciljeva, način kako članovi vide sebe

Analiza organizacije kombinuje različite aspekte i načine posmatranja i sticanja novih saznanja. Konkretno posmatranje se koristi za identifikovanje karakteristika i razumijevanje poruka organizacione kulture koje određuju filozofiju i identitet organizacije.

Osnovna početna ideja je da se identitet organizacije ne traži iza određenih karakteristika, već da same karakteristike pokažu taj identitet. Način na osnovu kog je zgrada napravljena odražava njen identitet, a život stvarni identitet. Moguće je da identitet nije isti kao onaj koji se nalazi u teorijskim zvaničnim verzijama.



Kada razmišljamo o kulturi organizacije, možemo postaviti sljedeća pitanja:

- Koje politike stoje iza strukture organizacije?
- Šta je tipično za vodiče, principe i strategije?
- Koji marketinški slogan opisuje identitet organizacije?
- Ako su sve karakteristike upoređene na kraju, prodiskutujte koliko su koherentne i harmonične: Koja osećanja izazivaju i kakve preporuke biste vi dali?

3.3 Podrška pedagoškim pristupima: profesionalno usavršavanje nastavnika

*Cilj života nije savršenstvo.
Cilj života je trajni proces
Usavršavanja, sazrijevanja i unaprijeđenja.*

John Dewey

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

U cilju uvođenja modela upravljanju slučaja i propratnih pristupa da bi se što kvalitetnije sproveo, urađena je analiza situacije, a zatim na osnovu potreba izraženih tokom nje, kreirani ključni i propratni treninzi i obuke. Profesionalno usavršavanje u Projektu imalo je svoje cikluse. Sprovedeno je sa tri ciljne grupe zapošljenih:

- I Duži rad sa grupom koji uključuje Upravljanje slučaja kroz tri načina podrške – razred, škola i zajednica, realizovan sa učesnicima – direktori škola, pomoćnici direktora, stručni saradnici, nastavnici;
- II Kraći rad sa drugim profesionalcima – obuka za primjenu interaktivnih metoda u multikulturalnom kontekstu čiji su učesnici bili nastavnici iz nižih i viših razreda - profesori razredne nastave, razredne starješine, predmetni nastavnici;



- III Podrška profesionalcima da sprovedu svoje vršnjačke obuke tj. prošire iskustva svojih kolega po povratku u školu, takođe kroz interaktivnu obuku, učesnici su bili kolege nastavnika iz aktiva u školama iz kojih praktičari dolaze.



U centru rada sa profesionalcima bio je princip iskustvenog učenja i povezivanja teorije i prakse.¹⁸



¹⁸ R.A., 2013.: Priručniku „Interaktivne obuke“, Podgorica



Interaktivne obuke usmjerene su na aktivne učesnike, tj. pospješujućeg i podržavajućeg uticaja na učešće, dijeljenje, doprinos, razmjenu i povezivanje sa praktičnim situacijama iz učinoce i svakodnevnog života.



Na grafiku je predstavljen ciklus obuke nastavnika u dvije faze, učeštvovanje i prenošenje kolegama tj. dijeljenje prakse na interaktivan način, vršnjačka obuka.





Primjeri:

Jadranka Gavranović, Jelena Mrvošević – stručne saradnice

OBUKA KOLEGA – RAD NA OSVJEŠĆIVANJU PREDRASUDA I POSTUPAKA DISKRIMINACIJE

U toku diskusije o postojanju postupaka diskriminacije u školi, grupa kolega reagovala je odbijanjem da se suoči da tako nešto uopšte postoji kod nas, izjavama tipa: „Ne, kod nas nijesu diskriminirani, oni su ovđe odlično prihvaćeni.“ Tada sam navela činjenicu da, pošećujući odjeljenja imam priliku da vidim raspored šedenja u učionici i da se tom prilikom dešavalo da kod učitelja B.P. romska deca sede u jednom uglu, grupisana, u najdaljoj mogućoj tački od učiteljice. Postavila sam kolegama pitanje, da li takve postupke smatraju diskriminacijom, na šta su odgovarali: „Da, ali to je bilo slučajno, to se rijetko dešava“, kao i sa: „Ali, oni žele tako da sede, to je njihov izbor i sl.“ Odgovorila sam da sam ipak viđela to dovoljno puta, da se ne može govoriti o slučaju, i da takvi postupci odražavaju naš stav zapostavljanja i ignorisanja te grupe dece. Ovđe se diskusija razvila u pravcu osvješćivanja i priznavanja postajanja tih i sličnih situacija u kojima su se mnogi prepoznali. Zatim smo nastavili obuku u pravcu podsticanja odgovornosti učitelja da kreira odnose prihvaćenosti i ravnopravnosti u učionici, i da je raspored šedenja jedan od bitnih načina na koji se ovaj problem tretira.





Drugi primjer o kom se diskutovalo na treningu je: za učenicu prvog razreda T.M. jednog dana nakon časova niko nije došao, ali je učitelj pustio da ide sama kući. RE asistent je bio tu i pošto je zadržao dijete, obratio se učitelju i pitao: „Da li bi ste tako pustili i neko drugo dijete?“ Razgovor se nastavio i u kancelariji direktora đe je učitelju postavljeno pitanje o tome kako bi se ošeo u slučaju da neko njegovo dijete pusti kući bez pratnje. Učitelj je odgovorio da bi bio bijesan i da bi tu osobu smatrao neodgovornom i neozbiljnom.



Još jedan primjer prisustva predrasuda je pokušaj uvođenja upoznavanja sa romskim jezikom i njegovog uvođenja u nastavu. Inicijativa je pokrenuta od strane stručne službe ka učiteljima i tada im je ponuđen materijal sa frazama i riječima na oba jezika. Ovu inicijativu su oni u najvećem broju odbili. Tom prilikom su dali obrazloženje da imaju službeni jezik i da je bolje da učenici naprave napor i da ga nauče. Stručni saradnik je sa romskom decom starijih razreda počeo da pravi rječnik pojmova na oba jezika i koristi ih u individualnim razgovorima sa decom što je decu veoma obradovalo i iznenadilo. Ovaj model je ponuđen u radu učiteljima i jedan od učitelja B.P. je to i prihvatio. Na časovima je uz pomoć dece pojmove imenovao i na romskom jeziku što je rezultiralo lakšem razumijevanju i usvajanju gradiva. Prihvatanjem od strane učitelja i nastavnika predmetne nastave ovog modela poboljšao bi se kvalitet odnosa učitelj – učenik, kao i sam nastavni proces, zbog ukazanog poštovanja i prihvatanja različitosti.



Primjer uglednog profesionalnog pristupa u radu sa decom u upravljanju slučaja

PRISTUP U RADU Z.K.

Učiteljica je tokom osmišljavanja aktivnosti podrške posebnu pažnju posvetila razumijevanju stvarnih potreba M.V. i M.K., njihovog aktivnog konstruktivnog učešća u grupi, kao i zdravog rada i razvoja grupe. Ovaj pristup ogleda se u ispoljavanju topline, istinske brige, pozitivnog stava, strpljivosti, provjeravanja kako se деца osećaju tokom aktivnosti i nakon bitnijih intervencija, osvrta na određene postupke i intervencije, kao i analiza i osmišljavanje više različitih pristupa koji bi mogli da odgovore na potrebe dece, svijesti o bitnosti odnosa, otvorenosti da se uči i razvija, kreativnosti, fleksibilnosti, empatije, jasno postavljenih granica uz prijateljski pristup.

Vrlo značajan dio procesa čini otvorenost da se čuju i preispitaju različite ideje, njihovo prihvatanje i primjena. Dakle, kongnitivni stil, u ovom primjeru, odlikuje se sposobnošću samorefleksije i posljedičnog modelovanja načina rada.

Integracija M.V. i M.K. u ovu grupu učenika/ca je u potpunosti postignuta, istovremeno sa razvojem i rastom same grupe.

Sličan način rada i pristup deci omogućio je i učiteljici B.P. da svoje prihvatanje i brigu o deci prošire i na roditelje učenika iz svog odjeljenja.

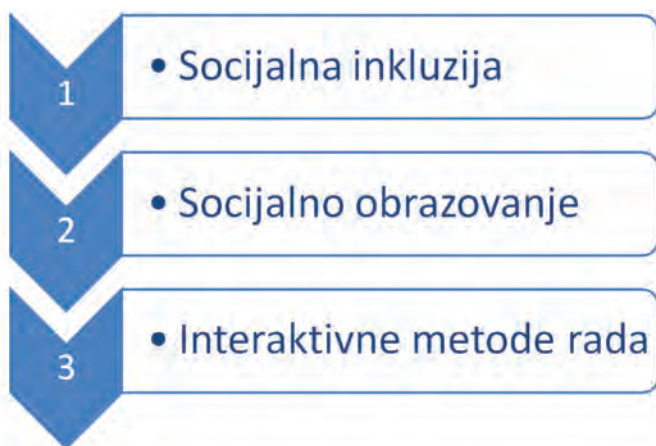


Naime, na roditeljskom sastanku se vodio razgovor o prilikama i načinu života svih učenika. Zajedno su došli na ideju da bi mogli pomoći deci na način što su roditelji praveći užinu za svoje dijete pravili duplu i za druga iz njegovog razreda koji nije u mogućnosti da to sebi priušti. Nastavak ove inicijative ogledao se i u prijedlogu da sami nabave novogodišnje paketiće za svu decu iz odjeljenja. To je i realizovano.

3.4 Interaktivne aktivnosti za inkluziju i ponovno uključivanje dece u učionici: vršnjačka podrška, zabavne aktivnosti

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

Koncept socijalne inkluzije podrazumijeva postojanje socijalnog obrazovanja¹⁹, kao i korišćenje interaktivnih metoda rada, koje su lako prilagodljive potrebama ciljnih grupa.



U okviru modela sprovedene su aktivnosti vršnjačke podrške i zabavne aktivnosti.

¹⁹ Smith M., 1980.: Social Education of Youth Workers, Creators not Consumers



VRŠNJAČKA PODRŠKA

Vršnjačka edukacija i podrška predstavljaju nov pristup u radu sa decom i mladima, oslonjen na unutrašnje resurse tj. decu i mlade u školama, kao i nastavni kadar koji pomaže ovaj proces. Naročito je učinkovita prilikom realizacije programa za podršku u prevazilaženju problema populacije dece i mladih u riziku od odustajanja od škole i sl. (npr. negativnih trendova i pojava kao što su uzimanje psihoaktivnih supstanci i sl).

ZAŠTO VRŠNJAČKA EDUKACIJA I PODRŠKA?

Zato što **vršnjaci vjeruju jedni drugima**, dijele **slična iskustva i društvene norme** i samim tim imaju bolju poziciju da obezbjeđuju relevantne, smislene, jasne i tačne informacije.²⁰

U kontekstu multikulturalnog rada, oni su još jača spona i resurs za pravilan razvoj sebe i svojih vršnjaka. U ovom slučaju oni koji daju, pomažu i podržavaju svoje vršnjake u uključivanju, učenju i razvoju, pomažu i svom razvoju u smislu građanskih kompetencija, komunikacijskih vještina i sl.

Program vršnjačke edukacije i podrške u okviru pristupa Case menadžmenta – MIES 2012, ima nekoliko ključnih ciljeva:

1. Da podrži i osnaži **uključivanje RE dece** tokom prvog iskustva u obrazovnom sistemu – prvi razredi,
2. Da utiče na bolje **razumjevanje obrađivanog gradiva i veći nivo postignuća** učenika i učenica u svim razredima, naročito prvom,
3. Da utiče na **smanjenje odustajanja od škole tokom „rizičnih faza“**:
 - prelazak iz isturenih odjeljenja u matičnu školu,
 - napuštanje škole zbog nezadovoljstva prihvaćenošću u kasnijim razredima,
 - potrebe da se „zarađuje“ za život u uzrastu od 11 do 15 godine života,
 - udaje, ženidbe i sl. Fenomena karakterističnih za RE kontekst i sl.

Koncept vršnjačke edukacije se, tako može razvijati u skladu sa potrebama ciljnih grupa unutar specifičnih školskih uslova.²¹

²⁰ <http://www.educationscotland.gov.uk/learningteachingandassessment/approaches/peereducation/index.asp>, 10/10/2012.

²¹ Aleksandra Radoman, lokalna obrazovna ekspertkinja za inkluzivno obrazovanje, Projekat Servisi inkluzivnog obrazovanja, MIES 2012.





ZABAVNE AKTIVNOSTI

Zabavne aktivnosti, koncipirane jednom sedmično, u okviru redovne nastave, su prilika da se đeca zabave, druže i izgrađuju socijalne vještine, kao što su samopouzdanje, komunikacija, prezentacija i td.

Najčešće su organizovane na kraju radne sedmice, u nižim razredima. Bile su planirane i prilagođene prilikama. Na kraju sedmice, značile bi lijep rastanak od škole, tokom koga su jedni drugima mogli pokazati ne samo usvojena znanja nego i vještine koje posjeduju.



PRIMJERI

Jadranka Gavranović, Jelena Mrvošević – stručne saradnice

VRŠNJAČKA PODRŠKA – RAD U TIMOVIMA

Primjer dobre prakse jedne od učiteljica prvog razreda, L.J.D.: došla je na ideju da osnuje tzv., diplome za „Najboljeg druga“, koje su se dodjeljivale nedjeljno, odajući priznanje detetu koje je u toku te nedelje pokazalo najvredniji rad u pomoći drugom detetu. Lijepo je i što u izboru drugog nedelje učestvuju svi, i đaci i učitelj, glasajući. Diplome stoje okačene na zidu određeno vrijeme dok ih ne zamijene nove. Pokazalo se veoma dobrim motivacijskim sredstvom u podsticanju vršnjačke podrške. Đeca koja ranije završe zadatak samoinicijativno prilaze drugarima kojima je potrebna podrška.



PRIMJERI M.V. I M.K.

M.V. i M.K. su stariji od svojih drugara u odjeljenju 2 do 3 godine. Tokom pripremnihi vrtića, kao i početkom školske godine primjećeno je da povremeno započinju svađe sa drugarima, ne prate nastavu i sl. Ove pojave su eliminisane, tj. njihova velika energija, potreba za pažnjom artikulirana i usmjerena putem dvije vrste kontinuiranih aktivnosti podrške na nivou učionice. Učiteljica je koristila grupnu aktivnost zabavnog karaktera „Mojih 5 minuta“ i individualni rad kroz vršnjačku podršku. Posebno je značajan pristup koji učiteljica primjenjuje tokom različitih aktivnosti.

AKTIVNOSTI ZABAVNOG KARAKTERA

Aktivnost „Mojih 5 minuta“ sprovedena je tokom posljednjeg časa, petkom. Đeca su se tokom nedjelje pripremala i prijavljivala za svoj „nastup“. Petkom, u ustaljenom terminu, đeca bi sedala u krug i bila pozivana da izvedu svoju tačku. U slučaju kad bi bili nesigurni oko nastupa, imali bi priliku da izaberu jednog drugara koji je njihova podrška tokom izvođenja. Nakon svakog izvođenja, slijedio je glasni aplauz. Ovakav pristup, kao i podržavajuća i opuštena atmosfera u grupi, utiče da sva đeca uzmu učešća tokom ove aktivnosti. Na ovaj način su takođe ohrabreni da predstavljaju sebe i to što su pripremili pred drugima. Učiteljica je primjetila veću uključenost sve dece tokom redovne nastave, sa posebnim osvrtom na učešće M.V. i M.K.

VRŠNJAČKA PODRŠKA

Vršnjačka podrška realizovala se tako što su M.V. i M.K. direktno radili sa drugarima tokom nastave. Učiteljica je radila odabir vršnjaka koji su pokazivali dobre rezultate u učenju i bila vrlo samostalna i komunikativna đeca. Rad u parovima doprinio je izgradnji kvalitetnog vršnjačkog odnosa koji podrazumijeva uživanje u zajedničkom radu, samoinicijativnost da rade u ovim parovima, davanje međusobne podrške takođe i tokom ostalih aktivnosti.





ALATKE:

*Pedagoški pristup
u upravljanju slučaja*

**LIST ZA PROVJERU: Kakvom kulturom raspolaže naša škola?**

Uzmite kopiju lista za provjeru i olovku i posetite vašu školu kao da ste roditelj ili dijete koje prvi put dolazi u školu. Nakon toga pažljivo obratite pažnju oko sebe i odgovorite na sljedeća pitanja:

Br.	Pitanje	Primjer	Odgovor
1.	Koje simbole možete naći u učionici, prostorijama u okviru školske zgrade i izvan škole, oko škole, na zidovima, tabelama itd?	Npr. Da li su korišćeni slogani, crteži, slike ili dekoracije? Koja vrsta? Da li ima kancelarijskog namještaja? Da li ima biste? Da li su postavljeni rasporedi odjeljenja na zidovima, ili informacije za nastavnike, učenike i roditelje? Da li je ambijent čist ili nečist? Da li postoji igralište? Da li ima biljaka? Da li vidite novu ili staru, prečerano korišćenu opremu?	
2.	Što znače navedeni simboli? Kako ih tumačite?	Npr. Da li stičete utisak da mjesto želi dobrodošlicu ili ne? Da li znate ili ste pod utiskom da se ovde obavlja profesionalan rad? Da li razumijete pozadinu crteža, slika i bista i šta one znače? (Može biti, na primjer, slika razreda albanske, romske i egipćanske dece kako uče zajedno) Da li bi ovakva slika za vas značila integrativnu nastavu?	
3.	Koje su boje korišćene u učionicama, prostorijama, izvan škole i u raznim školskim objektima, dekoracija, namještaj itd.?	Opis izabranih boja	
4.	Što te boje znače?	Kako se ošjećate kad ih gledate?	
5.	Kakva vrsta namještaja se nalazi u učionicama i školskim prostorijama?	Npr. kompjuteri, stolovi, stolice.	
6.	Što se namještajem odražava?	Npr. namještaj je adekvatan, izražava da će naša deca biti dobro pažena u ovoj školi. Ili ima mnogo stolova i stolica	



Br.	Pitanje	Primjer	Odgovor
		što izražava da je u razredu previše dece	
7.	Kakve ste priče čuli o školi? Ko se spominje u tim pričama? O čemu one govore?	Npr. da li postoje priče o školskim uspjesima u prošlosti? Priče o neuspjesima škole? Priče o nastavnicima, direktorima ili učenicima?	
8.	Koje su vrijednosti izražene u tim pričama?	Koja je poenta/poruka ovih priča?	
9.	Što se smatra nepromjenljivim/nepremostivim u pričama?	Što je sveto? Koja su vjerovanja/vrijednosti obrazovanja?	
10.	Ko se smatra autoritetom u školi? Na koga se škola oslanja?	Npr. pregled direktora škola koje je škola imala, redosljed ili izvod zakona	

4. Outreach aktivnosti – u susret ciljnim grupama

Ukoliko se prema pojedincu odnosiš kao da je ono što treba biti i može biti, onda će i postati ono što treba biti i može biti.

Gete

Dr Sibylle Hielscher – vođa tima i ključna ekspertkinja za inkluziju

Aleksandra Radoman-Kovačević – mlađa obrazovna ekspertkinja za inkluziju

4.1 Uključivanje roditelja

Kako smo već nekoliko puta istakli u predhodnim poglavljima, uloga roditelja u obezbjeđivanju uslova za postizanje punih potencijala svakog djeteta je ključna. Stoga je potrebno razvijati i njegovati odnose sa njima kroz stvaranje komunikacijske strategije.

U cilju ostvarivanja efektne komunikacijske strategije koja predstavlja preduslov stvaranja kvalitetnih odnosa, na relaciji nastavnik – roditelj, potrebno je voditi računa o sljedećem²²:

- **Iniciranju tj. započinjanju:** Nastavnici bi trebalo da započnu kontakt i na samom početku zajedno sa roditeljima definišu očekivanja od saradnje.
- **Pravovremenosti:** Nastavnici bi trebali da ostvare kontakt čim identifikuju problem, tako da bi se moglo pravovremeno reagovati. Neka da predugo čekanje stvara problem i nezadovoljstvo svih uključenih.
- **Konzistentnosti i učestalosti:** Roditeljima je potrebna česta, tekuća povratna informacija o njihovoj deci.
- **Dosljednosti:** Roditelji i nastavnici trebaju da se uvjere da će onaj drugi postupati u skladu sa rečenim.
- **Jasnoći i korisnosti komunikacije:** Roditelji i nastavnici treba da poseduju informacije koje mogu biti od pomoći za učenike, u obliku i na jeziku koji će razumijeti (npr. pozivnice za sastanak ili događaj na crnogorskom jeziku mogu biti nerazumljive roditeljima iz zajednice raseljenih lica Roma i Egipćana na Koniku).

²² American Federation of Teachers, (2007). Building Parent-Teacher Relationships. Washington, D.C.: American Federation of Teachers.



Evo nekoliko vidova uključivanja roditelja koji obezbjeđuju učestalost i konzistentnost, zadovoljstvo i podsticanje brige za budućnost svoje dece:

- a. Sastanci sa roditeljima, najrjeđe 4 puta tokom jedne školske godine,
- b. Školske aktivnosti u kojima roditelji daju svoj doprinos,
- c. Bolja informisanost roditelja (putem usmene i direktne komunikacije od strane nastavnika, poseta porodicama, pisama na romskom ili albanskom),
- d. Uključivanje u timove za upravljanje slučaja.

4.2 Uključivanje ostalih zainteresovanih strana u upravljanje slučajima

U ovom djelu se bavimo saradnjom izvan škole. Sve škole sarađuju sa opštinama, pošto je to propisani, nepromjenljiv dio obrazovnog sistema. Međutim ne koriste sve škole saradnju i uspostavljanje mreža kao sredstvo za unapređenje njihove efikasnosti i ne sarađuju sve škole sa NVO-ima i institucijama izvan škole, kada saradnja nije propisana zakonom. Čak i saradnja među školama često nije dobra kao što pokazuju studije slučajeva učenika koji promijene mjesto prebivališta. Kad postoji dobra saradnja škole imaju veliku korist.

PREGLED PARTNERA ZA SARADNJU

Partneri za saradnja u i izvan formalnog obrazovanja mogu biti:

- Opštinski službenici (službenici za jednakost polova, službenici za zajednice, itd.),
- Omladinski centri ili klubovi,
- Društveni centri/centri za učenje,
- NVO,
- Udruženja specijalizovana za rad sa određenim, marginalizovanim grupama,
- Vođe zajednica,
- Roditelji,
- Porodica (uža i proširena),
- Službenici centara za socijalni rad.



Saradnja sa NVO može biti od koristi jer one imaju drugačije resurse u odnosu na školu i kombinacija napora može učiniti više nego samo dupliranje rezultata. Saradnja sa NVO po pitanjima učenika pod rizikom je neophodna za škole. Budući da su NVO bliske sa realnošću izvan škole, s porodicama i njihovim socio-ekonomskim stanjem, one mogu pružiti informacije koje su od važnosti za marginalizovane grupe (npr. neupisivanje, podaci po opštinama, pružanje aktivnosti i obuka, organizovanje dopunskih časova) i takođe mogu pomoći školama u rješavanju pitanja učenika u riziku iz različitih perspektiva.





KOJU KORIST MOŽE ŠKOLA IMATI OD SARADNJE SA NVO?

Uopšteno, može se reći da škole imaju korist od saradnje sa NVO kroz:

- Gledanje na probleme izvan školske perspektive
- Pronalaženje rješenja
- Bolje bavljenje vanškolskim aktivnostima
- Dosljednost u rješavanju problema
- Održavanje konstatnog pristupa
- Uzimanje u obzir šireg konteksta
- Mogućnosti da ispuni više nego sama škola

Uzimajući u obzir mogućnosti za saradnju, željeli bismo da ohrabrimo direktore škola i nastavnike da zauzmu proaktivan pristup i traže podršku umjesto čekanja ponuda kad god se suoče sa učenikom u riziku od napuštanja ili odbijanja školovanja.

Komunikacija je prvi korak saradnje. Prije uspostavljanja mreže komunikacije između NVO i škole direktor škole i/ili službenici se trebaju upoznati sa NVO u opštini/regionu.

Od suštinske je važnosti identifikovati NVO i sastaviti listu postojećih NVO. Preporučuje se da škola ima listu NVO koja će sadržati sljedeće informacije:

- Naziv NVO i osobe za kontakt
- Lokacija njihovih kancelarija
- Oblast djelovanja
- Aktivnosti
- Vremensko trajanje – od kad postoji
- Moguće zajedničke aktivnosti/oblasti djelovanja

Ukoliko je moguće osoblje škole bi trebalo imati listu sa navedenim informacijama na njoj.





Zadaci koji se mogu obaviti povećanjem saradnje sa NVO:

- Sastanak sa direktorom škole/osobljem kad je potrebno za slučaj
- Pomoć u kontaktiranju i razgovoru sa roditeljima učenika pod rizikom o raznim pitanjima (npr. prisustvo, učešće, itd).
- Kampanja podizanja svijesti o važnosti obrazovanja (sa porodicama i društvom)
- Registracija
- Izvodi iz matične knjige rođenih
- Reintegracija
- Apstinencija
- Posredovanje u konfliktima
- Organizovanje aktivnosti izvan škole, npr. dodatni časovi za učenike slabijeg učinka
- Korišćenje prostorija NVO
- Pošeta domu školskog druga
- Dodatne aktivnosti
 - » Jačanje socijalnih vještina kroz omladinski rad (strukturirane i organizovane aktivnosti sa decom, kreirane na osnovu potreba ciljnih grupa sa ciljem postizanja što većih potencijala dece uz korišćenje metoda neformalnog obrazovanja)
 - » Pomoć za učenike slabijeg učinka
 - » Životne sposobnosti
 - » Klubovi za različite predmete i interese učenika
 - » Nastavne metode sa usredsređenjem na dijete, učešće i obzire prema polovima
 - » Grupni rad sa učenicima u školi (klubovi, školska uprava)
 - » Integracija dece kroz dopunske časove koje drugi organizuju (NVO, agencije za obrazovanje)
 - » Razvoj školskog ambijenta i materijala za učenje koji će ispuniti potrebe dece sa ograničenim sposobnostima
 - » Gostovanje izlagača u razredima (diskutovanje o inkluzivnosti).





4.4 Izgradnja tima i međusobna saradnja

Prilikom saradnje sa drugima dobro je znati neke osnove o timskom radu. Nije neophodno prilikom ad hoc saradnje, ali je od koristi kada grupe osoba rade zajedno na duže staze sa zajedničkim ciljem, kao što je tim za sprečavanje napuštanja škole, školski savjeti kao i oni koji su uključeni u upravljanje slučaja učenika u riziku.

Riječi „tim, razvoj tima, timski rad“ se često prećerano koriste, jer je ovih dana u trendu biti član tima, a ne samo član osoblja. Ono što se često želi reći je da 2 ili više ljudi radi zajedno. Mi timski rad definišemo na sljedeći način²³:

- Timski rad ima zajednički cilj
- Timski rad znači saradnju i uključuje 2 do 8 osoba
- Timski rad znači da svako u timu unosi stručno znanje i ima poseban zadatak u okviru opšteg zadatka
- Timski rad znači praćenje određenih opštedefinisanih pravila

Sljedeće poređenje između sportske ekipe i grupe koja čeka autobus na autobuskoj stanici daje jasan primjer onoga što je tim, a što nije.

Poređenje: sportska ekipa i grupa na autobuskoj stanici

	GRUPA NA AUTOBUSKOJ STANICI	SPORTSKA EKIPA
CILJEVI	Nijesu vezani, nemaju zajednički cilj	Rade zajedno već neko vrijeme kako bi postigli zajednički cilj
RAZVOJ ULOGA	Različitost uloga nije primjetna	Uloge i zadaci su jasno podijeljeni i poznati svim učesnicima
PREDANOST	Neobavezujuća, jedan pored drugog ili slučajna zajednička djela	Predanost u vezi sa sastankom i upravljanjem zadacima – u međusobnoj zavisnosti
AKTIVNOST	Pasivno čekanje	Svako doprinosi postizanju opšteg rezultata
ODGOVORNOST	Nema zajedničke odgovornosti za cilj	Zajednička odgovornost za rezultat – najmanje za one spolja

²³ Na osnovu Gellert, Manfred; Nowak, Claus. Ein Praxisbuch für die Arbeit in und mit Teams. 2. ed, Meezen: 2004, p. 22-23.



Timski rad je inspirišući i motivišući, ohrabrujući i olakšavajući. Rad u timu povećava mnogostrukost ideja i pomaže u razvijanju materijala i aranžmana učenja kako bi se sprovele nove metode nastave i učenja. Timski rad pomaže u raspoređivanju zadataka na način kojim se čuva radna snaga i u kombinovanju raznih sposobnosti koje postoje kod kolega. Takođe se postiže veća moć ubjeđivanja roditelja, školske uprave, kolega ili školske inspekcije prilikom suočavanja s novim i inovativnim mjerama u nastavi. Dakle timski rad može biti odlučujući faktor za rad sa onima koji napušte ili odbijaju školu.

Jedan nastavnik može biti veoma motivisan i sposoban, ali može dovesti samo do određenih promjena. Za neprekidan napredak je od suštinske važnosti da postoji zajednička aktivnost na nivou školske uprave i nastavnika.

Za sastavljanje zajedničkog pristupa onima koji napuštaju ili odbijaju školu važno je obaviti analizu stvarnog stanja, sastaviti strategiju za timski rad i dogovoriti se o konsenzusu. Takođe je važno dogovoriti nadležnosti tima, članova osoblja/nastavnika, koje se odnose na praktični rad.

1. KONSENZUS ZA TIMSKI RAD

Nezamjenjiv preduslov za timski rad je u stvari konsenzus među školskim osobljem. To znači da timski rad treba biti dio strategije školskog razvoja i treba biti uključen u razvojni plan škole.

2. KONKRETNI ZADACI

Rezultati timskog rada će biti bolji što je zadatak konkretniji i prihvaćeniji. Potrebno je da najmanje dvije trećine kolega podrži ideju uvođenja timskog rada.

3. PODJELA ZADATAKA

Sljedeći preduslov za uspješan timski rad je pristup očuvanja radne snage. Zadaci ne bi trebali biti previše složeni i dugotrajni. Zbog toga je potrebna podjela zadataka i odgovornosti, odnosno uloga svakog člana ekipe treba biti jasno definisana i dogovorena.

4. RAZLIČIT RAZVOJ TIMA

Od veće je pomoći ukoliko se ekipe ne ostave same da primjenjuju timski rad nego dobiju podršku, npr. školskog nadzora.

5. REDOVNI SASTANCI TIMA

Timski rad ne zahtijeva samo vrijeme za obavljanje timskog rada i vrijeme za dodatno obrazovanje, nego i vrijeme za redovne sastanke tima. Sastanci tima mogu biti kratki, ali trebaju biti institucionalni, tj. treba jasno



odrediti vrijeme za sastanke i svim članovima ekipe staviti do znanja da ovi sastanci imaju prioritet i da je učešće obavezno. Najbolje je da vrijeme za sastanke timova bude fiksni dio radnog plana, na primjer 6. i 7. čas određenog dana, jednom mjesečno, svake dvije neđelje ili jednom neđeljno (zavisi od zadatka tima).

6. PRAVILA

Timskom radu su potrebna pravila koja definišu i koja određuju sami članovi ekipe. Pravila su na primjer:

- Učešće na redovnim sastancima tima
- Pohađanje dopunske nastave
- Korišćenje pravila za sastanke
- Korišćenje pravila povratnih informacija
- Otvorena diskusija o problemima
- Svrishodno obavljanje timskog rada

7. FAZA PREISPITIVANJA

Za poboljšanje timskog rada važno je preispitati ciljeve koji su dogovoreni kao i pravila i radne planove. To može biti učinjeno tokom ad hoc sastanaka.

Timski rad se isplati, ali proces implementacije zahtijeva doprinos i motivisanost školske uprave i nastavnika. Najbolji rezultati timskog rada mogu biti postignuti ukoliko postoji podrška školskog nadzora i/ili institucije za podršku profesionalnom usavršavanju nastavnika.





ALATKE:

*Saradnja sa ostalim
zainteresovanim stranama*

**FORMA AKCIONOG PLANA**

Što?	Kada?	Ko?	Do kada?	Komentari
Aktivnosti	Vremenski okvir	Odgovorna osoba	Rok	Neophodni komentari, preporuke

PRIMJER AKCIONOG PLANIRANJA

Br.	Što?	Kada?	Ko?	Do kada?	Komentari
1. POJEDINAČNI SLUČAJEVI					
1	1. Identifikovanje učenika u riziku od napuštanja	Septembar – jun	Razredni starješina	Do kraja svakog mjeseca	
1.1					
1.2					
3.0					
3.1					





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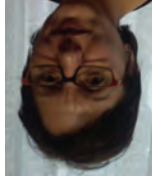
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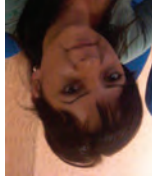
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ANNEXES:





No.	What?	When?	Who?	Until when?	Comments
1	1. Identifying students at risk	September - June	Head teacher	End of each month	
1.1					
1.2					
3.0					
3.1					
1. INDIVIDUAL CASES					

ACTION PLAN EXAMPLE

What?	When?	Who?	Until when?	Comments
Activities	Time phase	Responsible person	Deadline	Necessary comments, recommendations

ACTION PLAN TEMPLAT



TOOLBOX:

*Cooperation with
other stakeholders*





In order to improve teamwork it is important to reflect on the goals that have been agreed upon as well as the rules and the work plans. This can be done in flashlight meetings. In summary, teamwork pays off but the process of implementation requires efforts from the school management as well as the teachers. Best results in teamwork can be obtained if there is support from the school inspectorate and/or teacher training institutes.

7. PHASES OF REFLECTION

- Attending the regular team meetings
- Attending further education
- Using the rules for meetings
- Using feedback rules
- Talking openly about problems
- Carrying out teamwork consequently

Teamwork needs rules that the team members themselves define and agree upon. Rules are for example:

6. RULES

Teamwork requires not only time for doing the teamwork and time for further education, but also time for regular team meetings. Team meetings can be short but should be institutionalised, i.e. a time for the meeting should be fixed and it should be clear for all team members that these meetings have priority and it is thus compulsory to take part. It is best if the time for team meetings is a fixed part of the work plan, for example the 6th and 7th lesson on a selected day once a month, every two weeks or weekly (depending on the tasks of the team).

5. REGULAR TEAM MEETINGS

ment teamwork but rather get support, e.g. from the school inspectorate. It is more helpful if teams are not left alone when trying to imple-

4. DIFFERENTIATED TEAM DEVELOPMENT

Another precondition for successful teamwork is a labour-saving approach. The tasks shouldn't be too complex and time-consuming. Therefore division of tasks and responsibilities is necessary, meaning that the role of each team member needs to be clearly defined and agreed upon.

3. DIVISION OF TASKS

The results of teamwork will be the better the more concrete and accepted the task is. At least two thirds of colleagues should support the idea of introducing teamwork.

2. CONCRETE TASKS

An indispensable precondition for teamwork is in fact a consensus among the school staff members. This means that teamwork needs to be part of the school development strategy and should be included in the school development plan.

1. CONSENSUS FOR TEAMWORK

Teamwork is inspiring and motivating, encouraging and relieving. Working in a team enlarges the multiplicity of ideas and helps to develop materials and learning arrangements in order to implement new teaching and learning methods. Teamwork helps to distribute tasks in a labour-saving way and to combine the various strengths available among the colleagues. It also creates a greater power of persuasion on the part of teaching teams vis-à-vis parents, school management, colleagues or school inspectors when confronted with the implementation of new and innovative measures. Thus teamwork can be the decisive factor for dealing with school dropouts and school refusal. A single teacher can be highly motivated and capable, but he can only bring about selective changes. For a sustainable improvement it is absolutely necessary to have concerted action at the level of school management and teachers. In order to develop a common approach to school refusal and dropouts it is necessary to analyse the actual situation, develop a strategy for teamwork, and agree on a consensus. It is also necessary to develop team competences of staff members/ teachers related to practical work.



²⁷ Manual "Dealing with school refusal & dropouts", A practice-oriented manual, Dr. Sibylle Hieslacher, MA, Vera Kasstrati, Copyright©2012, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Pösting, Oktober 2011
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GROUP AT THE BUS STOP		SPORTS TEAM	
AIMS	Not connected, having no common aim	Working together for some time to achieve a common aim	
DEVELOPMENT OF ROLES	A differentiation of roles is not visible	Roles and tasks are clearly divided and known to all involved	
COMMITMENTS	Non-binding, side-by-side or accidental co-action	Commitment concerning meetings and management of tasks – depending on each other	
ACTIVITY	Waiting passively	Everyone contributes to achieve the common output	
RESPONSIBILITY	No common responsibility for an aim	Common responsibility for the outcome – at least for outsiders	

Comparison: Sports team and group at the bus stop

The following comparison between a sports team and a group waiting at a bus stop clarifies an example of what is a team and what is not.

- Team work is related to a common aim.
- Teamwork is cooperative and involves 2-8 persons.
- Teamwork means that everyone in the team brings in expert knowledge and has a special task inside the overall task.
- Teamwork means following specific commonly defined rules.

When cooperating with others it is good to know some basics about teamwork. It is not necessary when ad hoc cooperation is carried out, but it is useful when a group of persons work together for a longer period whilst having a common aim, such as in prevention teams for dropouts, school councils as well as to all those who are involved in the case management of students at risk.

The words "team, team development, teamwork" are often used in an inflationary way, since these days it is trendy to be a member of a team and not just a staff member. Often what is meant is that 2 or more people are working together. We define teamwork as follows²⁸:

4.4 Team building and cooperation²⁷





- Tasks that can be done by increasing cooperation with NGOs:
 - Meetings with school director/staff when needed for a case
 - Assistance in contacting and negotiating with parents of students at risk on different issues (e.g. attendance, participation etc)
 - Awareness campaigns on the importance of education (with parents and communities)
 - Registration
 - Birth certificates
 - Reintegration
 - Absenteeism
 - Mediation of conflicts
 - Organisation of out-of-school-activities, e.g. additional classes for poor performers
 - Using NGO facilities
 - Visiting the home of a classmate
 - Extra-curricular activities
- » Empowering social skills through developmental child/youth work (structured and/or organised activities with children, created on basis of target groups' needs aiming the achievement of the full potential of each child)
- » Support for poorly performing students
- » Life skills
- » Clubs for different subjects and interests of students (see good practice example below)
- » Participatory, child-centred and gender-sensitive teaching methods
- » Group work with students in schools (clubs, school governance);
- » Integration of children in catch-up classes organised by others (NGOs, educational agencies)
- » Developing school environments and learning materials to meet the needs of disabled children.
- » Guest speakers in classes (discussing inclusiveness).





WHAT CAN A SCHOOL GAIN FROM COOPERATING WITH AN NGO?

In general, it can be said that schools profit by cooperating with NGOs by:

- Looking at issues from an out-of-school perspective
- Finding solutions
- Dealing better with out-of-school issues
- Becoming more sustainable in the results
- Having a more continuous approach
- Taking into account the wider context
- Being able to achieve more than alone

Given the opportunities of such cooperation, we would like to encourage school directors and teachers to take a pro-active approach and search for support instead of waiting for offers whenever they are faced with a student at risk of dropping out or refusing school.

Communication is the initial stage of cooperation. Before establishing a communication network between the NGOs and school, the school director and/or staff has to be familiar with the NGOs in the municipality/region.

It is essential to identify the NGOs and make a list of the existing ones. It is recommendable that the school has a list of NGOs containing the information as follows:

- Name of NGO and contacts
- Location of offices
- Field of operation
- Activities
- Time length (operation)
- Possible joint activities/fields of cooperation

If possible, school staff should have a list with the above-mentioned listed information.



A non-governmental organisation (NGO) is an organisation that is not part of a government and was not founded by states. NGOs are therefore typically independent of governments. Many NGOs in Montenegro deal with education and the integration of marginalised groups. A large percentage offers educational services to students at risk, such as girls, children from RE communities, or children with disabilities. Non-governmental organisations can play a significant role in dealing with reintegration and enrolment of students because their developed capacities.



- Cooperation partners from inside & outside of formal education can be:
- Municipal officers (gender officers, community officers etc)
 - Youth centres
 - Community / Learning Centres
 - NGOs
 - Associations specialising in work with a particular marginalised group
 - Community leaders
 - Parents
 - Family (nuclear and extended)
 - Officials of Centres for social work.
- ## OVERVIEW OF COOPERATION PARTNERS

In this section we deal with cooperation outside of the school. All schools cooperate with the municipalities, since this is a fixed, unchangeable part of the education system. However, not all schools use cooperation and networking as tools to enhance their effectiveness and not all schools cooperate with NGOs and institutions outside of school where cooperation is not determined by law. Even the cooperation between schools does not always work out well, as the case study for students who change their place of living shows.

4.2 Involving other stakeholders in case management²⁵

Here are some aspects of parental involvement that ensure consistency and frequency, satisfaction and promotion of concern for the future of their children:

- Meetings with parents, most rarely 4 times during a school year,
- school activities where parents contribute,
- Better informed parents (via oral and direct communication via teachers, family visits, letters in the Albanian or Roma languages),
- Involvement in the case management teams.



4. Outreach activities – aimed at target groups

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

Johann Wolfgang von Goethe

Dr Sibylle Hielcher – Team Leader and Key Expert for Inclusion
Aleksandra Radoman-Kovačević - Junior Education Expert for Inclusion

4.1. Involvement of parents

As we have pointed out in previous chapters on several occasions, the role of parents in providing conditions for achieving the full potential of every child is a key role. For this reason, it is necessary to develop and foster relationships with them through the creation of a communication strategy.

In order to ensure effective communication strategy that represents a prerequisite for creation of quality relations in the teacher - parent relation, it is necessary to take the following into account²⁴:

- **Initiation:** Teachers should initiate contact, and, at the very beginning, together with parents, define expectations from the cooperation.
- **Timeliness:** Adults should make contact soon after a problem has been identified, so a timely solution can be found. Waiting too long can create new problems, possibly through the frustration of those involved.
- **Consistency and frequency:** Parents want frequent, ongoing feedback about how their children are performing with homework.
- **Follow-through:** Parents and teachers each want to see that the other will actually do what they say they will do.
- **Clarity and usefulness of communication:** Parents and teachers should have the information they need to help students, in a form and language that makes sense to them (e.g. the invitations for a meeting or an event in the Montenegrin language can be incomprehensible to parents from the community of displaced Roma and Egyptians in Konik).

²⁴ American Federation of Teachers, (2007). Building Parent-Teacher Relationships. Washington, D.C.: American Federation of Teachers.

Br.	Pitanje	Primer	Odgovor
7.	Which stories have you heard about the school? Who is mentioned in these stories? What do they deal with?	Npr. da li postoje priče o školskim uspjesima u prošlosti? Priče o neuspjesima škole? Priče o nastavnici, direktoru ili učenicima?	
8.	Which values are expressed in the stories?	What is the morale/ message of these stories?	
9.	What is considered as unchangeable/unchallenged in the stories?	What is holy? What are the beliefs/values of education?	
10.	Who is considered an authority in the school? On whom does the school rely?	E.g. an overview of school principals the school has had, an order or an extract from the law	





CHECKLIST: What is our School Culture?

Take a printed copy of the checklist and a pen and visit your school as if you were a parent or a child coming to the school for the first time. Then look around carefully and answer the following questions:

No.	Question	Example	Answer
1.	Which symbols do you find in the classroom, school building rooms and outside of the school around the building, on the walls, on the tables and so on?	E.g. Are there slogans, pictures, paintings and decorations used? Which ones? Is there office furniture? Is there a statue? Do you have class schedules on the walls, or information for teachers, students and parents? Is the environment tidy or untidy? Is there a playground? Are there any plants? Do you see new or old and overused equipment?	
2.	What do these symbols mentioned above stand for? How do you interpret them?	E.g. Do you have the impression that the place is welcoming or not? Do you know or have the impression that professional work is carried out here? Do you understand the background of pictures, paintings and statues and what they stand for? (Could be for example a picture of a class with Albanians and RE children learning together... Would a picture like this stand for integrative learning for you?	
3.	Which colours are used in classrooms, school building, rooms, outside of the school and different school objects, decorations, furniture etc.?	Description of the selected colours	
4.	What do the colours stand for?	How do you feel when looking at them?	
5.	Which furniture is in the classrooms and school buildings rooms?	E.g. Computers, tables, chairs...	
6.	What is expressed by the furniture?	E.g. furniture is adequate, expressing that good care will be taken of our children in this school. Or there are many tables and chairs	

TOOLBOX:

*Pedagogical approach
in Case management*





EXAMPLES OF M.V. AND M.K.

M.V. and M.K. are 2 to 3 years older than their classmates. In fact, during the preparation kindergarten, as well as during the beginning of the school year, it was noticed that they would occasionally start fights with their classmates, would not pay attention in classes etc. These occurrences had been eliminated, i.e. their great energy, the need for attention had been articulated and channelled via two types of continuous activities of peer support at the classroom level. The teacher used group fun type activity called "My 5 minutes" and individual work through peer support. The approach that the teacher applies during various activities is especially significant.

FUN TYPE ACTIVITIES

The activity "My 5 minutes" was being carried out during the last class, on Fridays. Children would prepare and apply for their "performance" during the week. On Friday, in the established time, children would sit in a circle and be invited to perform their act. In case they were insecure about their performance, they would have the opportunity to select a mate that would be their support during the performance. Each performance would be followed by a loud applause. This approach, as well as the supporting and relaxing atmosphere in the group, resulted in all children taking part in this activity. In this manner they have been encouraged to present themselves and their prepared material in front of others. The teacher noted a great participation of all children during the regular classes, with a special reference to participation of M.V. and M.K.

PEER SUPPORT

Peer support was implemented by having M.V. and M.K. work directly with their classmates during class. The teacher selected their peers who demonstrated good results in their studies and were very independent and communicative

children. Working in pairs contributed to building a quality peer relationship which meant enjoying working together, self-initiated working in these pairs, and giving mutual support during other activities as well.



A good practice example was shown by the first grade teacher L.J.D. who came up with the idea to establish the so-called "Best mate" certificates, which were being awarded weekly, giving credit to the child who had shown the greatest effort in helping another child. A nice touch is that everybody participates in the election of the mate of the week, both students and the teacher, by voting. The certificates remain hung on the wall for a while, until they are replaced with new ones. This had shown to be a very good motivational mean in stimulating peer support. Children who finish their task earlier, approach others who need support, of their own accord.

PEER SUPPORT - WORKING IN TEAMS

Jadranka Gavranović, Jelena Mrvošević – professional associates

EXAMPLES



Fun activities, designed to be held once a week as part of regular classes, offer the opportunity for children to have fun, socialise and build social skills, such as self-confidence, communication, presentation etc. They were usually organised at the end of the working week, in the lower grades. They were planned and adapted to the occasion. At the end of the week, they would represent a pleasant departure from school, during which the students could show each other not only the acquired knowledge but also the skills they possess.

FUN ACTIVITIES

Peer education and support is a novel approach in working with children and young people, based on the inner resources i.e. children and young people in schools, as well as the teaching staff that helps with this process. This is especially effective during the implementation of support programs for overcoming the problems of children and young people at risk of quitting school, etc. (e.g. adverse trends, and occurrences such as the use of psychoactive substances, etc).

PEER SUPPORT

Because peers **trust each other**, share **similar experiences and social norms** and therefore have a better position to provide relevant, meaningful, clear, and accurate information.²²

In the context of multicultural work, they represent an even stronger bond and resource for the proper development of themselves and their peers. In this case, those who give, help and support their peers in inclusion, learning and development, also help their own development with regard to civic competence, communication skills, etc.

Peer education and support programme within the Case Management approach - MIES 2012, has several key objectives:

1. To support and strengthen the **inclusion of RE children** during their first experience in the educational system - primary grades,
2. To have influence on **a better comprehension of the curriculum and higher levels of achievement of students of all grades**, especially the first grade,
3. To have influence on the **reduction of quitting school during "the risky stages"**:

- moving from the spread out classes to the main school building,
- leaving school because of dissatisfaction with acceptance in later grades,
- the need to "earn" for a living at the age of 11-15,
- being married, getting married, and similar phenomena characteristic of the RE context, etc.

The concept of peer education can thus be developed in accordance with the needs of specific target groups under the particular school conditions.²³

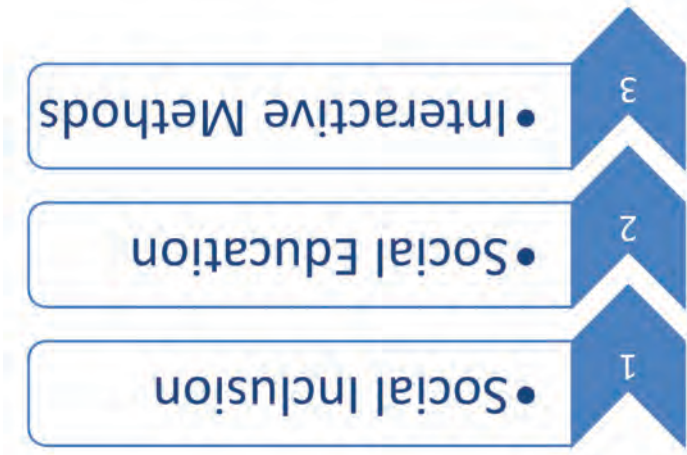
²² <http://www.educationscotland.gov.uk/learningteachingandassessment/approaches/peereducation/index.asp>

10/10/2012.

²³ Aleksandra Radoman, lokalna obrazovna ekipe, kinja za inkluzivno obrazovanje, Projekat Servisi inkluzivnog obrazovanja, MIES 2012.



Peer support activities and fun activities were conducted within the model.



The social inclusion concept implies the existence of social education²¹, as well as the use of interactive teaching methods, which are easily adaptable to the needs of target groups.

Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

3.4 Interactive activities for inclusion and reintegration of children in the classroom: peer support, fun activities

of the students from her class. Namely, at the homeroom class there was a discussion on conditions and the manner of life of all students. Together, they came up with the idea that they could help the children by making double lunch snacks, one for their child and one for their classmate who cannot afford it. The extension of this initiative was reflected in the proposal of parents to procure the New Year's gift packages on their own, for every child in class. This had been implemented later.



Similar manner of work and approach to children enabled the teacher B.P. to transfer her understanding and care for children to parents achieved, followed by the development and growth of the group itself.

Integration of M.V. and M.K. into this group of students was fully consequential modelling of the manner of work.

ve style, in this example, is characterised by the ability of self-reflection and test different ideas, their acceptance and application. Therefore, a cognitive

A very significant part of the process is the openness to hear and ability, empathy, clearly set boundaries with a friendly approach.

ce of the relationship, openness to learning and developing, creativity, flexibility, empathy, clearly set boundaries with a friendly approach. approaches which could meet the children's needs, awareness of important ons and interventions, as well as analysis and creation of multiple different activities and after more significant interventions, reference to certain development of the group. This approach was reflected in showing kindness, true concern, positive attitude, patience, checking how children feel during the constructive participation in the group as well as the healthy work and development of the group. This approach was reflected in showing kindness, true concern, positive attitude, patience, checking how children feel during the activities and after more significant interventions, reference to certain approaches which could meet the children's needs, awareness of important ce of the relationship, openness to learning and developing, creativity, flexibility, empathy, clearly set boundaries with a friendly approach.

When she was designing the support activities, the teacher paid special attention to understanding the real needs of M.V. and M.K., their active and

constructive participation in the group as well as the healthy work and development of the group. This approach was reflected in showing kindness, true concern, positive attitude, patience, checking how children feel during the

APPROACH TO WORK OF Z.K.

An example of respectable professional approach to work with children in case management



Another example of presence of prejudice was the attempt to introduce familiarisation with the Roma language and its introduction in classes. The initiative was launched by the expert service and was aimed at teachers; they were then offered material with phrases and words in both languages. A majority of them rejected this initiative. On that occasion they gave the explanation that they had the official language and it was better for the students to make an effort and learn it. An expert associate, in cooperation with the Roma children from senior grades, started making a glossary in both languages and used it in individual conversations with the children, which made them really happy and surprised. This working model was offered to teachers and one of the teachers B.P. accepted it. In his classes, together with children, he also named concepts in the Roma language, which resulted in easier understanding and adoption of the curriculum. If the teacher and the homeroom teacher were to accept this model, there would be an improvement in the quality of the teacher-student relations, as well as the teaching process itself, due to showing of respect and acceptance of differences.



Another example that was discussed in training was this: one day after classes nobody came to pick up the first grader T.M., but the teacher let her go home by herself. The RE assistant was there, and after holding back the child, spoke to the teacher and asked: "Would you let another child go home alone like that?". The conversation continued in the principal's office where the teacher was asked the question about how he would feel if somebody was to let his child go home unescorted. The teacher replied that he would be furious and that he would consider that person irresponsible and unprofessional.





During the discussion on the existence of acts of discrimination in the school, a group of colleagues reacted with refusal to face the fact that something like that even existed here, with statements such as: "No, they are not discriminated against here, they are very well accepted here". Then I pointed out the fact that, when I visit classes I have the opportunity to see the seating order in the classroom, and on such occasions, in the class of the teacher B.P., Roma children were sitting in a group, in a corner, at the furthest possible place from the teacher. I asked the colleagues a question if they considered such actions to be discriminatory, to which they replied with: "Yes, but that was by accident, it rarely happens", and with: "But, they want to sit like that, that is their choice" etc. I replied that I had seen that enough times that it could not be called an accident, and that such actions reflect our attitude of neglecting and ignoring that group of children. A debate than developed in the direction of raising awareness and admitting to existence of such and similar instances in which many recognised themselves. Then we continued with training in the direction of stimulating responsibility of the teacher to create relations of acceptance and equality in the classroom, and that the seating order is one of the significant manners of treating this problem..

TRAINING OF COLLEAGUES - WORKING ON RAISING AWARENESS ON PREJUDICE AND ACTS OF DISCRIMINATION

Jadranka Gavranović, Jelena Mrvošević – professional associates

Examples:



The chart represents the teacher training cycle in two phases, participation and transferring to their colleagues i.e. sharing of practices in an interactive manner, peer training.

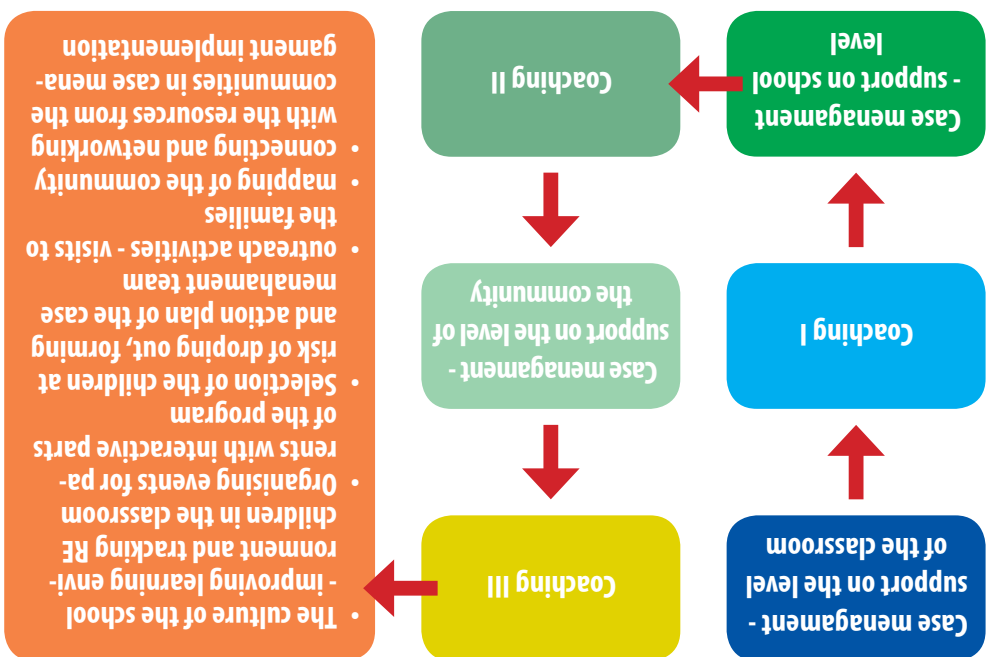


Interactive trainings are focused on active participants, i.e. stimulating and supportive influence on participation, sharing, contribution, exchange and connecting with the practical situations from the classroom and everyday life.





In the centre of work with the professionals was the principle of learning through experience and connecting the theory and practice.¹⁹



Support to professionals to implement their peer trainings i.e. broaden the experiences of their colleagues upon their return to school, also through interactive training, participants were fellow teachers from actives in schools to which practitioners belong.



In order to introduce the case management model and supporting approaches, and conduct them in the highest quality manner, an analysis of the situation had been conducted, and then, based on the needs expressed during the analysis, the key supporting trainings and courses have been created. Professional development in the project had its cycles. It was being carried out with the three target groups of employees:

I Long term work with a group that includes case management through three manners of support - classroom, school and community, implemented with the participants - school principles, assistants to the principles, professional associates, teachers;

II Short term work with other professionals - training for the implementation of interactive methods in a multicultural context, whose participants were teachers from the lower and upper grades - homeroom class professors, homeroom teachers, subject teachers;

Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

John Dewey

*The aim of life is not perfection.
The aim of life is a permanent process of
Development, maturing and improvement.*

3.3 Support to pedagogical approaches - Professional development of teachers

When we think about the culture of the organization, we can ask the following questions:

- What policies are behind the structure of the organization?
- What is typical for guides, principles and strategies?
- What marketing slogan describes the identity of the organization?
- If all the features were compared at the end, discuss how coherent and harmonious they were: What feelings they provoke and what recommendations would you give?



Analysis of the organization combines different aspects and manners of observation and acquiring new knowledge. Particular observation is used to identify the characteristics and understand the messages of the organizational culture that are defined the philosophy and identity of the organization.

The basic, initial idea was that the identity of the organization should not be hidden behind certain characteristics, but that the characteristics demonstrate this identity of their own. The architecture of the building reflects its identity, and like its real identity. It is possible that identity is not the same as the one found in the theoretical official versions.

Interpretation of manifestations refers to the understanding of the impact and goals, how the members see themselves	Manifestations • Facilities • Manner of speaking • Proverbs • Stories • Values • Philosophy • Behaviour • Similar performance of duties • Feelings • Atmosphere	Content Content of organizational culture consists of all the ways in which it is perceived, and which are divided among the members of the organization (e.g. expectations)
Interpretations	Manifestations	Content

The definition of organizational culture is an academic manner, represents understanding the set of norms, values and manners of thinking divided by the organization at all levels of the hierarchy.

ACADEMIC DEFINITION

The definition of culture of and organization, interpreted pragmatically, see the ways and methods by which the organization operates - to say briefly: Everything is seen as "normal", "taken for granted" by the members of the organization.

PRAGMATIC DEFINITION

The following text deals with the institution of culture, and will bring us closer to understanding its importance in stimulation of welcoming atmosphere and inclusion and acceptance of all children in schools equally.



School culture significantly affects the atmosphere of the school. If a school fosters intercultural values of life, and does not to possess characteristics that physically demonstrate that, the first perception may be incomplete-

3.2 School culture

Teachers are the agents of child-friendly classrooms: They create stimulating classrooms to motivate and inspire children to learn.

Make sure that all children get textbooks and cooperate with NGOs in order to help poor children to obtain uniforms, notebooks and pens. You are performing best when students can participate, families are involved and there is cooperation with the community and NGOs¹⁹.

It is connected with children, families, and communities

Treat girls and boys equally when teaching maths, language or sports. In order to do so, use a language that is not discriminatory and try to overcome stereotypes.

It is gender sensitive

Cooperate with an NGO or a medical centre to provide life skills - basic health education (e.g. AIDS, contraception, nutrition).

It is healthy and protective of children

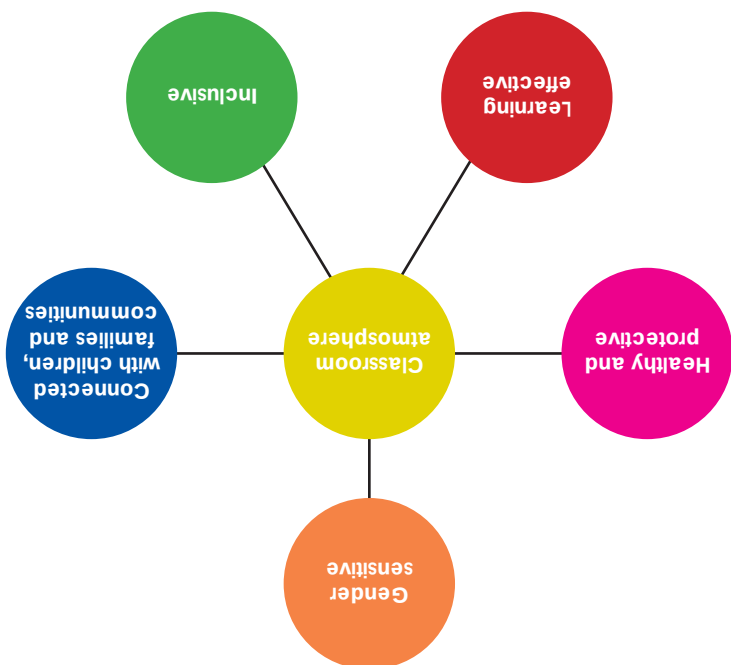
Help children to become good pupils and teach them what and how to learn, referring to the life situations of the students. Introduce interactive teaching methods and different learning styles.

It is learning effective



The first step towards inclusion is to put yourself into the shoes of marginalized students and imagine how it feels to be discriminated against and bullied. By seeing every child as a person (and not as a member of a marginalized group), it becomes easier to meet their needs.

It is inclusive of children



The school acts in the best interests of the child, leading to the realisation of the child's full potential. As such, this school is concerned with two aspects:

- the "whole" child (including his/her health, nutritional status, and well-being) as well as
- what happens to the child – in the families and communities – before they enter school, when they are in school and after they leave it.

It is a child-centred school





It is actively identifying excluded children in order to get them enrolled in school and included in learning by treating children as subjects with rights. The government is the duty-bearer who is obliged to fulfil these rights, and demonstrate, promote, and assist the monitoring of the rights and well-being of all children in the community.

It is a child-seeking school

http://www.unicef.org/lifefskills/index_7260.html
UNICEF Child-friendly school framework -

- Welcoming atmosphere: According to UNICEF, the classrooms should be places where children are welcome and where they can exercise their right to education in a good learning atmosphere.

One of the primary means to achieving a supportive environment for learning and development is a child friendly classroom. The phrase "child friendly classroom" is associated with the principles that are promoted by UNICEF. In the following text we will deal with, in a nutshell, the components of such classrooms and supportive atmosphere.

Child friendly classroom is a place where children are welcome and consistently provides a safe place for learning, emotional safety and psychological achievement, there is cooperation with the families and society, provides support to children through school culture and welcoming atmosphere and inclusive types of lessons, provides a wider content of the curriculum that focuses on teaching students, aims to develop a learning environment in which children are motivated and able to learn.

Child friendly classroom

3. Pedagogical approach to the case management

*THE MEDIOCRE TEACHER TELLS.
THE GOOD TEACHER EXPLAINS.
THE SUPERIOR TEACHER DEMONSTRATES.
THE GREAT TEACHER INSPIRES.*
William Arthur Ward

In this chapter we will deal with those pedagogical approaches to work that are not mentioned in previous chapters. We focused more on means of support for the professional development of teachers as well as those that have been undertaken at the classroom level and quality examples of pedagogical approaches to working with children.

3.1 Child Friendly Classroom

Dr Sibylle Hielcher – Team Leader and Key Expert for Inclusion
Aleksandra Radoman-Kovačević - Junior Education Expert for Inclusion



Approved By:	Signature:	Date:
Desirable skills (which can also be developed by additional training on the job) • Organizational know-how to organize events and meetings • Reporting skills • Feed-back know-how • Understanding conflict situations • Mediation and conflict resolution skills • Know-how of the education system and to implement education activities • Know-how about culture of an organization • Know-how about attendance, performance and behaviour requirements inside		
Minimum skills • Speaking Roma or Albanian or both • Coming from the RE communities or having good relations with them • Good Communication skills • Flexibility in working hours • Mobility (being able to participate in training events) • Having experience in working with children • Good team members • Having leadership skills and techniques of group and individual work) • Tolerance and acceptance of ethnic diversity • Gender sensitive		
SKILLS:		
PROFESSIONAL BACKGROUND • Experience in working with children and/ or youth (at least one year) • Experience in working in the education sector (formal as well as non-formal) would be an asset		



Summary Activities inside of school should be approximately 70% of RE assistants' work. Activities outside of school should be approximately 30% of RE assistants' work.		4 ORGANIZATIONAL RELATIONSHIPS: • Reports directly to the Pedagogue/ psychologist of the school • Participating in four fixe once per week • Filling in time sheets on a monthly basis for activities carried out	
Job Location: School, RE commu- nity and cities		Job Role: RE assistant	
School: Name and address of school		Number of days off: 22 - 30 days off per year (as determined by the law for full-ti- me employees)	
Employment Status: Full time		Degree: At least 9 th grade pri- mary school	
EDUCATION			
Re assistants in primary schools • At least primary school (9th) grade and VET non-formal program, VET certificates or some of the non-formal education programs in the framework of vocational training (including work skills listed below) or other professional education - completed three-year vocational school, or a four-year school would be an asset			

Br.	Aktivnost	Vremenski okvir
6.	Assisting in case ma- nagement by coopera- tion with the commu- nities and RE NGOs	Talking to NGOs and RE communities as well as other stake- holder on a quarterly basis in order to involve them in school activities for the prevention of drop-outs Communicate with NGOs, RE communities and other stake- holders for the implementation of case management (at le- ast inviting them to one meeting per three months with case management teams inside school)
		Talking to drop-outs and their families at least twice (if necessary more often)





3 | Action Plan for RE assistants:

No.	Activity	Timing
1.	Assisting in motivation, mobilization and preparation of RE children for the school attendance	At least one conversation with each RE family during the enrolment period and another visit during the first month of school attendance. At least 2-3 visits per semester) in those families where problems related to schooling occur
2.	Assisting schools in cooperating with RE parents	Delivering invitations to parents only in case when parents cannot read message or when children drop out from school(invitations should be delivered as usual by children) Assist communication between school and parents (helping pedagogues/psychologists/teacher or assistant of principal/principal to reach the families in the community by scheduling meeting, organizing visits to families and enabling direct communication) ¹⁷ ; on a regular basis. Visiting families where children are at risk of dropping out (at least 4-6 per two semesters)
3.	Communicating with the schools	At least 2 hour of four fixe per week Weekly reporting to responsible person in school (professional associates) Preparation of 1 time sheet per month Development of weekly action plans
4.	Assisting in including and integrating RE children in school	Once per year carrying out analysis of culture of the school plus subsequent activities for improvement Assisting in peer support on a weekly basis (at least 2 hours per week) Assist by working with children in extra classes after regular school (at least 1-2 hours per week) for children having performance and problems referring to basic and school skills At least participating in one fun activity in school for the first semester per school year Assist in all events including final events for parents and children in schools Assist in overcoming language barriers and insufficient social skills in cooperation with teachers and pedagogues for at least 2 hours week, e.g. by offering extra classes after regular school in order to improve understanding and speaking of Montenegrin
5.	Contributing to case management inside the schools	Participate in at least 5 and max. 15 case managements for at least 5 children by supporting them individually and intensively per semester Assist in planning and implementing at least one activity for a group of drop-outs for re-integrating them per semester



¹⁷ RE asistentima se pridružuju predstavnici škola tokom posjeta porodicama

4. Assisting in including and integrating RE children in school

- a. Assisting in carrying out analysis for the culture of the schools and improving it to meet RE children's needs
- b. Assisting in carrying out peer support for RE & Montenegrin children, e.g. grouping children without sufficient knowledge of Montenegrin with Montenegrin speakers or Roma and Montenegrin children as well as grouping children with better and poorer performance.
- c. Assisting in carrying out fun activities (e.g. singing, dancing, soccer – together with teachers) in order to develop some basic social skills like good communication with peers, initiating contacts and relations, expressing emotions and ideas, developing and expressing creativity, learning and cooperating in teams, mediation and conflict resolution)
- d. Supporting children in the extra classes after school who have language problems and problems related to the school achievement and problems referring to basic and social skills
- e. Assist in all events including final events for children at school, assist in carrying out interactive group activities for Roma and Montenegrin families

5. Contributing to case management inside the schools

- a. Participating in case management meetings
 - i. Assisting teachers and professional associates to analyse the attendance of RE children by discussing children which have problems in the four fixed
 - iii. Assisting teachers, professional associates and case management teams to analyse the behaviour of RE children
 - iv. Contributing to developing solutions for the problems faced
- b. Assisting RE children at risk of dropping out in all matters related to the case management approach that the CM team has developed for them, by carrying out the following activities (described in detail in the manual on case management) including:
 - i. Talking to the children to find out how they see the situation
 - ii. Carrying out activities related to the problems at hand (individual solutions to problems)
 - iii. Supporting children during the extra hours after school in doing homework and in understanding the issues dealt with during the lessons
- c. Assisting schools to reintegrate RE children who have already dropped out of school by:
 - i. Visiting – together with school teachers – families and talking to parents and children
 - ii. Inviting them to participate in activities related to re-integration (fun activities, catch-up courses, events inside schools)

6. Assisting in case management by cooperating with the communities and RE NGOs

- a. Communicating with NGOs (together with professional associates and based on agreement with school teachers and the professional associates but also alone to involve them in case management aiming at finding individual solutions to the problems at hand
- b. Communicating with RE communities (together with professional associates) to use leaders, neighbours, etc. to increase motivation of parents or to give support to the children
- c. Fund raising activities (e.g. for clothes and shoes)



¹⁶ A series of meetings that happen on a fixed day every month (e.g. Every Monday and similar).

- 3. Communicating with the schools**
- Reporting to the pedagogues/psychologists or the one responsible for RE assistant inside a school about the outcomes of their work inside and outside of school and about proposals for what should be done next
 - Filling in time sheets on a monthly basis
 - Participating in your fixe¹⁶ once per week
 - Making a weekly action plan together with the person responsible for support and supervision from schools (pedagogues/psychologists/teacher/assistant of principal/principal);

- 2. Assisting schools in cooperating with RE parents**
- Arranging for meetings with RE parents when teachers want to talk to parents and vice versa
 - Motivating RE parents to come to the regular parents meetings inside school
 - Inviting RE parents to special events inside school
 - Involving parents in case management
- "School-based Case Management approach is a strategy that has emerged from schools' concern for "children who are failing in school due to a variety of interacting school, home, and community influences" (Smith, 1). It mainly involves identifying clients, assessing their situation and developing a "coordinated service plan" (Smith, 2). Implementing and monitoring service delivery, and evaluating the effectiveness of the strategy by considering the outcomes.
- Speaking also on their own with RE parents when children are at risk of dropping out or refusing school
 - Carrying out meetings with parents when there are problems related to schooling in general based on agreement with school teachers and professional associates.

- 1. Assisting in motivation, mobilization and preparation of RE children for the school attendance**
- Carrying out initial activities with parents:
- Assisting with registration of children for schooling
 - Assisting in motivation before school enrolment
 - Carrying out at least one family visit of each RE family before enrolment
 - Carrying out at least one conversation with each RE child during the preparatory phase for the enrolment
 - Answering parents' questions related to schooling (together with school representatives)
 - Assisting in creation final lists for enrolment
 - Carrying out at least one conversation with each RE child during the enrolment period and another one during the first month of their school attendance
 - Developing more trust in the education system by being a reliable contact point that speaks Roma and/or Albanian language
 - Assisting in organising transportation issues (information about transportation, organising that children of first grades go together to school or from home to the bus meeting point)
 - Finding out family and socio-economic background information together with the school teachers
 - If necessary – improving motivation for school attendance by talking to parents, together with school teachers and school professionals



As already explained in the functions, RE assistants should never be the only ones carrying out the duties and responsibilities described below. They need to do this together with the teachers, pedagogues, psychologists, principals and case managers in the schools.

2 | MAJOR DUTIES AND RESPONSIBILITIES:

As the job title is naming it: RE assistants are assisting – they are not the ones who are responsible for the functions listed below but they carry out these functions by agreeing and in cooperation with schools' pedagogues who have the overall responsibility.

1. Assisting in motivation, mobilization and preparation of RE children for the school attendance
2. Assisting in cooperating with RE parents
3. Assisting in improving RE children attendance, ensure their coming to school, performance and behaviour inside schools
4. Assisting schools to reduce drop-outs and school refusal of RE children
5. Assisting in including and integrating RE children in school
6. Contributing to case management inside the schools
7. Assisting in cooperating with the communities and RE NGOs
8. Assisting schools in understanding RE issues and in planning and implementing measures related to the schooling or pre-schooling of RE children

As the job title is naming it: RE assistants are assisting – they are not the ones who are responsible for the functions listed below but they carry out these functions by agreeing and in cooperation with schools' pedagogues who have the overall responsibility.

1 | SUMMARY OF FUNCTIONS:

JOB DESCRIPTION:

Logo	NAME OF SCHOOL		
Job Title:	Roma and Egyptian assistant (hereinafter referred to as the RE assistant)	Date:	

Job Description of the RE assistant

Teacher

Student

Teacher

Student

if you want to try another solution;

"OK, but can you also talk to her?"

"I'll talk to her tomorrow and we'll arrange it;"

"Alright;"

"Good luck and good work solving your problem;"

you can at school and out of school. And then we can decide

Teacher	"Maybe then you could call Lindita earlier and arrange that all the time you come together to school."
Student	"Well, yes and we could use the shorter path together."
Teacher	"OK – great. You have three choices. Let's look at each one to decide which would be the best choice. If you ask Lindita to come to school together, would that work?"
Student	"Yes, she usually comes on time to school."
Teacher	"Do you think she'd do it?"
Student	"I think so..."
Teacher	"OK. How about your second choice – asking her to go back home as well?"
Student	"Well, yes, we finish at the same time."
Teacher	"Do you think she'd do that?"
Student	"I don't know. She might forget."
Teacher	"How about the third choice? To study together."
Student	"Yes, I could do that."
Teacher	"OK – now that we've discussed all three, choose one idea that you think will work best to solve this problem."
Student	"I could talk to her to come and leave together."
Teacher	"OK, I also think in the meantime you could also try to work together while in school."
Student	"I'm not sure if she wants to do it."
Teacher	"Well, if she has time and she is willing, she will do it. She seems to like to help others."
Student	"OK"
Teacher	"Will you be on time and not miss classes then?"
Student	"Probably. I should try to talk to her."
Teacher	"Well, how about if you talk to her about your way in and out of school? On the way to school, you get closer and share your concerns and tell her you'd like to study together when



Teacher	"Right again. Now tell me why it's important to stay in school.
Student	"Because you learn things you need to know for your future.
Teacher	"And you need to finish school and graduate."
Teacher	"Right again! I'm glad you see the importance of staying in school. Remember that besides learning important things, a diploma helps you get a better job – one that pays more than if you dropped out. Let's see if we can figure out how to improve your attendance using the five-step problem-solving plan we've used before. What's the first step?"
Student	"Say the problem."
Teacher	"Yes, and so what's the problem?"
Student	"I am missing classes."
Teacher	"OK. What are some choices to help you not miss the classes?"
Student	"I could try to come on time and focus and participate."
Teacher	"So, part of the problem is you don't arrive on time and when you arrive, you don't participate. OK, what's another choice?"
Student	"I could try to leave the house on time and find someone to come to school with...."
Teacher	"Good idea. How about one more idea – it's important to think of three ideas in case the first two don't work out."
Student	"I don't know... I could try to arrange it with Lindita to come and leave together. She could wait for me. We could also meet when we leave together and study together at home."
Teacher	"Right, but how would you do that? If you walk to school together and walk out of school together. You also try to study together? Is that going to help?"
Student	"I'm usually late because I stay late to understand the class and I take a longer path that I feel it is safer when I am walking alone. I am late then."



¹⁵ Keeping Kids in School, Using Check and Connect for Dropout Prevention (1996) The College of Education and Human Development University of Minnesota
<http://checkandconnect.org/keepingkidsinschool.pdf>

Teacher "I notice you had quite a few absences this past month. In fact, you were absent eight days out of twenty. I think it's a problem. What do you think?"

Student "Yeah, it's a problem."

Teacher "Why is being absent so often a problem?"

Student "Well... I could fail my classes."

Teacher "Right. Why else?"

Student "I won't learn anything."

Step 1: Stop! Think about the problem; **Step 2:** What are some choices?
Step 3: Choose one; **Step 4:** Do it; **Step 5:** How did it work?

This is a conversation between a teacher and a rural girl that misses classes and loses interest for school. A five-step conversation with a potential dropout student to guide them through the problem and find a potential solution could follow the following steps:

TEACHER-STUDENT CONVERSATION¹⁵

Conversation with students



TOOLBOX:

*Structure and approach of
Case management*



well set and conceived event is half the work done. The team suggests the following structure of planning of the event for parents:

1. PREPARATION STAGE;
2. IMPLEMENTATION STAGE;
3. EVALUATION STAGE.

The **PREPARATION STAGE** consists the following:

- Selection of the team that would design the concept of the event (number of participants in the program, number of performances, members of the jury, the event timetable, order of performances or provided activities for the event, rehearsal of the event, removing obstacles and other corrections noticed during preparation);
- Selection of the team that would prepare the technical part (sound, stage, furniture, etc);
- Selection of the team that would provide safety protection of the children;
- Selection of the team that would arrange and decorate the venue for the event;
- Selection of the team that would greet the parents and the children and show them to their seats.

The **IMPLEMENTATION STAGE** consists the following:

- Checking of all the items from the preparation stage at least two hours before the beginning of the event;
- Checking that all the participants are present in order to find the replacements in time or remove the number that would be impossible to perform;
- Prior to the beginning of the event, have another rehearsal with the selected students in order to test the technical correctness;
- Check the setting of the people that secure the venue and position them in places that could be the cause of potential danger to children;
- Check if the venue, which is arranged and decorated, is ready for the beginning of the event and if the atmosphere is supporting and cheerful;
- Prepare the team for greeting the parents and the children;
- Begin with the implementation of the event (greet the parents and the children, show the parents to their proper seats, place the children where they can observe the event without hindrance, have the teachers and educators follow the event and assist the children if necessary...)

The **EVALUATION STAGE** consists the following:

- Organising the teams as groups that would put in writing the positive and negative sides of the implemented event;
- Summarise the results and give recommendations for future work.



Prior to organising any manifestation or event, that has educational or similar value, it is most important to have a good organisation. A

RECOMMENDATIONS BY THE TEAM THAT WORKED ON PLANNING OF THE EVENT FOR PARENTS

Rajka Čepić, Jelena Svrkota – teachers
Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

do at home with their children; those were creative masks that the children could present at the masquerade ball.

- The final part of the activity was taking photographs of the children and the parents and presenting the masks that were successfully completed that day; after tidying up the classroom and commenting on the work done, I provided the parents with several more suggestions and explanations about the upcoming event.

The other colleagues of the first grade active also implemented the activity with the concept they created themselves.

The event that followed was envisaged as the event at the school level, which means that all the classes should participate in making of the masks. All the parents were invited to the masquerade ball. On that occasion, a program was designed in which the children previously prepared by the homeroom teachers took part. The program had acting, recitation and musical numbers. After that, the main, competitive part of the event followed, where the children presented their masks according to their classes. The jury observed the contestants, after which they selected the winners and presented them with the certificated. The certificates were created and designed by the teacher of the Art Culture.

The event in whole had positive sides, which were:

1. the opportunity for all children to participate in the event;
2. children's creativity, responsibility and interest in this type of the activity;
3. the opportunity for all parents to attend the event;
4. the opportunity for connection and cooperation of the RAE parents with the non-Roma parents;
5. the opportunity for the school to be open for a better cooperation with the parents and the children;
6. the opportunity for creation of positive atmosphere inside and outside the school;
7. the opportunity for the teachers, educators and pre-school teachers to show their enthusiasm, creativity and organisational skills.



One of the tasks while working on the Project, in case management, was to organise an event with the parents. Prior to implementing the event there were preparations. This meant conversations and agreements on the ideas for the event, through meetings with the team which developed the plan for the event and preparation activities for the event in classrooms. First versions of the event and agreements that we made were not implemented because there was a change of plans at the school level. There was supposed to be a masquerade ball organised in the school, so we decided to also make it the event envisaged by this project. Considering that the whole point of this event was to make the RAE children's parents come to school and contribute to the organisation on that occasion, the first grade classes made a pre-event. Six teachers sent invitations to parents, inviting them to attend the class and help their children with making their masks. The parents gladly accepted. What is significant is that most of the RAE parents answered the invitation. The parents also helped with providing the material for making of the masks, while the teachers provided most of the material. The school had a small amount of funds for purchasing the necessary material.

Preparation activities for the masquerade ball took place in the classrooms. The parents, together with children, entered the classroom and divided in groups of their own accord. My suggestion was to have the teacher make the groups, in order to connect the RAE parents with the non-Roma parents. Work could also be organised in a semi-circle, where the teacher could be an intermediary in connecting the parents and initiating mutual cooperation.

The activities that I implemented with parents and children had the following concept:

- In the introductory part the parents divided into groups of their own accord (noted separation of the RAE parents, which points at the need for a different division into groups); each group would pull out their envelope from the package; in the envelope there were suggestions for the masks and my recommendations for making them; each group got the material.
- After the initial instructions and agreements, there was making of the masks in which both the children and the parents actively participated; the class was attended by the school team that also helped with work; while the parents and the children were making masks, the team used the opportunity to make a snowman out of plastic cups, which made the children very happy; the pleasure on the parents' faces could not be hidden.
- Just before the end of the main activity, I gave out suggestions to parents for completion of other parts of their masks, which they could

EVENT WITH PARENTS



- What could have been done differently:
- Directly include the child in the conversation.
- Sign the Agreement only after the child had been comprehensively informed on everything and when the child is present.
- Follow the needs of the boy.
- Ask after his health after the visit and his visit to the doctor.

The student was also not home the second time we visited. We spoke to the mother again. She gave us the same excuse that the boy was not home because he went to the dentist with his father and he would not be coming back for at least two to three hours. Our visit lasted considerably longer than the first one. Through conversation we learned that the parents of this child make up the domicile population. We read the Agreement and the mother agreed with all the items in the Agreement.

- (Rijavec, Miljković: 176).
- I will make the best use of everything that is offered to me in school."
- I will take care of the school yard and school property
- I will take responsibility for my behaviour
- I will notify the teacher if someone is bullying me
- I will take care of my safety
- I will treat others with respect, inside and outside the classroom
- I will bring to school all the things required for the day and be responsible for that
- I will be adequately dressed
- I will come on time
- I will go to school regularly

Students' obligations:

- To make sure that the child goes to school regularly, comes on time, is neatly dressed and brings all the necessary things to school
- To inform the school if the child would not be coming to school for several days due to illness or other reasons
- To inform the school of anything that could affect the child's studying
- To observe the school rules regarding student's behaviour and discipline
- To support the child in doing homework and other types of studying
- To attend the parent-teacher meetings and other activities organised by the school and to provide the information requested by the school

Parents' obligations:



- To work on making the child feel nice and safe in school,
- To provide quality classes,
- To stimulate the development of the student's skills and interests,
- To call the parents if the child has unjustified absences, is late to class or does not bring the necessary supplies to class,
- To inform You on how the child studies, assign them homework and grade it,
- To inform You regularly on the child's progress via written reports and at the parent-teacher meetings
- To inform You if the child has special needs and together with You make a plan to satisfy those needs
- To inform You on all the extracurricular activities and events in school
- To stimulate high quality work and good relations
- To inform You on all problems in school that may affect the work and behaviour of Your child
- We will not tolerate abuse or violent behaviour of any kind
- To answer Your questions

"School's obligations:

Our visit paid out and the student continued to attend classes again. Our personal impression was that he would stop attending classes altogether and that there is a possibility that, in some way, the student is earning money for his living, and that the parents are covering that up. After our visit, he showed greater interest in class, and did not leave classes during the day, as he used to do regularly in the past. This was the first contact we had with the parents, since none of them came to the parent-teacher meetings or responded to two official calls addressed to parents due to a large number of absences. Each time we would ask the mother why she never came to school, even though it is not very far from their home, her answer was that it was due to poor financial conditions.

The student attended classes regularly, but without greater results in improving his grades.

Therefore the team decided to visit the family once more. During that visit our idea was to sign a non-formal agreement on cooperation of the school, the family and the student. This agreement binds the parties to fulfil the listed obligations.



Due to irregular attendance of classes, as well as passive rejection of working in the classroom, the student U.A. had been recognised as a child at risk of quitting school, and on that account I included him in the case management program. The first step was forming a team. Team leader was the homeroom teacher, and other team members were the pedagogues and the RE assistant. Each team member had an individual conversation with the student. The student accepted cooperation, but without greater results. The pedagogues had daily conversations with the student, and, as a sign of support, even attended some of the classes with the student, trying to find a real reason behind his disinterest in lessons. The student was well accepted by his classmates and he accepted every recommendation and promised to fulfil the strategy that the pedagogues developed for improving his grades. Our impression was that he had absolutely no support from his parents. Since the student did not attend the classes regularly even after the undertaken measures, we decided to make the next step provided for by the case management, and that is visiting the parents. The first visit was made by all of the team members. The boy was not home. We had a conversation with the boy's mother. She claimed that the reasons of his irregular attendance were poor living conditions, lack of clothes and money. We were received very well, and the mother thanked us for the visit and the care for her child. She claimed that the boy went to the dentist with his father, due to poor condition of his teeth. We found out that his parents are unemployed. The student does not have all the textbooks but we made an agreement with his mother that he should attend the classes regularly and study for the subjects that he does have the textbooks for.

CASE MANAGEMENT

Rajka Čepić, Jelena Švrkota – teachers

- close contact with the child,
 - demonstrating to the child, both non-verbally and verbally, that he/she is seen, heard and that we are interested in him/her,
 - showing concern when they do not attend school,
 - asking the child to promise he/she would come to school, encouraging him/her to become aware of his/her own responsibility in that situation.
- This kind of respect creates good foundations for development of partner relationship with the child, as well as his/her freedom and responsibility for the future decisions and life in general.



Within the work on Case Management, as the professional associates, we noticed a couple of things that imposed upon us with their productivity:

- demonstrating good will, effort and care by visiting the child's family,
- talking to members of the child's family,
- providing humanitarian aid,

CASE MANAGEMENT: INDIVIDUAL WORK WITH CHILDREN

Multiple teams at the school level had been formed by the expert associate in the school "S.P.":

Stage I: a Mini-Team was formed (the principal, an RE assistant, two teachers, an expert associate), whose task was to prepare the strategy for organising actions at the school level for Case Management, as well as to prepare the Action Plan

Stage II: creating extended team consisting of all the practitioners that teach the RE students. Their task was to implement measures from the Action Plan of the Mini-Team, keeping a record of children at risk of quitting school

Stage III: forming of third team for case management (a teacher, an RE assistant, an expert associate) for three selected children within the Case Management. Their role was to analyse a specific situation and reasons for risk behaviour. The Actions Plans for each individual child were prepared. Additionally, their families were visited. And there had been regular meetings held at the level of team for monitoring the results of actions.

CASE MANAGEMENT TEAMS

In the school "S.P.", within the events for parents, two meetings of parents, students and teachers had been organised. One of the events was a joint activity - creative workshop "Under the veil of the Autumn": making of masks by parents, students and teachers. After that, together they watched an exhibition of children's artworks, previously prepared with teachers. The finale of that meeting was the performance, during which the students danced, sang and did everything they had prepared for that occasion. The outcome of these events was connecting of all the parents from school by working together, in this case, on fun contents. And, in that manner, creating positive experiences in the context of mutual cooperation, which deepen and strengthen it, for future needs of all participants in this process. Parents feel respected by the school due to the very fact that their contribution to joint work is requested and respected.





The parents had been invited to the group parent-teacher meeting of the first grade. All of them had been invited by the assistants. Some of them responded and came to school that day. All of the first grade teachers, pre-school teachers and professional associates attended that meeting. On that occasion, we also invited a representative of the NGO "Centre for Roma Initiatives" ("CRI"). We opened the discussion on the following topics: their opinion after the first quarter, pros and cons after the end of the first quarter, further expectations, and also the issue of regular attendance, as well as the manners of establishing and maintaining continuous communication at the school-parents relation. We explained to parents, in the most tangible manner possible, the problems that occur due to irregular school attendance: problem with making a more lasting and deeper relation with other students, problem in making a relationship with the teacher, problem in constant distancing from the curriculum lessons, and consequential development of resistance toward learning those lessons, development of problematic relation toward the school, duties, working habits, and their overall obligations. During this discussion, the parents cited problem of transportation to school as the main obstacle to regular attendance. On that occasion we heard various proposals and requests by parents which were mostly related to transportation of students to school. This issue was further developed in organising a joint action of gathering signatures and making a petition, together with the representative of the said NGO, and addressing it to the Ministry of Education and Sport and Ministry for Minorities. We did not encounter understanding, but we will still endeavour to resolve this issue. Additionally, in agreement with the NGO representative, we announced to parents the next parent-teacher meeting, planned for the beginning of the second semester, where we would continue with joint efforts toward a better mutual approach and understanding. Further plans of action and connections are workshops with parents in the community together with the NGO "CRI".



Organising visits to parents and the community is a novelty in working with parents. In the school "M.L.", at the beginning of the school year, a visit to the community was organised. On that occasion, the professional associates and the RE assistant visited around 30 families. Most of them reacted with a positive sign of welcome, and an invitation into their home for a cup of coffee. A couple of them were reserved and surprised, because they did not know what we wanted from them. We informed them that we want to be better acquainted with the parents of first-graders and to develop stronger relations with them. On that occasion we talked to each one of them, learned about the conditions that the children live in, met their family members, got their phone numbers, notified them on the upcoming charity action. Help of the assistants was significant in starting communication, introductions and, in some cases, overcoming language barriers, as well as making the community notice the assistant as a part of our team. I think that it resulted in making a more relaxed atmosphere during our conversations, and it was especially significant for making a first impression and building rapport.

COOPERATION WITH PARENTS

Jadranka Gavranović, Jelena Mrvošević – expert associates

2.9 Examples of case management

After some time of doing it, take a step back and reflect on what went well and what not. Try to do more of what went well. And find new ways to improve what didn't go well. Normally it is sufficient to do this reflection once per year or per half year. This process is also called internal evaluation. It has nothing to do with control but with learning from your own experience and moving forward from where you are.¹⁴

REFLECTION TIME

This DO-phase is characterised by trying out new approaches in order to improve what has been identified as an area of change beforehand.

THEN DO IT AND TRY IT OUT!



Akcion plan za realizaciju vsnjalake edukacije i podrške				
Redni broj	Opis aktivnosti	Odgovorna osoba	Planirani datum	Planirani mjesec
1.	Prilazna aktivnost: priprema materijala i osposobljavanje nastavnika	Prof. dr. sc. M. Kovačević	01.10.2012.	10.
2.	Prilazna aktivnost: priprema materijala i osposobljavanje nastavnika	Prof. dr. sc. M. Kovačević	01.10.2012.	10.
3.	Prilazna aktivnost: priprema materijala i osposobljavanje nastavnika	Prof. dr. sc. M. Kovačević	01.10.2012.	10.
4.	Prilazna aktivnost: priprema materijala i osposobljavanje nastavnika	Prof. dr. sc. M. Kovačević	01.10.2012.	10.
5.	Prilazna aktivnost: priprema materijala i osposobljavanje nastavnika	Prof. dr. sc. M. Kovačević	01.10.2012.	10.
6.	Prilazna aktivnost: priprema materijala i osposobljavanje nastavnika	Prof. dr. sc. M. Kovačević	01.10.2012.	10.
7.	Prilazna aktivnost: priprema materijala i osposobljavanje nastavnika	Prof. dr. sc. M. Kovačević	01.10.2012.	10.
8.	Prilazna aktivnost: priprema materijala i osposobljavanje nastavnika	Prof. dr. sc. M. Kovačević	01.10.2012.	10.

- Definition of the concrete activity per aim;
- Definition of the deadlines per activity;
- Definition of one or more persons responsible per activity.

The best action plans are realistic ones. Strategic developmental plan provides definition of the most important processes in fulfilling needs of the students and enables focusing their energy and resources to help those processes to be as efficient as possible. They are also provided by the same critical attention.

Action plans (see the tools for action plan example) consist of at least following elements:

Dr Sibylle Hielcher – Team Leader and Key Expert for Inclusion
Aleksandra Radoman-Kovačević - Junior Education Expert for Inclusion

2.8 Action plan as tool for achieving goals



How to use resources and challenges	Challenges	Resources
If the teacher uses the strict approach on disinterested children, they would be at greater risk of quitting school. Therefore, adequate measures need to be undertaken to interest those children and involve them in class. One of those activities may be the following: a teacher spots a child that is disinterested in class, invites him/her to help with giving the instructions for activities they are about to perform. In that way, disinterested children feel more proud of themselves, and giving them the role of a leader makes them feel in the centre of attention and more powerful. An activity that a disinterested child could do would be to stand in the middle of the circle of other children. He then points at a child that would imitate one of three things such as "elephant", "palm" and "toaster". The elephant: the selected child raises one hand in the direction of the elephant's trunk, and classmates from each side of him/her imitate the elephant's ears). The palm: the selected child raises both hands above his/her head, classmates from each side of him/her raise one hand, as a branch. The toaster: classmates from each side of the selected child hold hands around him/her, and the selected child in the middle jumps in place.	Children disinterested in classes	
The positive energy of the children that sing or dance in class should be used in these cases. Additionally, an activity may be performed that would include these children in socialising, and later in class. One of the activities may be a game that includes all the actors in the game. Children sit in a circle and the teacher gives them different names of fruit such as: banana, orange, apple, pear etc. A volunteer steps in the middle and says the name of one type of fruit, and everyone with that name must switch places. If he/she says "fruit basket" everyone switches places. That is why the game is called the "fruit basket".	Shy and introverted children	
Children who are more energetic and who like to sing in class should be given the opportunity to share their energy with the other children, in such a manner to involve other children in singing. Unless they are given this opportunity, these children will continue with inattention in class and thus would no longer be in the mood for activities.		Creative children



Resources	Challenges	How to use resources and challenges
Lively children	Lively children	A group or a smaller number of children are more lively during classes. A child is energetic and he/she expresses that energy by peeking into the work of other children, teasing them a bit etc. and in that manner disrupts the class. In order to use the children's energy, it needs to be channelled into a creative activity which would refresh the atmosphere in the classroom and would be aimed at including the children, especially the lively ones, in following and observing during the implementation of activities, and developing their concentration. One of those activities may be the following: depending on the number of children, a teacher determines a number, in most cases the number 3. The game starts with the number one, every child pronounces their ordinal number, and every third child claps their hands instead of pronouncing their number. It may occur that the child pronounces their number instead of clapping, due to the lack of concentration. Each error resets the game to the beginning. This simple activity does not require a lot of time and can be performed during class.

RECOMMENDATIONS FOR THE USE OF RESOURCES AND CHALLENGES IN CHILDREN'S BEHAVIOUR BY THE RE ASSISTANT

Fitim Pajazitaj, Elvis Beriša – RE assistants
Bojana Laković – Project assistant

- Identifying and understanding the needs of children and young people,
- a friendly and open approach to working with children and young people, individual and group,
- ability to adapt the approach to the needs of the child,
- ability to plan, design and implement interactive activities for children and young people and with children and young people.

Support to children provided by RE assistants has been already described in the subchapter "Being RE assistant". However, the key and the most visible forms of support during the pilot stage are the following:



Dr Sibylle Hiecher – Team Leader and Key Expert for Inclusion
Aleksandra Radoman-Kovačević - Junior Education Expert for Inclusion

2.7 Support for children by the RE assistants

In the school Božidar Vuković Podgoričanin, it was noticed that a certain number of Roma-Egyptian children (around 20 of them), from the sixth to the ninth grade, do not attend a certain number of classes and that they spend that time in the schoolyard. It was determined that those children were at risk of completely quitting school, so it was decided that different activities should be undertaken in order to motivate them to return to the classroom.

The pedagogues and the RE assistant tried informally to find out the reasons for their absence from classes, and accordingly planned the activities for the children's return to classes.

The first step was building informal rapport and building trust between the children, the RE assistant and the pedagogues, by having the RE assistant and the pedagogues accept the "behaviour culture" of the students that spend their time in the schoolyard.

It was planned to discover and share interests of children with the RE assistant and the pedagogues, by having the RE assistant show his hobby – break-dancing and hip-hop, and in that manner motivate them to show their own interests. For those who would be interested, at first there would be workshops organised in the schoolyard, and later in the P.E. hall, in agreement with the school administration. The pedagogues would also be present at all of these activities and it was planned to have them held twice per week. The idea was to have the children to return to the classroom through the informal activities using the guided conversation that helps with motivation of children and the youth to think about the regular education and to gradually return to the education system.

Recommendation by the RE assistants for returning to classrooms the children who are at risk of quitting, was to use the RE assistants' or the pedagogues' hobbies, but also to take care of the interests of the children, and everything that would help with their reintegration in the system of values that fosters healthy lifestyles.

ACTIVITY FOR OLDER CHILDREN – CHILDREN WHO ARE AT RISK OF QUITTING



During their work on the Case Management, the RE assistants recognised language barriers of children as one of the major problems encountered in schools.

Low level of education of their families, as well as the fact that most children belong to the families of displaced persons, are two main reasons for not knowing the official language. Therefore, it was the RE assistants' suggestion to carry out the following activities in order to overcome the language barriers:

- In the kindergarten with predominantly Roma and Egyptian children, to begin with permanent employment two RE assistants who speak the Albanian and Roma languages, who would, in accordance with the curriculum and together with the pre-school teachers, organise activities of learning the official language.
- To use the method of peer education through socialising and visiting kindergartens attended by non-Roma children.
- Organise monthly creative activities where children could demonstrate how much they have learned (through games, recitals etc.)
- In school:
 - In schools with predominantly Roma and Egyptian children, to begin with permanent employment two RE assistants who speak the Albanian and the Roma languages, who would, in accordance with the curriculum, provide remedial classes to children
 - In order to connect the families with the school, creative workshops for learning the official language with the parents and the children should be organised in school, aimed at improving their knowledge of language so that the children could finish their homework with the help of their parents
 - Organise monthly creative activities where children could demonstrate how much they have learned (musical and theatrical activities)

ACTIVITIES FOR OVERCOMING LANGUAGE BARRIERS

- In order to overcome the situations of not attending classes, it is important to:
 - Have a motivational conversation with the child (the pedagogue and the RE assistant)
 - Have a conversation with the parents on the reasons of their child's absence (the pedagogue, the RE assistant and the teacher)
 - Send an invitation letter to the family via the Centre for Social Welfare
 - Inform the parents on the legal obligation of primary education



According to him, in the Case Management, the RE assistant is an important factor for implementing plans that are made by the mini teams in side schools. In the pilot stage of the Case Management, Elvis found it easy to establish communication and cooperation with schools, and the challenge was returning the children to school. In the pilot stage, in all three schools, he worked with children of younger age and would overcome problems that he encountered by individual and group conversations with the children, conversations with the parents and using intermediary skills (if a child quits on account of not feeling good or accepted in school - talking to the school, the parents, the child...)

Case study - Muhamed

Muhammed is an eight-year-old boy who is a student of the first grade. He lives with his family in the Camp Konik. Since the beginning of the school year, he attended school irregularly and at one time he completely stopped coming to class, even though he had had organised transportation from home to school and back.

At the weekly meeting with the RE assistant and the pedagogue, the teacher informed the RE assistant that Muhammed is at risk of quitting, because he is not attending classes. The RE assistant went to visit his family, in order to get information on the reason for the boy's absence. The parents told him that Muhammed is afraid of the other children and the teacher, as well as of the school police officer, but that they would speak to him and send him to school.

At the next meeting of the RE assistant with the pedagogue, it was established that Muhammed did not come to school even after the assistant's visit, so it was decided to organise a second visit to the family. The RE assistant, the pedagogue and the teacher all went to visit. Since Muhammed's family does not know the official language well, the RE assistant had the role of the interpreter. Through conversation, they managed to get a promise from the parents that Muhammed would attend classes. The next day, Muhammed came to school escorted by his parents. The teacher and the pedagogue organised a welcome for him, but he was still shy. To make the matters worse, the father was making the situation more difficult by demotivating the child by saying that the child was afraid and does not want to go to school, and not letting him speak his own mind. The boy is currently not attending school.

The teacher does not know the reasons behind the boy's absence. She tried everything to keep him in the classroom, talked to him, introduced him to other children, but he refused to communicate with anyone. It was the RE assistant's opinion that the parents were not sufficiently interested in having their child attend school, and consequently the child was not interested.



Mr Elvis Beriša, RE assistant in schools "Marko Miljanov", "21. maj" and "Savo Pejanović", considers his role as the RE assistant very significant, because that was how the communication between the RE community and the school developed. Although it was very exerting, because he worked in three schools and encountered different problems, he always felt nice when a child who quit school would return, because, in a way, he felt he was responsible for it.

Working as the assistant, Elvis found the community to be one of the major obstacles, because people from the community did not previously know him and thus viewed him as one of the many who make easy money on the grounds of their poor social standing.

In order to overcome the situations in which a child is interested in participating, but has language barriers, it is important to:

- Have a conversation with the parents in order to identify the problem, visit the families and talk with them in the domestic atmosphere,
- Organise individual conversations with the pedagogues and the speech therapist with the support of the RE assistant,
- Organise peer education inside the classroom,
- Follow the child's progress and provide him/her with the individual support with the help of the RE assistant,
- Involve children in group activities with the children with similar needs (level of knowledge of the language).

The teacher, together with the RE assistant, pedagogues and speech therapist, decided to work on strengthening of the child and his staying in school, by organising two home visits to the family, individual conversations on inside the classroom. With the help of these methods, the boy has been strengthened enough that he is now coming to school all by himself.

In his teacher's opinion, these methods helped both with motivating the child to stay in school, and to significantly decrease the risk of quitting education.

The teacher and the RE assistant share the opinion that the causes of the boy's behaviour are related to the family issues. The boy grew up without a mother and that affected his emotional development. Additionally, a problem that was recognised was the boy's fear of the unknown, because he did not previously know any of the children in the classroom. The language barrier, not only his, but of his entire family, was the main cause of nervousness in the classroom. Even though he was interested in participating in class, Sabedin could not understand what was being asked of him to do, and his father was very insecure due to not knowing the language and fear that he could not assist his child with his homework, even though he cared very much about his child attending school.



Sabedin is a six-year-old boy, student of the first grade of the primary school. Right at the beginning of the school year, he started coming to school escorted by a family member and he would not accept being left alone in the classroom with other students. Even though the children accepted him and socialised with him, he would cry and have a fit every day, especially when his family members would leave the classroom.

Case study - Sabedin

The role of the RE assistant in the case management is also important for personal empowerment of children, in terms of their acquiring of self-confidence, but also for overcoming language barriers, which is a problem that a number of RE children are still facing.



As the main problem for motivating and including the children in class, he views the excuses by the teachers that the language barriers are the main cause for the children's disinterest in active participation in class, due to which these children give up education very quickly. Therefore the RE assistant's role in this case is extremely significant.¹⁴

During his work on solving "cases", he found it easy to communicate with the children of any age, though he admits to finding it much easier to work with children in lower grades.

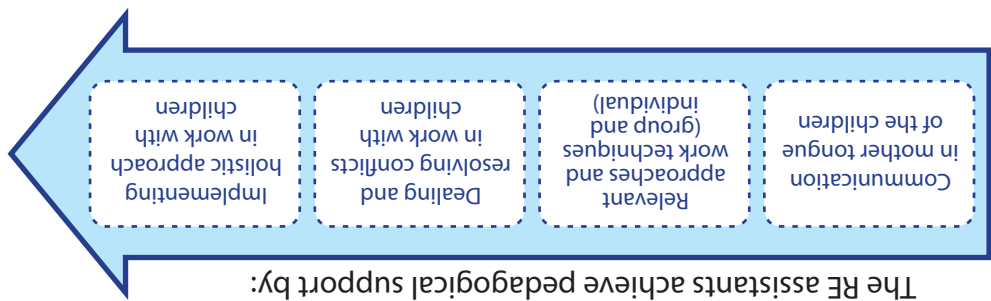
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assistant's role by the community, especially due to his young age, so, as a manner of overcoming this problem, he recommends a serious approach to the families and honest representation of the interest of parents and children regarding education.

Fitim Pajazita, the RE assistant in the pilot school Božidar Vuković Podgoricanin, together with the school administration, worked on prevention of children from quitting school in the first grade. According to him, the main role of the RE assistant is to motivate and inform the parents and the children on the obligation of education and motivate the children to participate in class, in particular the children with language barriers and children who are not interested in lessons. He thinks that more attention in the classroom should be paid at these children in particular, giving them motivation to par-

The role of the RE assistants in the case management is set out in detail in their job description. General experiences of the RE assistants in the pilot stage of the case management were that the children were more commonly quitting school in the lower grades, as well as that the parents were the most responsible for it. The reasons for quitting education were mostly the poor financial conditions. Individual experiences of the RE assistants from the pilot stage of the case management are cited in the text below:

Fitim Pajazitaj, Elvis Beriša – RE assistants
Bojana Laković – Project assistant



Observations of practitioners and others engaged in the pilot project referred to the high quality role of the RE assistants in the pedagogical support for children. This was reflected in the very successful conversations with students, as well as group activities that help with the reintegration of children and the young in the school system. A special part of this relationship includes the activities created and focused on the needs of children and the young aimed at returning them to school, and they represent a part of outreach activities (those that were planned and achieved with the target groups in mind, and searching for them outside of school).



2.6 Being the RE assistant

Dr Sibylle Hielcher – Team Leader and Key Expert for Inclusion
Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

CONNECTING THE ROMA AND EGYPTIAN CHILDREN WITH THE TEACHERS, THE TEACHERS WITH THE PARENTS, THE SCHOOL WITH THE ROMA COMMUNITY

The role RE assistant is varied and very challenging at the same time, therefore it is necessary that the assistants possess developed capacities and sufficient competence, in order to respond to the needs of children, parents and the educational system in the best possible manner, together with all other responsible parties in this process. However, the RE assistants are only assisting - they are not the ones who are solely responsible for the implementation of everything already mentioned, but they carry out their activities in agreement and in cooperation with schools' pedagogues and/or psychologists who hold the main responsibility in this process, together with teachers.

RE assistants cover several key areas of support in the case management:

- Support in achieving communication with parents,
- Support in the creation of connection between parents and schools - mediation,
- Providing support in the educational process,
- Providing pedagogical support.



All areas of support refer to support for children, parents, and thus the system of education within schools.

In previous subchapters we have already dealt with communication with parents, building rapport, and a part of the educational process and pedagogical support.

In direct communication with the RE assistants (which will be described in the next subchapter), they share the issues that are characteristic of certain students who are at risk of quitting school or refuse to participate in class, and they also participate as partners in the case management teams with all other interested parties.

2.5 Cooperation between the school and RE assistants

Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

Cooperation between the school and the RE assistant also represents one of the most important relations in the case management and work on preventing of quitting education. Experiences during the pilot project showed that the hired RE assistants had quality cooperation with schools, especially in cases where the professional staff were open to cooperation, and when they were accepted as partners or associates. However, sometimes it would happen that the role of RE assistant was identified exclusively as the technical support i.e. such that implies for example distributing notifications, communication with parents, helping children to write, read, etc.. Exclusively this type of approach, with regard to the long term and quality relation, is causing extensive damage to the children in the first place, their development and achievements, and then to the teachers and their results, the school and parents. It puts aside and neglects the most fundamental part of the case management, which is a joint, coordinated, partner and cooperative relationship, within which there is building of confidence, support and effective action, via sharing of responsibility, sincere and selfless performance for the benefit of all students, especially those students at risk of quitting education. Therefore, the responsibility and the role in the process of implementing the case management should be voluntary, conscientiously chosen and binding in order to achieve the planned objectives.

The cooperation and structured the work of the RE assistants and professional staff is facilitated by the so-called Jour fix, which is practiced as a regular means of work. It represents most commonly one day of the week, which is always the same (e.g. Monday) and the same determined time of that day (e.g. 09:30am). Jour fix is an opportunity to exchange relevant information regarding students, their behaviour and performance at school, provided by the teachers, and to discuss possible actions in that regard and agree upon the next steps.





2.4 The role of teachers, professional associates, and RE assistants

Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

Teachers are the most direct, and therefore the key communicators with children in school. On a daily basis, they follow the growth, development and progress of students through the children's behaviour and academic achievement. In cases where children display some of the behaviours¹¹ teachers have the greatest role in sharing this information with professional associates in the school and the RE assistant with whom they work closely. Sometimes it happens that teachers, prior to individual conversation and prescribed support measures for children, send the child to talk to the professional staff, and in that manner they transfer a greater share of the responsibility to the professional staff. In such manner, the treatment of causes for such child's behaviour in a direct relation to the child is being neglected, which may result in the lack of quality teacher-student relationship. In such case, the problem is most likely to repeat, and sometimes to be provoked with the intention of going to have a conversation with the expert associate. Therefore there is a delay with not only the adequate response to the problem, but also with its solution via the teacher-student communication, as well as continuation of negative behaviour patterns of the student in that class. This occurrence, apart from having a harmful effect on the development and achievements of students, is also threatening the authority of the teacher with the students. Therefore, the timely response of the teacher, aimed at sharing problems with the expert associate and the RE assistant, is a very important action, but it does not exclude the further role and involvement of teachers in the case management. On the contrary, this role is the most important one and includes initiation for the forming of the case management team, for a particular student who displays behaviours that indicate the possibility of dropping out of school.

The professional associates, as support to teachers and children, strongly influence further development of situation in the case management. They are the first partners and allies during forming of teams and helping to define the structure and action plans¹² that facilitate the implementation of activities in the case management.

¹² Qualitative and quantitative indicators described in identifying children at risk of dropping out, page 18
¹³ Action planning

- **Encourage** them to be **experts in development of their children**, to give contribution and involve in this process.
- Cooperation with parents based on partnerships and **bounding agreements** from both sides which can change behavior of the parents towards education and school attendance.
- Very often, parents are passive and cautious at the beginning during meetings with teachers or principles of the school. Most of them become more **open during the process**, by taking the role of "constructive counselor" of their child.

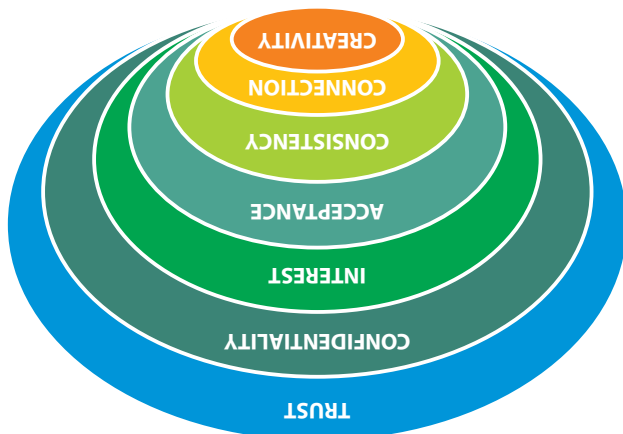
Key points important in relationship with parents:

child strays and lives, family and the school. be useful for the child itself, but also for the nearest communities in which accomplish partnership relation | the development of a child, which will of child's potential. The essences of this relationship are will and wish to operation represents one more bound necessary for better achievement peration in **partnership** which implies meeting parents **directly**. This co- In the relationship parent – teacher it is necessary to provide co-

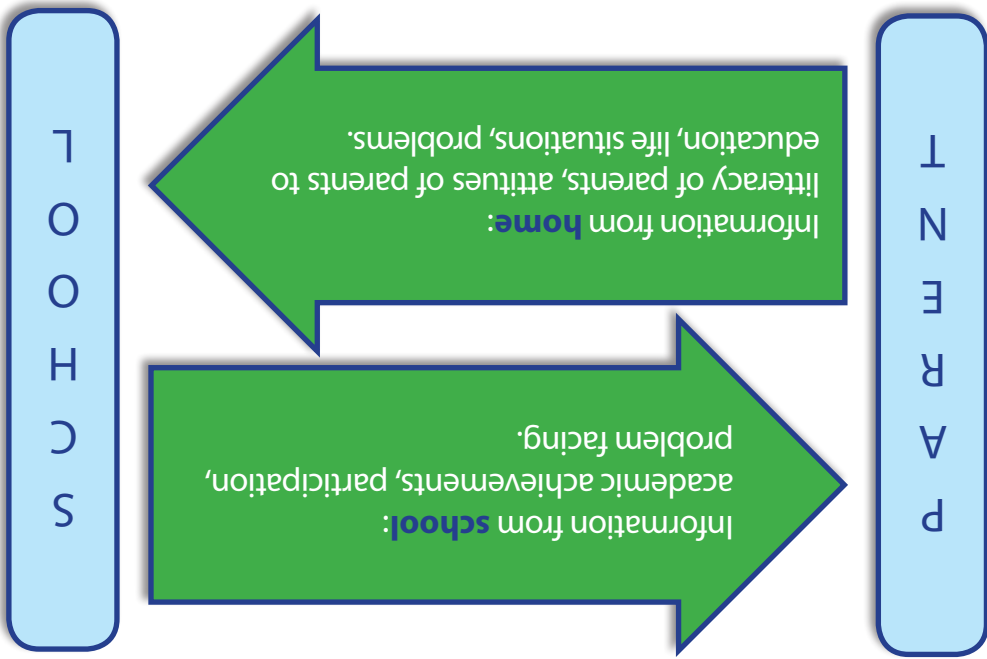
- Active participation in the School Council.
- Involvement and participation in common actions and activities,
- Visits to families,
- Fun events with their children,

Some practical activities recommended for active involvement of the parents in school life of a child and schooling are following:

Establishing and building relationship



Support and help to parents is achieved, on the first place, by appropriate approach in communication with them. Communication with parents should be two way communication in order to be efficient:



In order to provide **good communication** with parents it is necessary to:

- Create **open** relationship with **trust**,
- **Approach** parents as **partners**,
- **Include** parents as **partners**,
- Activate **resources** of the parents,
- Establish **school culture** which builds continuity and partnership in relation with parents.





¹¹ Zadržati decu u školi, korišćenje provjeravanja i povezivanja za sprječavanje slučajeve napuštanja (1996) Fakultet za obrazovanje i ljudski razvoj, Univerzitet Minnesote
<http://checkandconnect.org/keepingkidsinschool.pdf>

Family as a support!

The most precise indicator of student's achievement in school is not incomes of the family and social status, but capacity of the family to:

- Create **family ambient** which encourages learning and education,
- **Communicate** on high level, with ability to have realistic expectations of the child's achievements and future career,
- **Participate actively** in education of a child in the school and socialisation in the community.

Working with children in risk of dropping out and school refusal means **inclusion of their parents and families** as much as possible.

In the following text we are naming 3 most common approaches in work with parents:

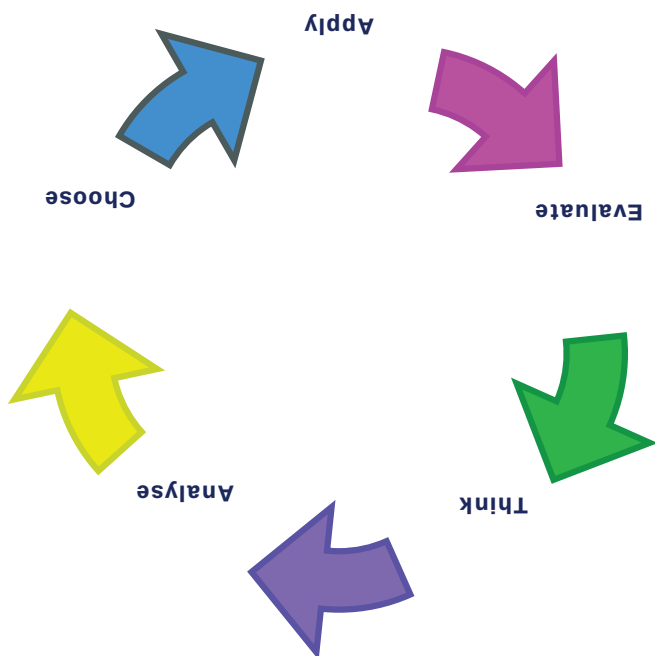
- **Individual meetings** with parents of specific child where there is a need for this action,
- **Group meetings** teacher-parent,
- **Through parents' associations** on the school level.

Communication with parents

The example of a case study with such a conversation is provided in the toolbox (Teacher - Student conversation¹¹). The toolbox contains an example of a guided conversation which is related to the difficulties of a girl from a rural area. The conversation helps both the teacher and the student to understand the situation better and identify possible solutions.

Step I:	Consider the problem
Step II:	What can we use to solve the problem?
Step III:	Choose one of the three
Step IV:	Apply
Step V:	Monitor and evaluate: How did the solution work?





Teachers are encouraged to have a one-on-one conversation with the student at risk, in order to identify reasons and establish whether there are indications for refusal or quitting school. Guided conversation is a useful means of communication between teachers and students, and analysis of his / her situation; it helps in identifying risk factors and finding possible solutions to the situation. Conversation with the student should be well-conceived and guided via the following steps:

GUIDED CONVERSATION

After identification of students at risk, there is a need for individual support. This chapter explains how to manage this in school and provide information on the case management, it also explains how to implement individual analysis and to draft a plan for individual support.

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Conversation with children



The exchange can take place at the individual and group level. At the group level, its effects can be numerous if there is a quality group facilitator on. These can be formal groups, such as groups that gather at meetings of actives or such that meet once a week or two weeks, via jour fix allowing regular exchange and structured of the informal type, which implies the use of a constructive discussion and creation of plans of action, mutual support and anything else that can help in the work process of reintegration of students.



It is very important that this kind of internal support to work on the reintegration of students is recognized, acknowledged and encouraged by the school administration, principals and professional associates. It is also advisable to plan activities for case management within the annual plan for the professional development of teachers. This kind of support to practitioners reduces feeling of spending special time for a job that is certainly only helping them in their practice, facilitates planning and working against the negative factors that cause quitting school.





The case management system is successful precisely in the part of the joint work on the identification, evaluation of situation, development of a coordinated plan of action, implementation and monitoring of the implementation and evaluation of the efficiency of the strategy by examining the results. After the initial step, the identification of students at risk of quitting, it is very important to include your colleagues who are not already in the case management. Exchange with colleagues outside of the case management team helps to create a network of practitioners, who can yield a lot greater and better results. This communication will help teachers to understand that there are also other similar situations that their colleagues face. If set in a constructive manner¹⁰, as recommended in the case management approach, communication can result in finding solutions and more alternative solutions to a common problem. The exchange may also increase motivation and willingness of teachers to implement the process of reintegration in a highest quality manner and provide them with some sort of long-term support for the implementation of the model, and thus stimulating the pedagogical practices the case management and reducing dropping out of school.



The case management model can be shown in the most picturesque manner with a puzzle that is supported by the various participants. To ensure a basis for cooperation, it is necessary to stimulate the mutual exchange of teaching staff at the very beginning.

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Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

Exchange with colleagues



Resursi	Izazovi	Kako koristimo resurse i izazove?
	line with recommendations from the Education Reform are usually not accepted by colleagues)	
Existence of trained professionals	Not respecting the child's opinion	Reacting and provoking such behaviour towards children, in order to draw attention to the harmful effects on child development. Sharing and pointing out the good effects of practice that includes respecting child's opinions and ideas.
Insufficient motivation and underemployment of professionals	Sharing of experiences with colleagues who have the experience and who are professionally training and developing themselves. Initiating sharing of experiences with colleagues who are not motivated to share, offering support and referring them to good practice of training from your own experience.	Sharing experiences with colleagues who have the experience and who are professionally training and developing themselves. Initiating sharing of experiences with colleagues who are not motivated to share, offering support and referring them to good practice of training from your own experience.
Warmth in approach		Raising awareness of the positive effects of these values and characteristics on the quality relationship with the students. Developing empathy skills.
Openness to learning and professional development		Searching for opportunities to share experiences in a group of colleagues, as well as opportunities for professional development offered in the education system at the national level, researching the European programs, for example the Pesto-lazzi program, researching innovative practices and training opportunities.
Flexibility		Raising awareness about the use of flexibility as a skill in work with children at risk of quitting to facilitate their reintegration, also raising awareness and setting professional boundaries that follow the application of this skill.
Friendly approach		Raising awareness on the multiply beneficial effects of the application of friendly approach to work with children with comparative setting of clear professional boundaries. Explore the application of "friendly approach" in the related pedagogical professions, such as youth work and the like.
	Limited number of professionals who are additionally trained	Share the gained experiences through the practical methods, non-formal education through practical training of colleagues.



Encourage colleagues to apply innovative methods, by offering good practice examples from your own work, involving them and giving them the opportunity to "try" this manner of work with peer support.

In vite colleagues to join during visits to families, in order for them to gradually become closer to the Roma and Egyptian communities. Encouraging a proactive attitude towards the encountered problems.

Initiate mutual monthly visits of one another in various classes, according to pre-arranged schedule from the classroom culture practice guidelines by colleagues who are aware of the factors that are important for the welcoming atmosphere, inviting parents to joint creative activities, once in two months or once in a month, and encourage their contribution via giving and joint implementation of ideas.

Focusing high motivation and competitive spirit to on encouraging collaboration among colleagues and children, for example via the various groups that organize events (one teacher leads a team of 15 volunteer students in charge of solely ensuring the safety of participants in the event, another teacher leads a team that welcomes and ushers guests from institutions, the third one is head of the team in charge of welcoming and communicating with parents, etc.).

Using cultural patterns to stimulate and develop critical thinking in all children, for example via debates and research works in culturally mixed couples or early marriages or emphasising of sexuality in children.

acceptable behaviour, recognising positive and negative emotions, noticing negative behaviour and suggestions for overcoming it etc.).

Kako koristimo resurse i izazove?

Lack of openness to innovative teaching methods (e.g. experiential, prominent classes, innovative, interactive methods in

Turning a blind eye before the problems of children quitting school (for example, until now, there were in no case any visits to parents of the children when quitting would occur, there was no visiting the community etc.)

Absence of awareness of welcoming atmosphere conditions

Lack of intervention against negative cultural patterns

!azovi

Welcoming atmosphere

High motivation to participate in the event programmes

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Resursi!

Rajka Čepić, Jelena Svrkota – teachers Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion		
USE OF RESOURCES AND CHALLENGES OF DIFFERENT PEDAGOGIC APPROACHES IN WORK WITH CHILDREN - HOW TO PROMOTE PRACTICE		
Professional behaviour of colleagues in work with children		
How are we using resources and challenges?	Challenges	Resources
Observing basic principles in work with children, that the safety and security measures are clear, and if not clear than additionally aware of recommended and insured by all the employees, even the technical staff, via the following: • recommendations for the accountable persons to develop a strategy on safety conditions (forming teams, giving clear assignments to each team member etc.); • pedagogogue service through workshops raises awareness of significance of child safety (good practice examples); • organising educational workshops for children; school administration gives a notification: recommendations for and penalty measures in case of absence of the former.	Insufficient awareness of safety and security of students in certain activities which are being implemented in or outside the school, especially during public events, e.g. children are climbing on top of the PE equipment in the gym hall, and the teachers do not react to that; a little girl is dancing, and the teachers want to place a table or a chair that is potentially dangerous; the same girl is skimpily dressed while the temperature in the hall is very low; she is waiting to perform for a long time etc.	
Raising awareness of negative cultural patterns and providing positive measures that diminish or eliminate these occurrences in schools via: • Providing of clear, strong recommendations by the school administration regarding basic values promoted via certain activities for children and with children; • Meeting different cultures through seminars, literature, socialising (e.g. code of conduct, recognition and nurturing of real values etc.); • Forming a school team for raising awareness of codes of conduct; • Organising workshops for children and parents (presentations of acceptable and non-acceptable behaviour, creative activities through individual work in groups, recognising different types of acceptable and non-	Not recognising negative cultural behaviour patterns in children and parents, e.g. a little girl XX (age 6) does a belly dance with quite provocative moves and clothes (one part of clothes is transparent, thin and skimpy).	





- Developing key competences;" (Kovačević, 2010: 9).
 - Practice of lifelong learning,
 - working methods,
 - Implementing non-formal (interactive, process-oriented and the like)
- Holistic approach in education is also achieved by:
- and self-reflection).
 - Being professional in a diverse context (by using sensitivity, education,
 - Cooperating with families and communities,
 - Working with children and involving children,
 - Ethics in education (values- attitudes, principles, procedures, rules),
- tion of the following:
- "Holistic approach to intercultural learning is achieved by implementa-
- and possible achievements is further developed. So, primarily, the professionals need to be very open and to easily accept the planned activities;" (Radoman Laković, 2013: 23).



“When we speak of the process of education in a multicultural context in which acquiring of social skills is significant, it is important to emphasize the importance of developmental work, which implies that the professionals and other persons involved possess the following:

- Awareness of the needs of the target group,
- Social skills,
- Holistic oriented approach,
- Intercultural learning skills that they also encourage in others and the like,
- Orientation towards professional development.

Social skills and working with children in a multicultural context primarily imply working on values and attitudes that the professionals possess. This first level is the most important, because depending on the values and attitudes of the professional, the relationship towards children, work,



Case Management approach is participatory which implies participation of all who are directly and indirectly engaged in the reintegration of children who have dropped out from school or are at risk of dropping out. Solution-oriented approach is preferable to focusing on the problem and having a passive attitude. In this part, at the very beginning, we will focus on the qualitative characteristics of work in the case management, i.e. the very approach offered by teachers and others involved. More specifically, we will focus on the general characteristics and needs of the system in part of the professional support that comes from teachers, in order for this social inclusion model to be implemented in a quality manner.

Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

2.3 Case Management Approach





⁸ Recommendations and good practices from implementation is to lower the tolerance towards absence of RE students, because it creates longterm negative consequences for child or young person. By tolerating too much of absence, children/young people loose the continuity in following and tracking teaching process which enables reintegration and learning as well as tracking lessons and teaching.

⁹ ???

You can use SMART⁹ principle approach in identifying individual indicators for the child to drop out. Those can refer to specific phenomenon which is measurable, had happened, is realistic and also time framed or defined.

- » Reprimand of Teachers Council - Ukori Nastavnickog vijeća.
- » Principal reprimand - Ukori direktora,
- » written warning - pismena opomena
- » verbal warning - usmena opomena,
- Number of corrective measures taken:
- Number of written invitations to parents ;
- Number of oral calls and invitations to parents ;
- The number of individual interviews with parents ;
- (razredni starješina);
- The number of individual interviews of students and class teachers associates (services);
- The number of individual interviews of students and professional
- Number of absences (How many times student did not attend class?);

II QUANTITATIVE INDICATORS:

- » Does not ask for help/support and does not offer help/support,
- » Does not participate in spontaneous free activities (school brake etc.).
- » Separates from the group physically, sits alone, smiles, makes jokes and laughs with peers rarely,
- » Avoids eye contact,
- » Rarely communicates verbally,
- Lack of developed relations with peers from school: needs of others.
- » Inability to recognize the needs of others and respect for the
- » Lack of creativity and the ability of its presentation,
- » Inability to express and communicate the ideas,
- » Inability to recognize and openly express needs,
- » Reasoning and making decisions for yourself,
- » Inability to collect information,
- » Lack of initiative in making contacts and participation in activities,
- » Problems in presentation and self presentation,
- » Problems in individual and group communication,
- Insufficient development of appropriate social skills:



⁷ SMART principle in defining qualitative indicators can help defining, measuring and time framing, in everyday practice. Research done in SPSS program, within the methodology of social sciences, are also valuable tool for scientific relevant results.

- shows difficulties in adopting and applying some terms
- Language deficiency: does not understand partly or completely official language, understands but does not speak official language, ket, heavy physical work etc.
 - Forced labor: collection of secondary raw materials, work in the market, sky behavior (burglaries, begging, early sexual relations, prostitution) being closer to vices (smoking, alcohol, drugs) and other kinds of risk
 - Spending lots of time on the street and having as a consequence – Child illiteracy in subject class;
 - Verbal violence;
 - Destructive relation to the school supplies;
 - Destructive relation to the school property;
 - Student has a tendency to start and participate in fights;
 - Student does not attend class regularly;

I QUALITATIVE INDICATORS ARE:

We defined qualitative and quantitative indicators which can help us to identify factors of risk from dropping out. Quantitative indicators are more visible and easier to track according to school rulebooks and similar school regulations. Qualitative indicators can often show us more phenomenon and relations between them and are related to the phenomenon and processes which are also measurable, and are also easy to recognise if we use adequate approach in their defining.⁷

Jadranka Gavranović, Jelena Mrvošević – professional associates
Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

The most of the students in risk are influenced by several factors. Indicators of dropping out and school refusal are multiple and complex. Those indicators are not direct ad hoc systems, but they focus on longterm behaviour which leads to gradual, almost invisible, dropping out. It is of great importance and it provides also identification of the risk factors for dropping out of the children and young people.

How can the students at risk of dropping out be identified?



- Principal and the Deputy of the principal,
- Teachers and the group of grade teachers,
- School psychologist,
- School pedagogue,
- School Council,
- Association of parents,
- Students (ex. Students of higher grades (6-9) of the same teacher).

ternally employed:

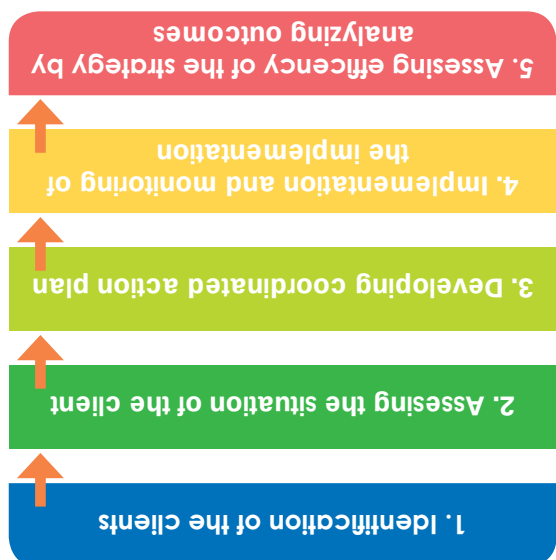
The first step in providing the conditions for case management is taken by the homeroom class professor/ homeroom teacher. At the classroom level, the teacher's role is to identify and support students at risk; adequate and sustainable support of students at risk requires hiring a broader group people. Case manager can share the case with the following colleagues, in-

Who identifies children at risk of dropping out?

Dr Sibylle Hiescher – Team Leader and Key Expert for Inclusion
Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion



2.2 How can students at risk be identified?

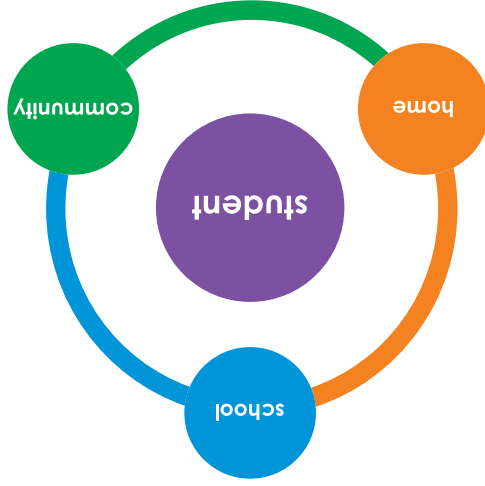


2. Structure and approach of case management

„It is not important WHAT you do, but HOW you do it!“

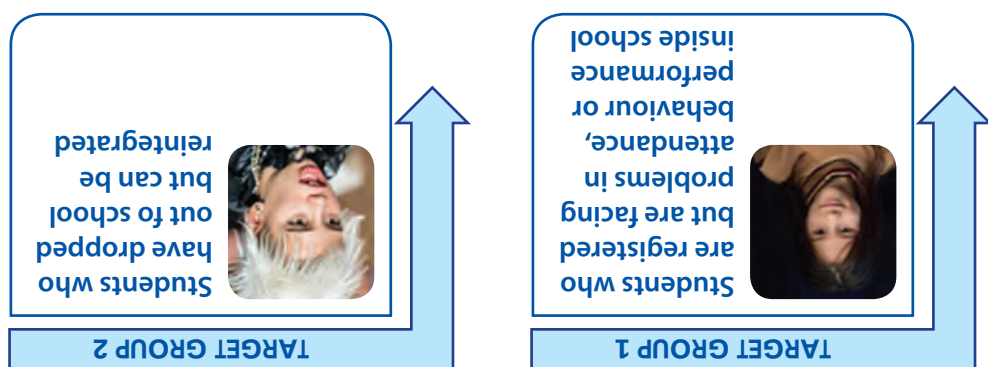
Dr Sibylle Hiescher – Team Leader and Key Expert for Inclusion
Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion

“School-based Case Management approach is a strategy that has emerged from schools’ concern for “children who are failing in school due to a variety of interacting school, home, and community influences” (Smith, 1).



2.1 Case management steps

School-based Case Management approach mainly involves identifying clients, assessing their situation and developing a “coordinated service plan” (Smith, 2). Implementing and monitoring service delivery, and evaluating the effectiveness of the strategy by considering the outcomes.



The prevention of dropping out refers to two different types of students:

1.3 Target Groups

Reintegration is the process of bringing back and integrating to school those students who have dropped out or are refusing school. Reintegration refers to three different types of students:

- Students who have enrolled, but stopped attending (those who dropped out),
- Students who have not enrolled, but are coming back to the formal system after attending additional courses,
- Students who refuse school.

The end result of reintegration is to have the dropouts back in the formal school system.

1.2.3 Reintegration

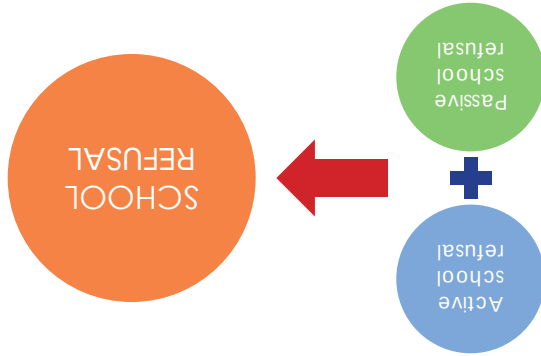
The situation in the schools shows that dropouts are a constant phenomenon in the educational system. Dropouts occurring during compulsory education are relatively few during the first grades. This is due to the fact that there is no school repetition in the first five years. However, after this stage of education, from grades 6 to 9, the dropout rate increases and is more substantial at the end of compulsory education. Every year a significant number of students do not have the opportunity to enrol in upper secondary schools.

As for the dropout case of those that were not enrolled, the precise data is unknown.

1.2.2 Refusal

We can differentiate between active and passive forms of school refusal which may lead to dropping out and failure to obtain the school certificates that are a proof of completed primary education. They are not always easy to differentiate and to identify since there are also many different ways to do so. A useful definition has been developed by the German project "Second Chance":

- **Active school refusal:** Students are absent repeatedly and/or stay away from school, or are present but refuse to participate in lessons by disturbing the lessons.
- **Passive school refusal:** Students are present in the classroom but don't participate in the lessons and show no interest (spiritual absence/dreaming). Or the students stay away from school but their absence is not understandable (e.g. high number of days of absence when having a minor health problem).



Students who are refusing school passively normally do not attract attention. It is easier to identify students who actively refuse school.

⁴ This part of the chapter takes as a starting point the manual "Dealing with school refusal & dropouts", A Practice-Oriented Manual, Dr. Sibylle Hielescher, MA, Wera Kastirat, Copyright©2012, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Pristina, October 2011

⁵ According to UNESCO, "dropping out" is understood as leaving school education without completing the started cycle or program. Among the most well-known definitions is the one given by Morrow (1987): "a dropout is any student previously enrolled in a school, who is no longer actively enrolled as indicated by fifteen days of consecutive unexcused absence, who has not satisfied local standards for graduation, and for whom no formal request has been received signifying enrolment in another state-licensed education institution."

- Dropouts in Kosovo are defined as those who⁵:
- Drop out during compulsory education,
- Drop out after compulsory education,
- Non-registered children of school age who don't attend compulsory education at all.

1.2.1 Dropouts

In this part of the manual, we will deal with a more accurate definition of rejection and dropping out of school, as well as reintegration in the Montenegrin reality. This approach is important because it provides a broader concept than the one that is visible and recognizable to teachers and others who wish to engage in understanding and dealing with the dropout problem.

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Aleksandra Radoman-Kovačević – Junior Education Expert for Inclusion



1.2 School Refusal, Dropping out and Reintegration⁴

- case management should address. Of course, before designing the best possible case management model, you should also be take into account some of the common occurrences that should be addressed. At this stage, the most important thing is to be sincerely motivated to recognize and further "treat" the causes that lead to negative effects and consequences;
- Prevention of school refusal and dropouts;
- Reintegration of dropouts into the school system.



Despite the fact that the practitioners are usually motivated and highly qualified, there is still a need for improvement on the following issues:

- Awareness of discriminatory behaviour which demotivates children to actively participate
- Basic intercultural attitudes, skills and knowledge,
- Teaching styles and techniques, such as the wider and more common use of interactive work an techniques, identifying needs on group and individual level, and designing activities according to children's needs,
- Teaching approach or working style, for being too lenient or too authoritarian
- Definition of the case management, especially getting to know the structure of the case management, the manner of implementation. The next step involves defining specific issues within the school community that the

- Lack of inclusion of discussion on gender, differences among students
- Lack of encouragement of group works with mixed participation
- Lack of encouragement to share opinions and emotions
- Lack of tolerance towards poor performance
- Lack of challenge towards textbooks' discriminatory text and visual content
- Class arrangement (e.g. seating),
- Student assessment (e.g. biased, gendered)
- Lack of role-playing
- Lack of students' projects

Teaching methodology

- Discriminatory and sexist language
- Discriminatory behaviour towards different groups or individuals
- Using stigma, bullying students
- Allowing / ignoring stigma, bullying, or mobbing among students
- Lack of motivation for participation of all students in interactive, participatory and creative discussions
- Rejection of marginalized students in teaching and learning process
- Lack of objectivity towards students related to sex, language, ethnic group, religion, or special needs, etc
- Lack of empowerment of marginalized students for active participation and critical thinking
- Lack of confrontation in discriminatory situations

Discriminatory treatment



Discriminatory treatment can be very demotivating for children and it can prevent them from actively participating in class life and learning process.

Apart from discriminatory communication, there are several important types of discrimination, which the teachers are often more or less aware of, and refer to the class setting and atmosphere that is created in the classroom. It is not uncommon, for example, that Roma and Egyptian children sit in the back seats, with another child of their ethnicity. In some cases, teachers do not recognize the negative consequences for the inclusion and integration of the child in their peer group as well as in the teaching process. Therefore, they do not raise awareness of the negative impacts that discourage children to be actively involved, and on the other hand encourage them to withdraw, be shy and remain isolated. In some cases, even when they are aware of the consequences of this particular phenomenon, they take no action on the pre-text that such occurrence is what the child wants and needs etc.

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favourite cartoon hero - Goku. After that he asked her if she would like to draw something and she accepted. She drew a ball and an apple, and then she asked the assistant if he would like to play with her a game of hers called "coca-cola". After that conversation, the girl started to noticeably participate in class, and to socialise with other children at recess.

The teacher cited language barriers as a cause for Samantha's moodiness and disinterest during class. Since Samantha understood the official language, it was the opinion of the RE assistant that more attention should be paid at the approach to working with her.

In order to overcome the situations where the teachers claim that the language barriers are the problem, it is important to:

- Keep a record of the children who are not interested in classes,
- Have weekly conversations with the RE assistant and pedagogues aimed at a joint finding of a solution for motivating children,
- Pay more attention when working with disinterested, shy children in order to motivate them to participate in class, because a majority of first-graders have a fear of mistakes, of being ridiculed, of being punished (work on developing social skills).





conclusions about abilities to understand and use the language and intentions of the so-called "language barriers" occurrence, which became an established term for any situation in which the teacher is not trying to adjust his/her approach to the child, but is disputing the child's ability to communicate in the official language. In some cases, the ability was actually reduced or partially reduced, or there was the ability to understand and so on. However, in order for each child to receive the treatment which they deserve and which is provided for under a legal framework, education on reform, as well as basic and universal children's rights, more attention should be paid to individualized approach. The fact that is particularly concerning in this section is the manner and also the time period of evaluation, as well as whether the appropriate pedagogical measures are created, planned and undertaken, in the form of adequate approach to working with children, and whether progress is monitored.

Filim Pajazitaj, Elvis Beriša – RE assistants
Bojana Lakočić – Project assistant

Case study – Samanta from Roma and Egyptian domicile community³

Samanta is an eight-year-old girl from a domicile Roma family, enrolled into the first grade. In class, the teacher noticed that Samanta does not wish to participate in class or to communicate with her peers. Every attempt of the teacher to include Samanta in class failed. Thus, at the weekly meeting of the RE assistant and the pedagogue, it was agreed that another manner of including and motivating Samanta was to be attempted.

There was an individual conversation between the assistant and Samanta, where, in the beginning, she was still disinterested. In the beginning, the RE assistant worked by the questionnaire where he formed several questions in order to reach a conclusion on the cause of her disinterest. However, that did not work, so he shifted to the free conversation with Samanta. In order to motivate her and interest her in conversation, the assistant started talking about his childhood and the games he liked to play with his peers. He also told her what his favourite subjects were and what he preferred to do in school. Also, he made her a drawing of his

³ Ovaj slučaj je opisan autorima, ali je u priručniku uspostavljena anonimnost kako bi se zaštitile osobe uključene u ovaj slučaj.

Each attempt to improve the system starts by identifying the challenges and facing them, as well as undertaking measures to make positive changes occur.

In the following pages we will reflect upon the challenges related to pedagogy and education in Montenegro's primary school system within which the activities of this Project were conducted. It should also be noted that the system, by giving a chance to many programmes that have worked on improving it, especially programmes of inclusive practices, still managed to support a part of positive changes. In addition to this, we have quite a few individual examples of teachers and professional staff who have invested in their professional development and as such now represent a valuable resource for further quality development of the system.

When we talk about the causes that relate to the quality of education and the treatment of the target groups, we refer to the following two categories:

- a. Discriminatory treatment and communication by some of the teachers and some staff in schools,
- b. Insufficient quality of education relating to the lack of implementation of adequate approach to working with children and use of a holistic approach by some of the teaching staff.

These problems are often not "visible" at first glance, as much as those that are reflected in poor academic achievement of children, but they have a very strong negative impact on child development and achieving of their full potential.

- a. There are different types of discrimination against children by teachers. Sometimes they are reflected in the manner that the teachers interact with the children, using discriminatory language that implies exclusion of groups from the process of education, regardless of their physical presence in the classroom. Communication can also be selective, giving priority to one group in the process of communication and discussions in relation to other children belonging to various ethnic minorities, gender, special needs, gifted children, or poor children. Selective communication can also be recognized by the comments on the responses of students, grades, and their involvement in various activities.

- b. Insufficiently serious categorization of the ability to understand and use the official language in the classroom also represents a significant barrier to engagement of children in the process of teaching and learning as much as they could realistically achieve. It refers to making subjective



1. Case management implementation

Doing all that is possible in order to keep all children in school



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Introduction to case management

The first step in the prevention of dropping out is to analyse the situation without prejudices and to identify the basic underlying problems. Within the project activities, a situation analysis for dropping out of primary schools in Montenegro was carried out. The following causes were identified:

1. Causes referring to quality of education and treatment of target groups,
2. Causes referring to socio-economic and cultural background of RE children.

1.1 Pedagogy and education

Montenegrin society is, unfortunately, still going through the years of transition, and different phenomena can be distinguished in all areas of life, which point to still insufficiently matured conditions for leading a quality life in all of its segments, including the field of education. A lot of effort has been made in the field of education reform, as well as the adopted legal frameworks that provide the opportunity for further development of the system and improvement of quality.



Chapter 1 offers basic background information, theoretical background and forms of dropping out and school refusal.

Chapter 2 is oriented towards approach and structure of case management referring to adequate approaches of implementation of this working model, identification of children at risk, indicators of dropping out or leaving school. Teachers, professional associates and school administration have a direct contact with children. This daily contact enables them to notice any problem that may occur, relating to attendance, behaviour or performance in class, organisation of cooperation of teaching staff with professional associates, RE assistants and school principals. This Chapter is especially focused on cooperation with RE assistants, who are still not an integral part of the education system, but who play a crucial role in connecting schools with RE communities, teachers with parents and RE children with teachers, emphasising support to children for inclusion and staying in educational institutions.

Pedagogical approach of Case management contains measures that ensure the welcoming atmosphere and providing support when the problems occur.

Chapter 4 refers to support at the community level and deals with measures that the school undertakes in order to ensure cooperation with people, institutions, and organisations outside the school. Key partners are parents, RE communities and their leaders, NGOs working with and for RE communities, Centres for Social Work and Municipalities. The focus of cooperation with parents refers to their greater involvement in the school activities and improvement of the parent-teacher communication. The focus of cooperation with other interested parties is the improvement of the case management implementation for students at risk of dropping out and/or who have dropped out of school already.



► Introduction

"Giving all children a chance"

The project "EU-Montenegro Inclusive Education Services" has been implemented from December 2011 to March 2013, in cooperation with the Ministry of Education. In component 2, it dealt with the inclusion of RE children in education system. The key activities of this component were:

- an intensive two week activity of preparatory kindergarten for RE children aimed at increasing school readiness, and
- introduction of case management and prevention of dropouts in primary schools.

For piloting case management model in primary schools the project cooperated with eight primary schools in four cities:

1. Podgorica: "Bozidar Vuković Podgoričanin", "Marko Miljanov", "21 maj", and "Savo Pejanović",
2. Nikšić: "Milleva Lajović Lalatović" and "Olga Golović"
3. Tivat: "Drago Milović",
4. Berane: "Radomir Mitrović".

Primary education is a basic human right granted to all children in Montenegro². Prevention of dropping out is not an easy task in everyday school life. Case management should be included in the education system as an integral part of delivering high quality education.

The manual contains four chapters:

- Chapter 1: Case management implementation
- Chapter 2: Structure and approach of Case management
- Chapter 3: Pedagogical approach of Case management
- Chapter 4: Outreach activities – aimed at target groups

² Law on Primary Education in Montenegro, Article 4.
<http://www.gov.me/files/118409258.pdf>



► Abbreviations

BES	Bureau for Education Services
MEIS	Montenegryn Educational Information System
MoE	Ministry of Education
M&E	Monitoring and evaluation
NGO	Non-Governmental Organisation
PI	Public Institution
RE	Roma and Egyptian
RC	Resource centre
REF	Roma Education Fund
TOT	Training of Teachers



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Summary

This Manual has been developed under the project "EU - Montenegro Inclusive Education Services", which was implemented in cooperation with the Ministry of Education. The topics covered in the Manual refer to the prevention of children dropping out of Montenegrin schools by introducing the case management model. Case management model is applicable to work with all children who are at risk of dropping out or have already dropped out of school. Children of Roma and Egyptian population in Montenegro are the most disadvantaged group because they come from poor families. For children of displaced persons the situation is even more adverse, as they often do not speak Montenegrin.

This Manual aims to provide practice-oriented information and tools, mainly intended for teachers, professional associates, principals of primary schools, as well as RE assistants. In order to ensure greater usability of the Manual, we focused on the basic tools and included case studies, as well as best practice examples.

The key approach during the introduction of case management in Montenegro was based on the following principles:

- Fostering a child friendly school' culture, which means that Roma and Egyptian children are also welcome
- Building trust and networking between the RE communities and schools
- Introducing structured and monitored peer support
- Greater involvement of RE parents in school activities
- Working directly with children who have difficulties in school, in families, and in collaboration with NGOs and centres for social work
- Working continuously with the RE assistants on all of the above issues

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MANUAL

For professionals (teachers, professional associates, principals, RE assistants) and all those who are interested in prevention of dropping out of schools in Montenegro

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